

The Republic of the Union of Myanmar



National Skills Standards Authority



National Occupational Competency Standards

HOTEL AND TOURISM SECTORIAL COMMITTEE

BAKERY AND PASTRY STAFF LEVEL-1



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FOREWORD

The National Skills Standards Authority (NSSA), formed in 2007 under the Ministry of Labour, Employment and Social Security (Now Ministry of Labour, Immigration and Population) has been facilitating the development of Occupational Competency Standards for the assessment and qualification of the Myanmar workforce.

The NSSA formed 15 Sectorial Committees comprising of representatives from relevant line ministries and the private sector to, among others, develop the Occupational Competency Standards which would be the basis of assessment and awarding of certificates to workers. Thus far, the 15 Sectorial Committees have developed 176 Occupational Competency Standards at four levels for the 15 economic sectors, of which 102 Occupational Competency Standards were approved in principle by the Cabinet.

In 2004, the NSSA with the assistance of GIZ and Swisscontact has started implementation of the “Fast Track Skills Assessment and Certification Pilot Project” with the aim of certifying existing skilled workers at National Certificate (NC) Level 1. For the pilot project, Expert Groups were formed to review the NSSA Occupational Competency Standards for 25 priority occupations.

The National Occupational Competency Standard for Bakery and Pastry Worker NC Level 1 will be the outcome of such review. The review will be undertaken by professionals and experts nominated by the Hotel and Tourism Sectorial Committee. Skills assessment events will be undertaken and certificates will be awarded to qualified candidates.

The *Bakery and Pastry Worker National Competency Level-1 Standard* (Version No.1) contains ten (10) competency units, comprising of two (2) units under Technical Competency, five (5) units under Industrial Competency and three (3) units under Basic Competency.

Assisted by IECD consultants, the Expert Group who reviewed the standard was composed of the following:

1. Daw Khaing Khaing
Myanmar Restaurant Association (MRA)
2. Daw Kay Thi Naing
Myanmar Hotelier Association (MHA)
3. Daw Nyo Nyo Lwin,
Myanmar Hotelier Association (MHA)
4. Daw Ni Ni Aye Nyo,
Centre for Vocational Training (CVT) Myanmar
5. U Zaw Wate,
Myanmar Chef Development Centre (MCDC)
6. U Than Zaw Oo
Myanmar Hospitality Professionals Association (MHPA)

7. U Saw Myint Htoo
Myanmar Hospitality Professionals Association (MHPA)
8. U Min Yan Aung
Myanmar Hospitality Professionals Association (MHPA)
9. U Yee Htun
Myanmar Tourism Human Resources Development Association (MTHRDA)
10. Ms. Claire Robaye, Consultant, European Institute of Cooperation and Development
11. Daw Nang Shen Noon, Consultant, European Institute of Cooperation and Development
12. U Aung Minn Thein, Consultant, European Institute of Cooperation and Development
13. Mr. Simon Martin, Consultant, European Institute of Cooperation and Development
14. U Tay Zar Oke Kyaw, Principal (Deputy Director)
15. Myanmar Institute of Tourism and Hospitality, Ministry of Hotels and Tourism
16. U Soe Min, Myanmar Institute of Tourism and Hospitality, Ministry of Hotels and Tourism
17. Daw Nyunt Nyunt Win, Myanmar Institute of Tourism and Hospitality,
Ministry of Hotels and Tourism
18. Daw San San Wai, Myanmar Institute of Tourism and Hospitality,
Ministry of Hotels and Tourism
19. U Lwin Ko Oo, Trainers, Myanmar Institute of Tourism and Hospitality
Ministry of Hotels and Tourism
20. U Aung Aung Lwin, Myanmar Institute of Tourism and Hospitality,
Ministry of Hotels and Tourism

The NSSA and the Hotel and Tourism Occupational Sectorial Committee, hereby release the said Occupational Competency Standard of Bakery and Pastry Worker for adoption by the Hotel and Tourism Industry.

Chairperson
National Skills Standards Authority

Chairperson
Hotel and Tourism Sectorial

GLOSSARY

Competency Elements	Refers to the basic fundamental parts of the standard. It describes the functions that a person, who works in a particular area of work, must be able to master. It must be written in action verbs and described as outcomes which are demonstrable and assessable.
Competency Level	Refers to the skills, knowledge and attitudes desired for Level 1 (bakery and pastry commis).
Competency Unit	Refers to a competency which should be applied in a work situation, can logically stand alone and includes a title, expressed in action verbs.
Competency Code	Unit Refers to five components: 1) abbreviation of sector name, 2) abbreviation of occupation name, 3) occupational level, 4) total number of units, and 5) version number of the standard.
Description	Brief profile of the occupation indicating the purpose and intent for clear and accurate description of the standard.
Evidence Guide	Supports the assessment to determine if an individual holds the competencies (specific skills and knowledge) described in the standard. It relates to the knowledge and activities that should be demonstrated and observed to reliably attest to a person being able to apply a competency in a realistic workplace.
Industry	Also refers to as Sector. Currently NSSA has 15 Sectorial Committees from which this section is derived, e.g. Hotel and Tourism Sectorial Committee
Occupation Title	Mostly derived from the list of occupations found in the Myanmar Standard Classification of Occupations from the Department of Labour.
Occupational Competency Standard	The set of competencies required for effective performance in an occupation in line with the employers and industry requirements across the country.
Performance Criteria	Statements which specify what is to be assessed and the required level of performance. Performance criteria also indicate the sequence of major tasks. Each element has a number of performance criteria describing in detail the skills a worker applies when undertaking the work defined in the unit. They set out fully what is done, how well the work should be performed and allow for a measurable outcome. Written in passive voice.

Range	Relates to the unit of competency as a whole and sets the parameters for the application of the competency and captures the, for example, types of work, resources, services, etc. that could apply when the competency is being used.
Range and context	<p>Relates to the Standard as a whole and performs a number of functions, including:</p> <ul style="list-style-type: none"> - Contextualising the Competency Unit - Providing a linkage to knowledge and work requirements - Providing a focus and boundary for required performance - Providing assistance in the update of Competency Standard units
Underpinning knowledge	Refers to a basic understanding of how the work is done, which is a very vital part in evaluating the performance of workers.
Underpinning skills	Refers to the essential abilities needed to perform effectively, which is a very vital part in evaluating the performance of workers.
Unit Descriptor	Elaborates the information provided by the Competency Unit by indicating the purpose and intent to ensure the clear and accurate description of such.
Variable	Refers to technical terms or processes identified in the Performance Criteria.

NATIONAL CERTIFICATE LEVEL DESCRIPTION

Bakery and Pastry staff		
Occupation: BAKERY AND PASTRY STAFF		MSCO Occupational Code:
Description: Prepare, bake and display bakery and pastry goods to customers and guests as specified		
Level Descriptor (General)		
Certificate Level	Job Level	Skill, knowledge and attitude
National Certificate (NC)-1	Semi-skilled worker	<ul style="list-style-type: none"> • Demonstrate basic knowledge by recall in a narrow range of area • Perform basic or preparatory practical skills in a defined range of tasks • Carry out routine tasks given with clear direction • Demonstrate understanding of safety requirements • Receive and pass on information related to the work • Access and record information related to the work • Take limited responsibility for output of self

BAKERY AND PASTRY STAFF

Competency Units for NC level-1 Bakery and Pastry staff in hospitality and catering industry	
Unit Code No.	TECHNICAL COMPETENCY
HT-BPS-101T1	Prepare and display a variety of sandwiches
HT-BPS-102T1	Present and display pastry goods and desserts
Unit Code No.	INDUSTRY COMPETENCY
HT-BPS-103I1	Apply basic techniques of commercial cookery
HT-BPS-104I1	Comply with workplace hygiene procedures
HT-BPS-105I1	Apply standard safety procedures for handling foodstuffs
HT-BPS-106I1	Clean and maintain kitchen equipment and utensils
HT-BPS-107I1	Clean and tidy bar and food service areas
Unit Code No.	BASIC COMPETENCY
HT-BPS-108B1	Work effectively with colleagues and customers
HT-BPS-109B1	Respond effectively to instructions given in English
HT-BPS-110B1	Speak English at a basic operational level



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL & TOURISM INDUSTRY
Occupation Title	:	BAKERY AND PASTRY STAFF
Competency Unit Code	:	HT-BPS-101T1
Competency Unit	:	PREPARE AND DISPLAY A VARIETY OF SANDWICHES
Unit Descriptor	:	This unit deals with skills and knowledge required by cooks and chefs to prepare and present a variety of high quality hot and cold sandwiches to industry and or enterprise standards for various cuisines for use in a commercial environment.
Competency Level	:	Level 1
Version No.	:	1
Date	:	January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-101T1
Competency Unit Title: PREPARE AND DISPLAY A VARIETY OF SANDWICHES
Competency Elements
This competency unit consists in the following elements:
Element 1: Prepare a variety of sandwiches
Element 2: Display a variety of sandwiches

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria*
1. Prepare a variety of sandwiches	1.1. Ingredients for <i>mise-en-place tasks</i> are organized and prepared 1.2. A selection of <i>hot and cold sandwiches</i> is mastered 1.3. A variety of <i>spreads and fillings</i> is prepared using standard recipes 1.4. <i>Bread and base varieties</i> are selected and used appropriately 1.5. <i>Equipment and utensils</i> are selected and used appropriately 1.6. Sandwiches are prepared in a <i>logical manner</i> and within industry realistic time frames 1.7. Products are used appropriately and <i>wastage is minimised</i>
2. Display a variety of sandwiches	2.1. Sandwiches are <i>cut and presented</i> in a conforming manner 2.2. Work is operated within required time lines 2.3. A selection of <i>garnishes and accompaniments</i> is mastered, to seasonal availability (<i>level 2</i>) 2.4. Sandwiches are <i>displayed</i> appropriately (<i>level 2</i>)

RANGE AND CONTEXT

Variable	Range
Mise-en-place tasks	May include: <ul style="list-style-type: none"> - Preparing, cleaning, washing and sanitizing of raw materials - Opening of containers, such as jars, tins, cartons, packages and removal of items ready for use

* ***Bold and Italicized*** terms are elaborated in the Range and Context.

	<ul style="list-style-type: none"> - Trimming, peeling, juicing, cutting, slicing, filleting, boning, mincing, shredding, chopping, - Dicing, crushing and skinning - Weighing and portioning of ingredients - Matching type and quality of ingredient selected to intended use of the item - Ensuring the safety of all foodstuffs selected - Ensuring quantity of ingredients assembled matches identified/expected trading demand - Protecting the integrity and food safety of items selected until mise-en-place tasks commence - Safely transporting, and storing, foods to the mise-en-place area - Completing necessary internal documentation to reflect stock use
Hot and cold sandwiches	<p>May include:</p> <ul style="list-style-type: none"> - Classical, Modern - Cultural varieties - Open - Club - Wraps - Toasted, Paninis and Croque-Monsieur
Variety of spreads and fillings	<p>May include:</p> <ul style="list-style-type: none"> - Mayonnaise, emulsified sauces - Flavoured butters, such as herb, parsley, garlic, anchovy - Relish, chutney, pesto, tapenade, curry, humus - Meat and meat products - Fish and fish products - Cheese and dairy products, Eggs - Fruits and vegetables
Bread and base varieties	<p>May include:</p> <ul style="list-style-type: none"> - White, whole meal, rye, flavoured - Turkish, focaccia, baguette - Flat breads, including nan, pita, roti, chapati, paratha - Different cultural breads either loaves or rolls
Equipment and utensils	<p>May include:</p> <ul style="list-style-type: none"> - Weighing scales and portion-control utensils - Knives, cleavers and hand-held utensils - Food processors, slicer, mixers and blenders - Pots, bowls, pans and small kitchen equipment - Grillers, salamanders and sandwich presses
Logical manner	<p>Refers to mise-en-place and should include:</p> <ul style="list-style-type: none"> - Planning to be ready for service periods

	<ul style="list-style-type: none"> - Efficiency of all preparation - Prepared to suit customer demand - Hot sandwiches prepared and served in a timely manner
Minimise wastage	<p>Will include:</p> <ul style="list-style-type: none"> - Menu and varieties of sandwich preplanning - Quantities calculated for production - Flavours and fillings calculated for minimal wastage - Use of leftovers - Efficient preparation time to minimise spoilage
Cut and present	<p>May include:</p> <ul style="list-style-type: none"> - Uniform sizes and or shapes - Pinwheel, closed and/or open sandwiches - Serving plates, platters, trays with consideration to shape, colour, texture
Garnishes and accompaniments	<p>May include:</p> <ul style="list-style-type: none"> - Garnishes to complement the selection - Vegetables and/or fruits
Display	<p>May include:</p> <ul style="list-style-type: none"> - Colour, Height, Texture - Service and storage temperature - Classical and cultural - Neatly and attractively - Tooth picks, wrappings, name tags - Packaging for take-away

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Knowledge of the classifications and characteristics of sandwiches including terminology • Knowledge of methods of producing a variety of hot and cold sandwiches for various cuisines • Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety 	<ul style="list-style-type: none"> • Identify food products by sight • Match ingredient quality to intended final product/use • Handle all food products in a safe and hygienic manner • Demonstrate appropriate portion control and food wastage • Demonstrate safe knife-handling skills, including the ability to turn vegetables and cuts to industry and enterprise standards • Demonstrate safe equipment/utensils practical skills • Interpret and adhere to enterprise recipes • Prepare hot and cold sandwiches from at least four different recipes and cultural background, using a variety of bases and ingredients, meeting specifications for three different dietary requirements and/or cuisines
<p>Evidence may be collected through assessment methods such as: Observation of practical candidate performance, Sampling of dishes prepared by the student Oral and written questions</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL & TOURISM INDUSTRY
Occupation Title	:	BAKERY AND PASTRY STAFF
Competency Unit Code	:	HT-BPS-102T1
Competency Unit	:	PRESENT AND DISPLAY PASTRY GOODS AND DESSERTS
Unit Descriptor	:	This unit deals with skills and knowledge required by cooks, chefs and pâtissiers to present or display a range of high quality deserts in commercial food production environments.
Competency Level	:	Level 1
Version No.	:	1
Date	:	January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-102T1
Competency Unit Title: PRESENT AND DISPLAY PASTRY GOODS AND DESSERTS
Competency Elements
This competency unit consists in the following elements:
Element 1: Plan pastry goods display
Element 2: Decorate pastry goods
Element 3: Present plated pastry goods

DESCRIPTIONS OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria *
1. Plan pastry goods display	1.1 <i>Pastry goods and desserts display</i> is adapted to location, facilities and equipment 1.2 Appropriate amount and <i>variety</i> is planned for event and/or service period 1.3 Appropriate <i>sauces and garnishes</i> are planned
2. Decorate pastry goods	2.1. Pastry goods and desserts are decorated using coating, icing and decorations according to standard recipes and/or enterprise standards and/or customer requests
3. Present plated pastry goods	3.1 Pastry goods and desserts are <i>portioned</i> 3.2 Pastry goods and desserts are plated and presented/displayed to enterprise standards, using appropriate <i>service equipment</i> 3.3 <i>Service temperature</i> of pastry goods and desserts is controlled (<i>level 2</i>)

RANGE AND CONTEXT

Variable	Range
Pastry and dessert display	May be related to: <ul style="list-style-type: none"> - Trolley - Buffet - Refrigerated display - Croquant stands - Display cabinets - Access by staff and customers

* ***Bold and Italic terms*** are elaborated in the Range and Context.

Variety	<p>May be related to:</p> <ul style="list-style-type: none"> - Textures - Styles - Shapes - Colours - Temperatures - Pastries - Cakes and gateaux - Puddings - Pies, tarts and flans - Fritters - Custards - Creams - Prepared fruits - Bavarois, mousse and hot/cold soufflés - Sorbet, ice creams and parfaits
Sauces and garnishes	<p>May include:</p> <ul style="list-style-type: none"> - Fruits - Fruit sauces - Chocolate - Creams and mousses - Flowers and leaves - Herbs - Croquant
Portion	<p>May include:</p> <ul style="list-style-type: none"> - Ease of service by staff and/or customer - According to enterprise requirements
Present	<p>Relates to:</p> <ul style="list-style-type: none"> - According to enterprise standards - According to customers' requests - According to menu description
Decorate	<p>May include:</p> <ul style="list-style-type: none"> - Glazes - Icings - Chocolate - Icing sugar or chocolate powder - Fresh fruits - Nuts and dried fruits
Service temperature	<p>Refers to:</p> <ul style="list-style-type: none"> - Hot - Cold - Frozen - Room temperature

Service equipment	<p>May include:</p> <ul style="list-style-type: none"> - Ceramics, Glass, Crystal, Mirrors - Trays - Croquant stands - Sugar work stands - Chocolate stands
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EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Characteristics of pastry goods, and hot, cold and frozen desserts, decorations, garnishes and sauces, such as classical and modern, size, shape, structure and assembly according to industry and enterprise standards • Commodities, including quality/ organoleptic aspects • Specific terminology related to pastry goods, and hot, cold and frozen desserts • Service temperature of pastry goods 	<ul style="list-style-type: none"> • Handle products in a safe and hygienic manner • Demonstrate appropriate portion control and presentation • Present a variety of pastry goods, and hot, cold and frozen desserts • Demonstrate creative and artistic skills in presentation and decoration of pastry goods, and hot, cold and frozen desserts • Present a range of pastry goods, and hot, cold and frozen desserts, decorations, garnishes and sauces to industry and enterprises standards
<p>Evidence may be collected through assessment methods such as:</p> <p>Observation of practical candidate performance</p> <p>Oral and written questions</p> <p>Sampling of dishes prepared by the student</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL & TOURISM INDUSTRY
Occupation Title	:	BAKERY AND PASTRY STAFF
Competency Unit Code	:	HT-BPS-10311
Competency Unit	:	APPLY BASIC TECHNIQUES OF COMMERCIAL COOKERY
Unit Descriptor	:	This unit deals with skills and knowledge required by cooks and chefs to apply a range of cookery methods in the preparation of menu items in a commercial environment; the application of this unit is critical to all other food production units.
Competency Level	:	Level 1
Version No.	:	1
Date	:	January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-10311
Competency Unit Title: APPLY BASIC TECHNIQUES OF COMMERCIAL COOKERY
<p>Competency Elements</p> <p>This competency unit consists in the following elements:</p> <p>Element 1: Select and use equipment</p> <p>Element 2: Apply wet methods of cookery</p> <p>Element 3: Apply dry methods of cookery</p>

DESCRIPTION OF COMEPTENCY ELEMENTS

Competency Elements	Performance criteria*
1. Select and use equipment	<p>1.1. Appropriate cooking equipment is selected to prepare standard recipes.</p> <p>1.2. Equipment is used in a safe manner according to manufacturer's and enterprise procedures.</p> <p>1.3. Equipment is cleaned and stored as appropriate to enterprise procedures.</p>
2. Apply wet methods of cookery	<p>2.1. Appropriate wet cooking method is selected for preparation of the dishes.</p> <p>2.2. Appropriate wet cooking method is applied for preparation of the dishes.</p> <p>2.3. Problems in the application of the cooking method are identified and solved.</p> <p>2.4. Production of menu items is coordinated.</p> <p>2.5. Communication with front of house staff on the production/service of menu items is mastered.</p>
3. Apply dry methods of cookery	<p>3.1. Appropriate dry cooking method is selected for preparation of the dishes.</p> <p>3.2. Appropriate dry cooking method is applied for preparation of the dishes.</p> <p>3.3. Problems in the application of the cooking method are identified and solved.</p> <p>3.4. Production of menu items is coordinated.</p> <p>3.5. Communication with front of house staff on the production/service of menu items is mastered.</p>

* **Bold and Italicized terms** are elaborated in the Range and Context.

Range and context

Variable	Range
Cooking equipment	May include: <ul style="list-style-type: none"> - Electric, gas or induction stoves - Steamers, including combination oven, pressure, atmospheric, bamboo - Salamanders - Smokers - Grills, including direct, indirect, char, BBQ - Ovens, convection ovens, combination ovens, modular deck oven - Wok - Tilt pan/bratt pan - Kettles - Deep fryer and pressure fryer - Food processors - Mixers, mincers, blenders - Slices, bowl choppers - Bakery and pastry equipment, including proofer, dough sheeter, moulder - Small equipment
Safe	May include: <ul style="list-style-type: none"> - Knowledge of manufacturer's cleaning and operating recommendations - Following enterprise safety and hygienic procedures - Demonstrating sanitisation of equipment
Clean and store	May include: <ul style="list-style-type: none"> - Dismantle equipment safely - Re-assemble equipment safely - Routine maintenance schedules - Safe occupational health and safety requirements - Correct storage location - Sanitised to enterprise requirements
Wet cooking method	May include: <ul style="list-style-type: none"> - Braising - Stewing - Poaching - Boiling, simmering - Steaming, including atmospheric and/or pressure
Appropriate wet cooking	May include: <ul style="list-style-type: none"> - Type of food product - Size and age of the food product - Equipment to product

Identify and solve	<p>May include:</p> <ul style="list-style-type: none"> - Age and sex of meat cuts for cooking products - Change portion amounts of standard recipes - Identify problems and make corrective change - Documenting changes to standard recipe - Continuous improvement to quality, price, time efficiency of standard recipes
Production of menu items	<p>May include:</p> <ul style="list-style-type: none"> - Menu styles and service types - Cooking times - Equipment and storage capacity - Cooking styles, such as cook, chill, freeze - Communication within the kitchen brigade
Front of house staff	<p>May include:</p> <ul style="list-style-type: none"> - Debriefing menu dishes/specials - Timelines for cooking - Quantities of portions available - Special request, such as dietary and/or cultural requirements - Service style, including a la carte, buffet, functions - Sanitised to enterprise requirements - Correct storage location - Routine maintenance schedules
Dry cooking method	<p>May include:</p> <ul style="list-style-type: none"> - Baking - Deep and shallow frying - Roasting and pot roasting, - Grilling - Wrapped food, such as banana leaf, paper, bark, paper bag, plastic wrapping - Microwave
Appropriate dry cooking	<p>May include:</p> <ul style="list-style-type: none"> - Type of food product - Size and age of the food product - Size of equipment to product - Equipment to manufacturer's recommendations

EVEDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Accordance between technique of cookery and expected culinary result • General occupational health and safety procedures in the workplace • Relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety • Classifications of various cooking methods from different recipes, cultural backgrounds and terminology 	<ul style="list-style-type: none"> • Demonstrate a range of cookery methods • Identify food products by sight, taste and consistency • Match ingredient quality to intended final product/use • Prepare and produce a range of dishes using 2 wet and 2 dry methods of cookery, within industry realistic timeframes and constraints • Handle products in a safe and hygienic manner • Demonstrate appropriate portion control and food wastage • Demonstrate safe knife-handling skills and use of equipment and utensils • Clean and maintain food working and storage areas
<p>Evidence may be collected through assessment methods such as:</p> <p>Observation of the candidate's practical performance</p> <p>Oral and/or written questions</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL & TOURISM INDUSTRY
Occupation Title	:	BAKERY AND PASTRY STAFF
Competency Unit Code	:	HT-BPS-10411
Competency Unit	:	COMPLY WITH WORKPLACE HYGIENE PROCEDURES
Unit Descriptor	:	This unit covers the knowledge, attitude and application of skills to comply with workplace hygiene procedures according to specifications.
Competency Level	:	Level 1
Version No.	:	1
Date	:	January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-10411
Competency Unit Title: COMPLY WITH WORKPLACE HYGIENE PROCEDURES
<p>Competency Elements</p> <p>This competency unit consists in the following elements:</p> <p>Element 1: Identify and follow hygiene procedures</p> <p>Element 2: Identify and prevent hygiene risks</p> <p>Element 3: Maintain safe personal hygiene and presentation standards</p>

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria *
1. Identify and follow hygiene procedures	1.1. Relevant <i>workplace hygiene procedures</i> are identified 1.2. <i>Enterprise standards and legislated requirements</i> that apply to relevant workplace hygiene procedures are identified 1.3. Workplace hygiene procedures are followed in accordance with enterprise standards and legislated requirements
2. Identify and prevent <i>hygiene risks</i>	2.1. Potential food, personal, environmental and other risks in the workplace are promptly identified 2.2. Risks of food contamination within the scope of individual responsibility are minimised or removed
3. Maintain safe personal hygiene and presentation standards	3.1. Enterprise standards and legislated requirements that apply to <i>personal hygiene</i> and presentation [for food handling staff] are identified 3.2. Enterprise standards and legislated requirements that apply to personal hygiene and presentation [for food handling staff] are followed 3.3 Required personal hygiene practices are implemented 3.4 Clothing is maintained to meet work area standards

* ***Bold and Italicized*** terms are elaborated in the Range and Conext.

RANGE AND CONTEXT

Variable	Range
Workplace hygiene procedures	May include: <ul style="list-style-type: none"> - Safe and hygienic handling of food & beverage products - Receiving of food into the premises and correct food storing - Avoidance of cross contamination - Safe handling and disposal of linen and laundry / garbage - Cleaning and sanitizing procedures (food preparation and equipment)
Enterprise standards and legislated requirements	May include: <ul style="list-style-type: none"> - Details of policies and procedures of the host enterprise - Details of the food standards that the enterprise has determined as appropriate - Details of the statutory requirements of the legislation of the host country
Hygiene risks	May include: <ul style="list-style-type: none"> - Bacterial and other contamination arising from poor handling of food, Improper handling and storage of equipment and utensils - Inappropriate food storage - Poor work place hygiene practices - Poor work practice in cleaning and disinfection - Incorrect procedures of disposing wastes
Personal hygiene	May include: <ul style="list-style-type: none"> - Hand washing and regular bathing, Appropriate clean uniform - Following of procedures of personal grooming and hygiene - Awareness of personal health and fitness

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • The enterprise's policies and procedures in regard to workplace hygiene • Relevant legislation in relation to workplace hygiene • Common causes of workplace hygiene breaches and food safety hazards • Principles of risk management • Insurance requirements and liability issues • Cleaning and sanitising chemicals, techniques and protocols • Relevant legislation in relation to food handling, personal hygiene, general premises and food hygiene and safety • Principles of safe food handling techniques, preparation, storage, re-constitution and service • Why correct food handling procedures must be followed 	<ul style="list-style-type: none"> • Handle, cleaned sanitize equipment and utensils in the workplace • Handle products in a safe and hygienic manner • Display good personal hygiene • Adhere to the food safety plan/program used by the host enterprise • Follow procedures of enterprise standards in accordance with local legislation requirements • Apply safe food handling practices • Follow personal hygiene practices and personal presentation standards
<p>Evidence may be collected through assessment methods such as: Observation of the candidate's practical performance Inspection of finished work Oral and/or written questions</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL & TOURISM INDUSTRY
Occupation Title	:	BAKERY AND PASTRY STAFF
Competency Unit Code	:	HT-BPS-10511
Competency Unit	:	APPLY STANDARD SAFETY PROCEDURES FOR HANDLING FOODSTUFFS
Unit Descriptor	:	This unit deals with the skills and knowledge required to apply standard safety procedures for handling foodstuffs in a range of settings within the in the hotel and travel industries workplace context.
Competency Level	:	Level 1
Version No.	:	1
Date	:	January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-10511
Competency Unit Title: APPLY STANDARD SAFETY PROCEDURES FOR HANDLING FOODSTUFFS
<p>Competency Elements</p> <p>This competency unit consists in the following elements:</p> <p>Element 1: Identify hazards and risks</p> <p>Element 2: Handle foodstuffs</p> <p>Element 3: Follow food safety program</p>

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria*
1. Identify hazards and risks	1.1. Key hazards and risks associated with the individual work role are identified 1.2. Own work area is checked to identify hazards and risks
2. Handle foodstuffs	2.1 Foodstuffs are handled according to enterprise guidelines 2.2 Foodstuffs are handled in a manner that avoids damage and contamination , meets hygiene standards and maintains quality
3. Follow food safety program	3.1 Work activities are conformed with the enterprise food safety program 3.2 Hazards and risks in individual work area are monitored 3.3 Corrective actions within individual scope of responsibilities are taken to minimize risks in accordance with the enterprise food safety program 3.4 Risks are reported beyond the control of the individual to the appropriate person(s) 3.5 Records are completed according to enterprise requirements and work responsibility

* **Bold and Italicized terms** are elaborated in the Range and Context.

RANGE AND CONTEXT

Variable	Range
Hazards and risks	May include: <ul style="list-style-type: none"> - <u>Biological hazards:</u> (bacteria, moulds, yeast, other organic matter and contaminants) <ul style="list-style-type: none"> o Defrosting/thawing of food o Re-heating of food - <u>Physical hazards:</u> <ul style="list-style-type: none"> o Broken glass, metal, plastic, foreign matter, dirt - <u>Chemical hazards:</u> (additives, chemicals, natural poisons) - Risks: <ul style="list-style-type: none"> o Burning, scalds o Slips, trips and falls o Fire and emergency o Equipment failure o Violence in the workplace o Drugs and alcohol in the workplace
Hygiene procedures	May include: <ul style="list-style-type: none"> - Personal habits, illness, clothing and cleanliness of self - Using protective clothing - Equipment / work area - Storage
Foodstuffs	May include: <ul style="list-style-type: none"> - Meat, such as beef, pork, lamb and chicken - Fish and shellfish - Commodities, including fresh, dried and preserved - Cooked and raw product - Fruits and vegetables - Dry goods - Frozen foods
Contamination	May include: <ul style="list-style-type: none"> - Cross contamination when a cooked product is contaminated by contact with a raw product - Edible product contaminated by waste - Biological contamination, such as bacteria, moulds, yeast, other organic matter and contaminants - Physical contamination, including broken glass, metal, plastic, foreign matter, dirt - Chemical contamination, such as additives, chemicals and natural poisons
Appropriate persons	May include: <ul style="list-style-type: none"> - Supervisors, Managers - Local authorities
Records	May include: <ul style="list-style-type: none"> - Temperature charts - Delivery / Storage information - First In First Out (FIFO), Use by dates

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Knowledge of the enterprise’s policies and procedures in regard to complying with the enterprise food safety program • Understanding the basic principles of food safety • Comply with workplace hygiene, safety and health procedures • Product knowledge • Storage requirements and conditions for deliveries 	<ul style="list-style-type: none"> • Follow food safety procedures when moving food between locations • Inspect the work area to identify common foodstuff safety hazards/risks • Maintain personal hygiene and conduct to minimize risk to food products • Handle and store foodstuffs • Use storage equipment
<p>Evidence may be collected through assessment methods such as:</p> <p>Observation of practical candidate performance Oral and/or written questions Problem solving Role plays</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL & TOURISM INDUSTRY
Occupation Title	:	BAKERY AND PASTRY STAFF
Competency Unit Code	:	HT-BPS-10611
Competency Unit	:	CLEAN AND MAINTAIN KITCHEN EQUIPMENT AND UTENSILS
Unit Descriptor	:	This unit deals with skills and knowledge required to clean kitchen premises, and to clean and perform basic maintenance on, equipment, utensils and premises within the hotel industries workplace context.
Competency Level	:	Level 1
Version No.	:	1
Date	:	January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-10611
Competency Unit Title: CLEAN AND MAINTAIN KITCHEN EQUIPMENT AND UTENSILS
<p>Competency Elements</p> <p>This competency unit consists in the following elements:</p> <p>Element 1: Clean kitchen premises</p> <p>Element 2: Clean and maintain kitchen equipment and utensils</p> <p>Element 3: Report basic maintenance needs on kitchen equipment, utensils and premises</p> <p>Element 4: Handle waste and laundry requirements</p>

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria *
1. Clean kitchen premises	<p>1.1. Areas that may require cleaning in a kitchen premises environment are identified as well as the frequency of cleaning for each identified area</p> <p>1.2. Appropriate cleaning utensils and chemicals are selected</p> <p>1.3. Cleaning procedures are implemented in accordance with enterprise and legislated requirements</p> <p>1.4. Cleaning and sanitizing needs are identified and addressed</p> <p>1.5. Cleaning items and chemicals are stored, and cleaned where applicable, after cleaning has been completed</p> <p>1.6. Emergency first aid procedures in the event of a cleaning-related incident or accident are followed</p>
2. Clean and maintain kitchen equipment and utensils	<p>2.1. Equipment and utensils that may require cleaning in a kitchen premises environment are identified, as well as the frequency of cleaning for each identified item</p> <p>2.2. Appropriate cleaning utensils and chemicals are selected</p> <p>2.3. Cleaning procedures are implemented in accordance with enterprise and legislated requirements</p> <p>2.4. Equipment and utensils that have been cleaned are stored and protected ready for future use</p> <p>2.5. Cleaning items and chemicals are stored, and cleaned where applicable, after cleaning has been completed</p> <p>2.6. Emergency first aid procedures in the event of a cleaning-related incident or accident are followed</p>

* **Bold and Italicized** terms are elaborated in the Range and Context.

3. Report basic maintenance needs on kitchen equipment, utensils and premises	3.1. Maintenance requirements that can't be satisfactorily addressed are reported
4. Handle waste and laundry requirements	4.1. Internal waste , food waste and rubbish are handled and disposed of in accordance with enterprise and legislated requirements 4.2. Waste disposal area is maintained in a clean and sanitary condition 4.3. Dirty linen are gathered from kitchen and associated departments to be processed

RANGE AND CONTEXT

Variable	Range
Areas that may require cleaning	May include: <ul style="list-style-type: none"> - Floors, walls and ceilings - Doors and windows - Shelving and cupboards - Food preparation surfaces, including fixed and mobile benches - Exhaust fans, light covers, drains, sinks and food disposal units - Receiving areas, store rooms for dry, refrigerated and frozen items, service areas, preparation areas and rubbish storage areas
Frequency of cleaning	May include: <ul style="list-style-type: none"> - After each use, After each session - Daily, weekly, fortnightly... - Disassembling and reassembling equipment and items at each cleaning activity
Cleaning utensils and chemicals	Should include: <ul style="list-style-type: none"> - Brooms, mops, high pressure hoses, cleaning cloths, squeegees, buckets, brushes, floor scrubbers - Cleaning chemicals (detergents, sanitizers, deodorants, degreasers, disinfectants, drying agents) - Consideration of safe manual handling techniques
Enterprise and legislated requirements	Will relate to: <ul style="list-style-type: none"> - Understanding and implementation of the food safety plan for the premises - Implementation of workplace cleaning rosters, schedules and cleaning sheets - Details of policies and procedures of the host enterprise - Details of the statutory requirements of the legislation in

	regard to safety and hygiene of food premises, and environmental concerns (waste disposal of food waste, fats, oils and chemical agents)
Cleaning and sanitizing needs	<p>May relate to:</p> <ul style="list-style-type: none"> - Spills and dropped items - Immediate need for items/areas that are not scheduled for immediate cleaning - Workplace incidents and accidents that should include cleaning up in all back-of-house areas (receival areas, stores, preparation areas, plating and service areas) - Equipment overflow or malfunction
Store cleaning items	<p>Should include:</p> <ul style="list-style-type: none"> - Cleaning and sanitizing equipment - Ordering or requisitioning replacement items and/or chemicals - Replacing cleaning items and chemicals into the designated location ready for immediate re-use
Emergency first aid procedures	<p>May include:</p> <ul style="list-style-type: none"> - Notifying internal first aid officers of emergencies - Contacting external emergency services for assistance - Administering basic first aid for minor cuts, bruises, abrasions, burns and scalds - Administering basic first aid in accordance with relevant chemical information sheets where chemicals have been spilled on skin, been ingested, or have entered into the eyes
Equipment and utensils that may require cleaning	<p>May include:</p> <ul style="list-style-type: none"> - All types of gas, electrical and steam-powered food preparation equipment - Saucepans, fry pans, pots, pans, steamers, dishes, cutlery, whisks, strainers, knives - Food containers, chopping boards, platters, bowls, presentation stands and units - Internal and external waste and rubbish bins
Store and protect equipment and utensils	<p>May involve:</p> <ul style="list-style-type: none"> - Drying items prior to storage - Checking for damaged items and taking damaged items that pose a food safety, or other risk, out of service - Protecting clean items from re-contamination - Ordering or requisitioning new/extra items where stock levels fall below acceptable levels - Handling items so as to avoid damage and injury

Internal waste	May include: <ul style="list-style-type: none"> - Food, Liquid - Chemical, Fats and oils - Food wrapping
Dirty linen	May include: <ul style="list-style-type: none"> - Uniforms - Cleaning cloths, tea towels - Table linen, Linen from departments serviced by the kitchen
Process dirty linen	May include: <ul style="list-style-type: none"> - Sorting into designated types and piles - Identifying and marking stains - Notifying the laundry of laundry requirements by type and quantity - Transporting dirty linen to the laundry - Returning clean linen to the kitchen

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Enterprise and legislated standards relating to cleaning, cleanliness and sanitation • Basic principles of cleaning, following a logical and efficient work flow • Food safety hazards posed by unclean premises, equipment and utensils • Sources of contamination and how to identify/minimize/eliminate them • Basic first aid procedures to be used in the event of chemical poisoning or accident • Safe manual handling techniques 	<ul style="list-style-type: none"> • Safely use chemicals in a cleaning context • Adhere to the company's food safety program • Use cleaning and sanitizing chemicals, techniques and protocols • Clean a range of nominated food areas within a kitchen context • Undertake basic maintenance duties • Clean and store cleaning materials
<p>Evidence may be collected through assessment methods such as:</p> <p>Practical demonstration Observation of practical candidate performance Inspection of finished work Oral and written questions, Role plays</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL & TOURISM INDUSTRY
Occupation Title	:	BAKERY AND PASTRY STAFF
Competency Unit Code	:	HT-BPS-10711
Competency Unit	:	CLEAN AND TIDY BEVERAGE AND FOOD SERVICE AREAS
Unit Descriptor	:	This unit deals with skills and knowledge required to clean and tidy service and public areas in beverage and food service areas/outlets, and to provide elementary levels of support to other staff in service provision: the competencies contained in this unit may be applied by support personnel or incorporated into the overall duties of bar and/or waiting staff.
Competency Level	:	Level 1
Version No.	:	1
Date	:	January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-10711
Competency Unit Title: CLEAN AND TIDY BEVERAGE AND FOOD SERVICE AREAS
Competency Elements
<p>This competency unit consists in the following elements:</p> <p>Element 1: Clean and tidy food and beverage service areas</p> <p>Element 2: Provide support to waiting staff</p>

DESCRIPTIONS OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria
1. Clean and tidy food and beverage service areas	<p>1.1. Food and beverage service areas and food and beverage service equipment that may need to be cleaned are identified</p> <p>1.2. Factors that may impact on the delivery of cleaning in food and beverage service areas are identified</p> <p>1.3. Cleaning and tidying techniques are applied in beverage service areas needing to be cleaned</p> <p>1.4. Cleaning and tidying techniques are applied in food service areas needing to be cleaned</p> <p>1.5. Equipment and items requiring maintenance are identified and reported to the appropriate person</p> <p>1.6 Appropriate interpersonal skills are used when cleaning and tidying to optimise guest experience</p>
2. Provide support to waiting staff	<p>2.1. Assistance to food service staff is delivered as required</p> <p>2.2. Assistance to beverage service staff is delivered as required</p> <p>2.3. Assistance to other staff is delivered as required</p>

RANGE AND CONTEXT

Variable	Range
Food and beverage service areas	<p>May include:</p> <ul style="list-style-type: none"> - Bars - Dining areas, food courts, restaurants - Gaming areas - Function and entertainment areas - Back-of-house and front-of-house areas - Outside areas including sporting and pool areas
Food and beverage service equipment	<p>May include:</p> <ul style="list-style-type: none"> - Service counters, including: <ul style="list-style-type: none"> o cash registers, counter / bar fronts

	<ul style="list-style-type: none"> ○ promotional displays ○ mirrors ○ shelves, racks, flower displays - Service equipment, including: <ul style="list-style-type: none"> ○ beverage service equipment, such as but not limited to draught beer, post-mix, coffee/espresso coffee machines, glass washers, glassware, trays and trolleys, refrigeration and display units ○ food service equipment, such as but not limited to trays, trolleys, gueridon equipment, buffet, waiter's stations, crockery and cutlery
Factors that may impact on the delivery of cleaning	<p>May include:</p> <ul style="list-style-type: none"> - Internal standards, policies and procedures of the host enterprise - Need to cause minimum disruption to patrons and bar operations - Timeliness of cleaning and tidying duties - Need to consult with operational staff before commencing cleaning and tidying duties
Cleaning and tidying techniques	<p>May include:</p> <ul style="list-style-type: none"> - Sweeping and mopping, Wiping down and polishing - Washing with detergent and sanitizing - Dry and wet cleaning activities - Removing rubbish, including clearing dirty glasses, empty bottles and cans, wiping tables, emptying ash trays, clearing papers and other rubbish - Replacing and replenishing items, such as coasters, tables and chairs, table accoutrements (accessories), promotional materials, products, give-a-ways, light globes - External cleaning equipment, motorised sweepers, burnishers, polishers, scrubbers
Assistance to food service staff	<p>May include:</p> <ul style="list-style-type: none"> - Fetching and carrying service ware, crockery, cutlery and trays, as required, Clearing and cleaning tables, emptying ashtrays - Re-supplying hot boxes and waiter stations, Re-setting tables - Providing general busboy/runner duties - Supplying linen, as required - Moving and re-stocking service trolleys, such as roast trolleys, hors d'oeuvres trolleys, gueridon trolleys, desserts trolleys

	<ul style="list-style-type: none"> - Washing crockery and cutlery to support immediate short-term service needs, Cleaning up in-service spills and accidents
Assistance to beverage service staff	<p>May include:</p> <ul style="list-style-type: none"> - Fetching and carrying bottles, glassware, carafes, wine baskets and trays, as required - Clearing and cleaning tables, emptying ashtrays - Re-supplying beverage stocks behind bar and in on-floor displays - Re-laying glassware on tables - Moving and re-stocking service trolleys, such as liqueur trolleys and cigar humidors - Washing glassware and other beverage service accoutrements, to support immediate short-term service needs - Cleaning up in-service spills and accidents - Taking beverage orders, accepting payment and giving change - Supplying linen, as required
Assistance to other staff	<p>May include:</p> <ul style="list-style-type: none"> - Responding to requests from in-house staff, who may include bar staff, waiting staff, kitchen staff, reception staff, housekeeping staff, room service staff, concierge, cellar staff - Assisting with luggage - Re-laying messages - Providing general assistance to guests, as required - Back-filling staff in different departments, as required - Supplying change to departments - Moving stock, Receiving deliveries

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • The enterprise's policies and procedures in regard to cleaning and tidying • Overview of host country legislation and enterprise food safety plan/program in relation to food handling, personal hygiene, general premises, food hygiene and safety • Cleaning and sanitizing, including the chemicals used, techniques and protocols • Occupational health and safety requirements, including manual handling, chemical handling 	<ul style="list-style-type: none"> • Clean and tidy up beverage and food service areas • Provide support services to beverage and food service staff • Implement of host country legislation in relation to safe food handling, the service and provision of liquor
<p>Evidence may be collected through assessment methods such as: Observation of the candidate's practical performance, Inspection of finished work Oral and/or written questions</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	: HOTEL & TOURISM INDUSTRY
Occupation Title	: BAKERY AND PASTRY STAFF
Competency Unit Code	: HT-BPS-108 B1
Competency Unit	: WORK EFFECTIVELY WITH COLLEAGUES AND CUSTOMERS
Unit Descriptor	: This unit deals with the skills and knowledge required to work effectively with colleagues and customers in a range of settings within the hotel and travel industries workplace context.
Competency Level	: Level 1
Version No.	: 1
Date	: January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-108B1
Competency Unit Title: WORK EFFECTIVELY WITH COLLEAGUES AND CUSTOMERS
<p>Competency Elements</p> <p>This competency unit consists in the following elements:</p> <p>Element 1: Communicate effectively Element 2: Establish and maintain effective relationships with colleagues and customers Element 3: Work in a team</p>

DESCRIPTIONS OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria*
1. Communicate effectively	1.1. Information is relayed in a clear and concise manner using appropriate communication techniques 1.2 Appropriate language and tone are used to a particular audience, purpose and situation, taking the relevant factors involved into account 1.3 Active listening and questioning are used to facilitate effective two-way communication with others 1.4 Potential and existing conflicts are identified and solutions are sought in conjunction with all involved parties 1.5 Routine workplace documentation is completed accurately and in a timely manner 1.6. Unusual, suspicious or unruly behaviour are identified and reported to the appropriate person
2. Establish and maintain effective relationships with colleagues and customers	2.1 Both internal customers' and external customers' needs and expectations are met in accordance with organisation standards, policies and procedures and within acceptable time frames 2.2 Assistance to resolve workplace conflict is provided and difficulties to achieve positive outcomes are managed 2.3 Formal and informal feedbacks are used to identify and implement improvements to products, services, processes or outcomes for both internal and external customers 2.4 Complaints are positively, sensitively and politely handled in consultation with the person/s making the complaint 2.5 A positive and co-operative manner is maintained 2.6 Non-discriminatory attitudes and language are used when

* **Bold and italicized terms** are elaborated in the Range and Context.

	interacting with customers, staff and management consistently
3. Work in a team	<p>3.1 Assistance is requested or provided so that work activities can be completed</p> <p>3.2 Support to colleagues is provided to ensure achievement of team goals</p> <p>3.3 Problems are discussed and resolved through agreed and/or accepted processes</p> <p>3.4 Individual tasks are identified, prioritised and completed within designated time lines</p> <p>3.5 Feedback and information from other team members are acknowledged and appropriately responded</p> <p>3.6 Appropriate interpersonal skills are used to optimise guest experience</p>

RANGE AND CONTEXT

Variable	Range
Communication techniques	<p>May relate to:</p> <ul style="list-style-type: none"> - Coordination among the team for better tasks repartition/organization - The use of active listening - The use of both open and closed questions - Speaking clearly and concisely - Using appropriate language and tone of voice - Being attentive - Maintaining eye contact in face-to-face interactions - The use of appropriate non-verbal communication in face-to-face interactions, e.g. body language, attention and personal presentation
Language and tone	<p>May relate to:</p> <ul style="list-style-type: none"> - Using simple, concise language that can be easily understood by the audience - Using appropriate tone, e.g. not patronising, not too loud, not too soft, not yelling, not angry, etc.
Conflicts	<p>May include:</p> <ul style="list-style-type: none"> - Group conflict - Conflict with individuals - Conflict with co-workers
Documentation	<p>May include:</p> <ul style="list-style-type: none"> - Letters - Memos

	<ul style="list-style-type: none"> - Faxes - Emails - Invoices and purchase orders
Internal customers	<p>May include:</p> <ul style="list-style-type: none"> - Colleagues working in another department - Team members, supervisor or managers
External customers	<p>May include:</p> <ul style="list-style-type: none"> - Suppliers - People who buy the goods and services the enterprise sells
Organisation standards, policies and procedures	<p>May include:</p> <ul style="list-style-type: none"> - Complaints procedures - Organisational standard - Report forms - Job descriptions - Code of ethics - Quality systems, standards and guidelines
Formal feedback	<p>May include:</p> <ul style="list-style-type: none"> - 360-degree assessment - Customer satisfaction - Surveys/forms - Ream evaluations - Performance reviews
Informal feedback	<p>May include:</p> <ul style="list-style-type: none"> - Critical incident reviews - Impromptu questioning of customers to obtain view of products and/or service provided - Chance discussions with customers - Coaching and mentoring - Seeking the opinions of others
Non-discriminatory attitudes and language	<p>May include:</p> <ul style="list-style-type: none"> - Language in relation to race and ethnicity - Not making assumptions about physical or intellectual abilities - The use of non-discriminatory language in relation to the portrayal of people with disabilities - Using non-sexist and gender inclusive language
Cultural differences	<p>May include:</p> <ul style="list-style-type: none"> - Forms of address - Levels of formality/informality - Non-verbal behaviour - Work ethics personal - Grooming family obligations - Recognised holidays

	<ul style="list-style-type: none"> - Special needs - Preferences for personal interactions
Unusual, suspicious or unruly behaviour	<p>May include:</p> <ul style="list-style-type: none"> - Patrons discovered in areas they are not allowed to be in - Drunken and disorderly people - Loiterers - Barred customers - Under-age people - Known vagrants or other undesirables - People having intimidating or anti-social behaviour
Appropriate interpersonal skills	<p>May include:</p> <ul style="list-style-type: none"> - Greeting and fare welling guests - Smiling - Directing guests to internal locations and local destinations - Arranging for supplementary assistance from other staff

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Observation that verbal and non-verbal communication takes account of cultural differences 	<ul style="list-style-type: none"> • Apply active listening techniques • Use effective communication skills to build and maintain interpersonal relationships within a designated work group or team • Maintain effective communication lines with customers, other personnel and management in order to build interpersonal relationships • Communicate with customers and colleagues from diverse backgrounds • Deal with cross-cultural misunderstandings • Include and/or communicate with others where language barriers exist
<p>Evidence may be collected through assessment methods such as:</p> <p>Case studies Observation of practical candidate performance Oral and written questions Portfolio evidence Role plays</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL & TOURISM INDUSTRY
Occupation Title	:	BAKERY AND PASTRY STAFF
Competency Unit Code	:	HT-BPS-109B1
Competency Unit	:	RESPOND EFFECTIVELY TO INSTRUCTIONS GIVEN IN ENGLISH
Unit Descriptor	:	This unit deals with the skills and knowledge required to respond to instructions given in English in the workplace.
Competency Level	:	Level 1
Version No.	:	1
Date	:	January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-109B1
Competency Unit Title: RESPOND EFFECTIVELY TO INSTRUCTIONS GIVEN IN ENGLISH ¹
<p>Competency Elements</p> <p>This competency unit consists in the following elements:</p> <p>Element 1: Respond positively to a set of verbal instructions</p> <p>Element 2: Respond to simple written instructions</p> <p>Element 3: Express doubt at being able to carry out instructions</p> <p>Element 4: Follow routine procedures</p>

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria
1. Respond positively to a set of verbal instructions	<p>1.1. Instructions given in the workplace are acknowledged and responded positively, including safety instructions given by supervisor</p> <p>1.2. Appropriate body language is used to indicate understanding</p> <p>1.3. Questions are asked to confirm understanding</p>
2. Respond to simple written instructions	<p>2.1. Understanding of supervisor's instructions is confirmed</p> <p>2.2. Repetition or clarification of instructions is requested</p> <p>2.3. Flowcharts or diagrams are completed to confirm understanding of instructions</p>
3. Express doubt at being able to carry out instructions	<p>3.1. Problems associated with completing a set of instructions are identified</p> <p>3.2. Solutions to potential problems are sought and offered</p> <p>3.3. Understanding of contingency instructions is confirmed</p>
4. Follow routine procedures	<p>4.1. Understanding of a set of instructions is demonstrated by carrying out a routine job</p> <p>4.2 Exceptions to routine procedures are explained</p> <p>4.3 Ways to improve routine procedures are discussed</p>

¹ This competency is subject to revision based on the need/demand of the local industry.

RANGE AND CONTEXT

Variable	Range
Instructions given in the workplace	May be verbal or written instructions that may include: <ul style="list-style-type: none"> - Chronological to explain the order in which things are to be done - Spatial to explain places things are to be put or stored - Timeline to explain how long a task should take - Policy and procedural instructions to explain, e.g., established safety procedures, or policies on handling a customer complaint - Contingency to provide alternative instructions to follow should problems be encountered when carrying out a set of instructions
Appropriate body language	May include: <ul style="list-style-type: none"> - Eye contact, Nodding of head - Picking up the correct equipment or utensil to perform the task
Questions to confirm understanding	May include 'open-ended' questions: <ul style="list-style-type: none"> - "So I print out the address labels first, then what do I do?" - "So you want me to store the fruit in the fridge. Is that right?"
Confirm understanding	May include statement such as: <ul style="list-style-type: none"> - Yes, I can do that", "Sure, I'll start on that now" - "Okay, I'll do that straight away" - "Fine, I understand. I'll have that ready for you by tomorrow afternoon" - Giving a „closed“ statement in response to a question e.g. "Yes" or "No"
Contingency instructions	May include: <ul style="list-style-type: none"> - "If ... happens, then you should..." - "If ... doesn't work, try..." - "When... happens, then you must..."
Discuss ways to improve routine procedures	May include: <ul style="list-style-type: none"> - Using sequence markers e.g. first, then - Using adverbs such as: usually, sometimes, often, occasionally

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Both verbal and written instructions 	<ul style="list-style-type: none"> • Verbally confirm understanding of a set of instructions given in English in the workplace • Demonstrate understanding of instructions by carrying out a routine job • Carry out a set of instructions within the timeframe • Ask questions to show understanding of a set of instructions • Ask questions to clarify a set of instructions • Identify potential problems or obstacles in completing a set of instructions (using conditionals) • Including the use of conditionals • Offer solutions to overcome problems or obstacles • Explain routine work procedures, correctly using sequence markers (such as first, then, etc.) and adverbs (such as usually, sometimes, often, etc.)
<p>Evidence may be collected through assessment methods such as: Interviews, Role plays Oral and/or written questions Flowcharts and diagrams</p>	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	: HOTEL & TOURISM INDUSTRY
Occupation Title	: BAKERY AND PASTRY STAFF
Competency Unit Code	: HT-BPS-110B1
Competency Unit	: SPEAK IN ENGLISH AT A BASIC OPERATIONAL LEVEL
Unit Descriptor	: This unit deals with the skills and knowledge required to converse orally in English in the workplace at a basic operational level.
Competency Level	: Level 1
Version No.	: 1
Date	: January 2019

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code: HT-BPS-110B1
Competency Unit Title: SPEAK IN ENGLISH AT A BASIC OPERATIONAL LEVEL
<p>Competency Elements</p> <p>This competency unit consists in the following elements:</p> <p>Element 1: Participate in simple conversations on familiar topics with work colleagues</p> <p>Element 2: Make simple requests</p> <p>Element 3: Describe routine procedures</p> <p>Element 4: Express likes, dislikes and preferences</p> <p>Element 5: Identify different forms of expression in English</p>

DESCRIPTIONS OF COMPETENCY ELEMENTS

Competency Elements	Performance criteria *
1. Participate in simple conversations on familiar topics with work colleagues	1.1 Opening comments are appropriately used and responded 1.2 Familiar topics are commented on 1.3 Past events are talked about 1.4 Closing remarks are appropriately used and responded
2. Make simple requests	2.1 Polite form is used to make simple requests 2.2 The person responding to the request is thanked 2.3 The person who cannot respond to the request is acknowledged
3. Describe routine procedures	3.1 Sequence markers of events are used to describe a routine job 3.2 Exceptions to routine procedures are described 3.3 Suggestions on how to improve routine procedures are made
4. Express likes, dislikes and preferences	4.1 Likes and dislikes of familiar topics and situations are justified 4.2 Preferences are discussed and justified
5. Identify different forms of expression in English	5.1 Formal sentences are constructed 5.2 Indicators of informal expressions in English are identified 5.3 'Open-ended' and 'closed' questions are differentiated

* **Bold and italicized** terms are elaborated in the Range and Context.

RANGE AND CONTEXT

Variable	Range
Opening comments	May include: <ul style="list-style-type: none"> - How are you? How did your shift go? - Is there anything I need to know? - You should be aware of...
Familiar topics	May include: <ul style="list-style-type: none"> - Giving directions providing advice on the best places to shop, eat, hear music, view art, etc. - Providing advice about a customer's special needs providing information referring a customer complaint to a supervisor
Closing remarks	May include: <ul style="list-style-type: none"> - I hope you enjoy your stay/tour - Goodbye and I hope we see you again soon - Thank you for staying at... Please enjoy your tour
Polite forms	May include: I wonder if you would do my afternoon shift for me tomorrow? Would it be possible to swap shifts? Could I change shifts because I have to ...?
Sequence markers	May include: <ul style="list-style-type: none"> - First, then, after, that, next, at the end, finally
Exceptions to routine procedures	May include: <ul style="list-style-type: none"> - sometimes, occasionally - When ... happens, I usually ... but this doesn't happen very often
Suggestions	May include: <ul style="list-style-type: none"> - Why don't I check that for you? - I think it would be a good idea if ... - How about ...? Let's ... I think it would be a good idea if you ...
Formal sentences	Refers to: Written or verbal language that is grammatically correct and uses the correct tense consistently within the same sentence or paragraph a sentence using modals, such as would, could
Informal expressions	Refers to: Written or verbal language that may not be grammatically correct and/or may contain colloquialisms, or expletives, or slang words
'Open-ended' questions	Refers to: Questions that is phrased to obtain a full answer e.g. 'Where would you like to go?'
'Closed' questions	Refers to: Questions that forces a choice e.g. a 'yes' or 'no' answer

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Differences between formal and informal English 	<ul style="list-style-type: none"> • Distinguish formal and informal expressions in English • Initiate conversations • Respond to opening conversation remarks • Keep a conversation going on familiar topics • Participate in day to day casual conversations • Talk about past events using sequence markers and correct tense • Close a conversation politely • Ask pertinent questions to clarify instructions and requests • Use polite forms • Make polite requests, including correct use of modals such as 'would' and 'could' • explain routine work procedures, including the correct use of sequence markers (such as first, then, etc.) and the use of adverbs to describe exceptions to routine procedures (such as usually, sometimes, often, occasionally) • Make suggestions, including the correct use of modals (such as 'could' and 'would') • Express and discuss likes, dislikes and preferences, including the correct use of verb forms • Use correct 'open' and 'closed' question forms, including auxiliary verbs and questions
<p>Evidence may be collected through assessment methods such as:</p> <p>Interviews Role plays Oral and/or written questions</p>	

National Occupational Competency Standard

BAKERY AND PASTRY STAFF-1



NSSA Office (Naypyitaw)

Office No.51, Department of Labour

Ministry of Labour, Immigration and Population, Naypyitaw

Tel. +95 673 430 435, 673 430 497

skillsdevelopmentdivision.dol@gmail.com

www.nesdmyanmar.org

NSSA Technical Office (Yangon)

No.298, Myanandar Street, 13 Ward,

Yankin Township, Yangon

Tel. +95 1 8560127

