

# Bakery and Pastry Production

## Level-I



### TVET Curriculum Version-II

Based on December, 2021 (V- I) Occupational  
Standard (OS)

Addis Ababa, Ethiopia

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## Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for **Bakery and Pastry Production Level I**. The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**.

# 1. TVET-Program Design

## 1.1 TVET-Program Title: Bakery and Pastry Production Level I

### 1.2 TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Baker and pastry** maker with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Culture Sport and Tourism sector** in the field of **Bakery and Pastry Production**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Understand Hospitality and Tourism Industry Services, Apply Basic Menu, Apply Food Sanitation and Safety Produce Bread Products, Produce yeast products, Produce Cookies Products, Prepare and Produce Cakes, Understand Pastry Items and Baking process, Provide First Aid and Apply 5S procedures in accordance with the performance criteria and evidence guide described in the OS.

### 1.3. TVET-Program Structure

Unit of Competence	Sequence of learning module		Unit title	Duration
	Code	Title /for the Module name		
<b>01 1221</b> Understand Hospitality and Tourism Industry Services	<b>CST BPP1 M01 0322</b>	Hospitality Industry Services	<ul style="list-style-type: none"> <li>• Hospitality Industry</li> <li>• Apply information on ethical issues</li> <li>• Updating Hospitality Industry knowledge</li> </ul>	40
<b>02 1221</b> Apply Basic Menu	<b>CST BPP1 M04 0322</b>	Menu	<ul style="list-style-type: none"> <li>• Types of menus</li> <li>• Compose menu items for breakfast, lunch and dinner</li> <li>• Menu Evaluation</li> </ul>	48
<b>03 1221</b> Apply Food Sanitation and Safety	<b>CST BPP1 M02 0322</b>	Food Sanitation and Safety	<ul style="list-style-type: none"> <li>• Health, Safety and Security procedures</li> <li>• Emergency Situations</li> <li>• Hygiene born hazards</li> <li>• Cross-contamination</li> <li>• Clean and sanitize premise and equipment</li> <li>• Environmental impacts</li> <li>• Report any personal health issues</li> </ul>	60
<b>08 1221</b> Understand Pastry Items and Baking process	<b>CST BPP1 M06 0322</b>	Pastry Items and Baking process	<ul style="list-style-type: none"> <li>• Select and use baking equipment</li> <li>• Measure bakery ingredients/ items</li> </ul>	36

			<ul style="list-style-type: none"> <li>according to a recipe</li> <li>• apply techniques in baking</li> <li>• apply basic methods of cookery for bakery product</li> </ul>		
<b>05 1221</b>	Produce yeast products	<b>CST BPP1 M08 0322</b>	Yeast products	<ul style="list-style-type: none"> <li>• Prepare and produce yeast goods</li> <li>• Decorate and present yeast goods</li> <li>• Present and display yeast-based products</li> <li>• Store yeast goods</li> </ul>	40
<b>06 1221</b>	Produce Cookies Products	<b>CST BPP1 M09 0322</b>	Producing Cookies	<ul style="list-style-type: none"> <li>• Prepare cookies products</li> <li>• Decorate and present cookies products</li> <li>• Store cookies</li> </ul>	48
<b>041221</b>	Produce Bread Products	<b>CST BPP1 M07 0322</b>	Produce Bread Products	<ul style="list-style-type: none"> <li>• Prepare a variety of bread-product</li> <li>• Present and display bread</li> <li>• Store bread- products</li> </ul>	54
<b>07 1221</b>	Prepare and Produce Cakes	<b>CST BPP1 M10 0322</b>	Preparing and Producing Cakes	<ul style="list-style-type: none"> <li>• Prepare and produce cakes</li> <li>• Decorate and present cakes</li> <li>• Store cakes</li> </ul>	86
<b>09 1221</b>	Provide First Aid	<b>CST BPP1 M05 0322</b>	Providing First Aid	<ul style="list-style-type: none"> <li>• Assess the situation</li> <li>• Apply basic first aid techniques</li> </ul>	40

			<ul style="list-style-type: none"> <li>• Communicate details of the incident</li> </ul>		
<b>10 1221</b>	Apply 5S procedures	<b>CST BPP1 M03 0322</b>	Applying 5S procedures	<ul style="list-style-type: none"> <li>• Prepare for work.</li> <li>• Sort items</li> <li>• Set all items in order.</li> <li>• Perform shine activities.</li> <li>• Standardize 5S.</li> <li>• Sustain 5S</li> </ul>	32

\*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.



### 1.4 Duration of the TVET-Program

The Program will have duration of **484 Hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other

S/No	Unit Competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1.	Understand Hospitality and Tourism Industry Services	30	0	10	40	
2.	Apply Basic Menu	30	8	10	48	
3.	Apply Food Sanitation and Safety	40	10	10	60	
4.	Understand Pastry Items and Baking process	24	0	12	36	
5.	Produce Bread Products	8	24	20	54	
6.	Producing yeast product	6	18	16	40	
7.	Produce Cookies Products	6	26	16	48	
8.	Prepare and Produce Cakes	16	40	30	86	
9.	Provide First Aid	12	10	18	40	
10.	Applying 5s procedures	4	20	8	32	
11.	Total				484	

factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

## 1.5 Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Level I.

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

## 1.6 Target Groups

Any citizen with or without disability who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

## 1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the Ministry of Labor and Skills.

## 1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified

companies have forged an agreement to co-operate with regard to the implementation of this program.

## 1.9 Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The **formative assessment** is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

**Summative Evaluation** the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

## 1.10 TVET Teachers Profile

The teachers conducting this particular TVET Program are B Level and above who have satisfactory practical experiences or equivalent qualifications.

## 1.11 Training and Assessment methodology

The program is delivered using a variety of training methods. The table below shows training and assessment methodology for non-impaired trainees and with reasonable adjustment for

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impaired trainees. In addition, as per the nature of the module title the trainer can use recommended and possible training and assessment methodology.

<b>Learning Methods:</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (C)</b>		
	<b>Low Vision and blind</b>	<b>Deaf</b>	<b>Hard of hearing</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in Audio/video</li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the room seating arrangement accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in short methods</li> <li>❖ Use Video material</li> <li>❖ Ensure the</li> </ul>

	<p>trainees</p> <ul style="list-style-type: none"> <li>❖ Prepare &amp; use simulation</li> </ul>	<p>trainees</p> <ul style="list-style-type: none"> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<p>of the trainees</p> <ul style="list-style-type: none"> <li>❖ provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to be loudly</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>

<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation assignment</li> <li>❖ Provide visual recorded material</li> </ul>
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**Methods:**

ew		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use w</li> <li>respons</li> <li>option</li> <li>trainee</li> <li>speecl</li> </ul>
n test	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader</li> <li>❖ (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use or</li> <li>as an c</li> <li>give a</li> <li>trainee</li> <li>severe</li> <li>impair</li> <li>❖ Time</li> <li>for tra</li> <li>having</li> <li>upper</li> <li>impair</li> </ul>
ation tion	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provid</li> <li>based</li> <li>❖ Condu</li> <li>follow</li> <li>❖ Time</li> </ul>

## 2. Learning Module Design

<b>Module code and Title</b>	<b>CST BPP1 M01 0322: Hospitality Industry Services</b>
<b>NOMINAL DURATION:</b>	<b>40 Hours</b>
<b>MODULE DESCRIPTION:</b> This Module describes knowledge, skills and attitude required to perform hospitality and tourism industry basic activities, including the role of different industry sectors and key legal and ethical issues that must be considered by hospitality and tourism industry personnel in their day-to-day work..	
<p><b>Training outcomes</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Understand Concept of Hospitality Industry</li> <li>• Understand Legal and ethical issues</li> <li>• Monitor Current issues of concern to the industry</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Unit one : Hospitality Industry</b></p> <ol style="list-style-type: none"> <li>1.1 Concept of Hospitality Industry</li> <li>1.2 Historical background of hospitality industry</li> <li>1.3 Information sources on Hospitality industry</li> <li>1.4 Types of Hospitality Industry</li> </ol> <p><b>Unit Two: Apply information on ethical issues</b></p> <ol style="list-style-type: none"> <li>2.1. Legal and ethical issues</li> <li>2.2. Hospitality industry activities</li> <li>2.3. EEO (Equal employment Opportunity)</li> </ol> <p><b>Unit Three: Updating Hospitality Industry knowledge</b></p> <ol style="list-style-type: none"> <li>3.1 <b>Current issues of concern to the industry</b></li> <li>3.2 Importance of Updated knowledge to customers.</li> </ol>	



### Learning Methods:

- Lecture
- Group discussion
- Brainstorming

### Assessment Methods:

- Written test
- Oral questioning

### Assessment criteria:

#### Unit one : Hospitality Industry

- Understand Concept of Hospitality Industry
- Know Historical background of hospitality industry
- Apply Information sources on Hospitality industry
- Determine Types of Hospitality Industry

#### Unit Two: Applying information on ethical issues

- Understand Legal and ethical issues
- Conduct Hospitality industry activities
- Assure EEO (Equal employment Opportunity)

#### Unit Three: Updating Hospitality Industry knowledge

- Monitor Current issues of concern to the industry
- Clarify importance of Updated knowledge to customers.

<b>Module code and title</b>	<b>CST BPP1 M02 0322 Food Safety and Sanitation</b>
<b>NOMINAL DURATION</b>	<b>60Hours</b>
<p><b>MODULE DESCRIPTION:</b> This module covers the knowledge, skills and attitude required to clean and maintain kitchens, and food preparation and storage areas in commercial cookery or catering operations. It requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts</p>	
<p><b>Training OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Follow workplace procedures for health, safety and security</li> <li>• Follow procedures for emergency situations</li> <li>• Follow hygiene procedures and identify hygiene hazards</li> <li>• Prevent food and other items from any cross-contamination</li> <li>• Clean and sanitize premise and equipment</li> <li>• Reduce negative environmental impacts</li> <li>• Report any personal health issues</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Unit One: Health, Safety and Security procedures</b></p> <p>1.1 health, safety and security procedures</p> <p>1.2 Safe work practices</p> <p>1.3 Safety hazards</p> <p><b>Unit Two. Emergency Situations</b></p> <p>2.1 Action to potential emergencies</p> <p>2.2 Requesting Assistance</p> <p>2.3 reporting emergency situations</p> <p><b>Unit Three. Hygiene born hazards</b></p> <p>3.1 Hygiene procedures and policies</p> <p>3.2 Types of Hygiene hazards</p> <p>3.3 Minimizing hazards</p> <p>3.4 Reporting hygiene hazards</p> <p><b>Unit Four:- cross-contamination</b></p>	

- 4.1 Food borne illness
- 4.2.danger zone and potentially hazardous foods (PHFs)
- 4.3 Personal hygiene
- 4.4 Preventing unnecessary direct contact with ready to eat food.

**Unit Five:- Clean and sanitize premise and equipment**

- 5.1 Cleaning schedules.
- 5.2 Cleaning agents
- 5.3 Cleaning and sanitizing walls, floors, shelves and other surfaces
- 5.4 Cleaning and sanitizing Equipment and utensils
- 5.5 Storing Cleaned equipment and utensils

**Unit Six:- Environmental impacts**

- 6.1 Conserving resources
- 6.2 Segregating wastes using color coded bins

**Unit Seven. Report any personal health issues**

- 7.1 Reporting personal health issues.
- 7.2 Reporting Incidents of food

<b>Learning Methods:</b>
<ul style="list-style-type: none"><li>• Lecture</li><li>• Group discussion</li><li>• Brainstorming</li></ul>
<b>Assessment Methods:</b>
<ul style="list-style-type: none"><li>• Written test</li><li>• Oral questioning</li><li>• Practical demonstration</li><li>• Observation in prepared checklist</li></ul>

## ASSESSMENT CRITERIA:

### Unit One: Health, Safety and Security

- Follow health, safety and security procedures
- Apply Safe work practices
- Identify Safety hazards

### Unit Two. Emergency Situations

- Take Action to potential emergencies
- Request Assistance
- Report emergency situations

### Unit Three. Hygiene born hazards

- Follow Hygiene procedures and policies
- Identify Types of Hygiene hazards
- Minimize hazards
- Report hygiene hazards

### Unit Four:- cross-contamination

- **Avoid** Food borne illness
- Identify Danger zone and potentially hazardous foods (PHFs)
- Practice Personal hygiene
- Prevent unnecessary direct contact with ready to eat food.

### Unit Five:- Clean and sanitize premise and equipment

- Follow Cleaning schedules.
- Apply Cleaning agents
- Clean and sanitize walls, floors, shelves and other surfaces
- Clean and sanitize Equipment and utensils
- Store Cleaned equipment and utensils

### Unit Six:- Environmental impacts

- Conserve resources
- Segregate wastes using color coded bins

### Unit Seven. Report any personal health issues

- Report personal health issues.
- Report Incidents of food

<b>Module code and title</b>	<b>CST BPP1 M03 0322 Applying 5S procedures</b>
<b>Nominal durations</b>	<b>32 Hours</b>
<p><b>MODULE DESCRIPTION</b> :- This module covers the knowledge, skills and attitude required to apply 5S techniques to his/her workplace. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.</p>	
<p><b>Training OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare for work.</li> <li>• Sort items</li> <li>• Set all items in order.</li> <li>• Perform shine activities.</li> <li>• Standardize 5S.</li> <li>• Sustain 5S</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Unit One: Prepare for work.</b></p> <ul style="list-style-type: none"> <li>• Work instructions. .</li> <li>• OHS requirements.</li> <li>• Safety of Tools and equipment.</li> <li>• Implementing 5S.</li> <li>• kaizen board</li> </ul> <p><b>Unit two: Sort items</b></p> <ol style="list-style-type: none"> <li>2.1. Checking Necessary items regularly.</li> <li>2.2. Identifying items in the workplace</li> <li>2.3. Listing Necessary and unnecessary items.</li> <li>2.4. Quantifying Necessary items</li> <li>2.5. Remove Unnecessary items</li> <li>2.6. Reporting Performance results</li> <li>2.7. Using Red tag strategy for unnecessary items.</li> </ol>	

**Unit Three: Set all items in order.**

- 3.1 Planning to set in order activities.
- 3.2 Cleaning activities.
- 3.3 Work area Layout, storage and indication methods.
- 3.4 Tools for setting in order activities.
- 3.5 Placing items in their assigned locations.
- 3.6 Returning items after use.
- 3.7 Reporting Performance results.
- 3.8 Checking each item regularly in its assigned location and order.

**Unit Four: Perform shine activities**

- 4.1 Planning to shine activities.
- 4.2 Tools and equipment.
- 4.3 Implementing Shine activity.
- 4.4 Conducting regular shining activities.

**Unit Five: Standardize 5S.**

- 5.1. Planning to standardize 5S activities.
- 5.2. Tools and techniques to standardize 5S
- 5.3. Following Checklists.
- 5.4. Keeping the workplace to the specified standard.
- 5.5. Avoiding Problems by standardizing activities.

**Unit Six: Sustain 5S**

- 6.1. Preparing Plan to sustain 5S activities.
- 6.2. Tools n and techniques
- 6.3. Inspecting Workplace regularly
- 6.4. Recommending improvements.
- 6.5. Following Checklists.

**Learning Methods:**

- Lecture
- Group discussion
- Brainstorming

**Assessment Methods:**

- Written test
- Oral questioning.
- Practical demonstration

Observation in prepared checklist

**ASSESSMENT CRITERIA:**

**Unit One: Prepare for work.**

- Follow Work instructions
- Follow OHS requirements
- Prepare Tools and equipment
- Apply Safety of equipment and tools.
- Use Kaizen Board

**Unit two: Sort items**

- Identify items in the workplace
- List Necessary and unnecessary items.
- Use Red tag strategy for unnecessary items.
- Remove Unnecessary items
- Quantify Necessary items
- Report Performance results
- Check Necessary items regularly.

**Unit Three: Set all items in order.**

- Plan to set in order activities.
- Follow Cleaning activities.
- Determine Work area Layout, storage and indication methods.
- Identify Tools for setting in order activities.
- Place items in their assigned locations.
- Report Performance results.
- Check each item regularly in its assigned location and order



#### **Unit Four: Perform shine activities**

- Plan to shine activities.
- Identify Tools and equipment.
- Implement Shine activity.
- Conduct regular shining activities.

#### **Unit Five: Standardize 5S.**

- Plan to standardize 5S activities.
- Identify Tools and techniques to standardize 5S
- Follow Checklists.
- Workplace standard.

#### **Unit Six: Sustain 5S**

- Prepare Plan to sustain 5S activities.
- Determine Tools and techniques
- Inspect Workplace regularly
- Recommend improvements.

Module code and title	<b>CST BPP1 M04 0322 Menu</b>
NOMINAL DURATION	48 Hours
<b>MODULE DESCRIPTION:</b> This module covers the knowledge, skills and attitude required to Identify food commodities and their procedure of receiving and storage then develop menu plan within established enterprise systems.	
<p><b>Training OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Identify types of menus</li> <li>• Prepare table d' ho'tel menu</li> <li>• Evaluate compiled menu</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Unit One. Types of menus</b></p> <p>1.1 Menu requirements</p> <p>1.2 Menu Factors</p> <p>1.3 Menu Selection</p> <p><b>Unit two. Compose menu items for breakfast, lunch and dinner</b></p> <p>2.1 A la carte menu</p> <p>2.2 Table d' hotel menu</p> <p><b>Unit Three. Menu Evaluation</b></p> <p>3.1 Collecting Menu items</p> <p>3.2 Menu evaluation</p>	

### Learning Methods:

- Lecture
- Group discussion
- Brainstorming

### Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

### ASSESSMENT CRITERIA

#### Unit One. Types of menus

- Identify Menu requirements
- Consider Menu Factors
- Select Menu

#### Unit Two. Compose menu items for breakfast, lunch and dinner

- Compose A la carte menu
- Compose Table d' ho'tel menu

#### Unit Three. Menu Evaluation

- Collecting Menu items
- Evaluate Menu

<b>Module code and title</b>	<b>CST BPP1 M05 0322 Provide First Aid</b>
NOMINAL DURATION:	40 Hours
<p><b>MODULE DESCRIPTION :-</b> This module covers the knowledge, skills and attitude required to provide an initial response where First Aid is required. In this unit it is assumed that the First Aider is working under the supervision according to the established workplace First Aid procedures and policies.</p>	
<p><b>Training OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Identify physical hazards</li> <li>• Apply basic first aid techniques</li> <li>• Communicate details of the incident</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Unit One : Assess the situation</b></p> <ol style="list-style-type: none"> <li>1.1. Concept of first aid</li> <li>1.2. Physical hazards</li> <li>1.3. Minimizing Immediate risks</li> <li>1.4. Casualty's vital signs and physical condition</li> </ol> <p><b>Unit two. Basic first aid techniques</b></p> <ol style="list-style-type: none"> <li>2.1. First Aid management</li> <li>2.2. Reassuring Casualty in a caring and calm manner</li> <li>2.3. Seeking First Aid assistance.</li> <li>2.4. Monitoring and responding Casualty's condition</li> <li>2.5. Recording Details of casualty's physical condition</li> <li>2.6. Finalizing Casualty management.</li> </ol> <p><b>Unit Three. Communicate details of the incident</b></p> <ol style="list-style-type: none"> <li>1 Requesting Appropriate medical assistance</li> <li>2 Conveying Details of casualty's condition</li> <li>3 Preparing Reports to supervisors</li> </ol>	

### Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Brainstorming

### Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

### Assessment Criteria:

#### Unit One : Assess the situation

- Understand Concept of first aid
- Determine Physical hazard
- Minimize immediate risks
- Analyze Casualty's vital signs and physical condition

#### Unit Two. Basic first aid techniques

- Provide First Aid management
- Reassure Casualty in a caring and calm manner
- Seek First Aid assistance.
- Monitor Casualty's condition
- Record Details of casualty's physical condition
- Finalize Casualty management.

#### Unit Three. Communicate details of the incident

- Request Appropriate medical assistance
- Convey Details of casualty's condition
- Prepare Reports to supervisors
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<b>Module code and title</b>	<b>CST BPP1 M06 0322 Pastry Items and Baking process</b>
NOMINAL DURATION:	36 Hours
<b>MODULE DESCRIPTION</b> :- This module describes the performance outcomes, skills and knowledge required to understand the principles of baking and also ingredient to prepare a menu items for the pastry kitchen or catering operation. The unit underpins effective performance in all other bakery units.	
<b>Training OUTCOMES</b> At the end of the module the trainee will be able to:	
<ul style="list-style-type: none"> <li>• Select and use baking equipment</li> <li>• Measure bakery ingredients/ items according to a recipe</li> <li>• Apply techniques in baking</li> <li>• Know methods of cookery for bakery product</li> </ul>	
<b>MODULE CONTENTS:</b>	
<b>Unit One Select and use baking equipment</b>	
1.1 Selecting baking equipment.	
<b>Unit Two. Measuring bakery ingredients</b>	
2.1. Ratio of commodities for specific baking.	
2.2. Mixing process.	
2.3. Problems in measuring.	
<b>Unit Three. baking techniques</b>	
3.1 Kneading the mixture	
3.2 portioning	
3.3 Baking	
<b>Unit Four. Methods of cookery for bakery product</b>	
4.1 Heat transfer methods	
4.2 Methods of cookery	
4.3 Problems with the cooking process.	



### Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Brainstorming

### Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

### ASSESSMENT CRITERIA:

#### Unit One Select and use baking equipment

- Select baking equipment.

#### Unit Two. Measure bakery ingredients/ items according to a recipe

- Calculate Ratio of commodities for specific baking.
- Complete Mixing process.
- Identify Problems in measuring.

#### Unit Three. Apply techniques in baking

- Knead the mixture
- Maintain Consistency of the mixture
- Practice portioning
- Follow Dough procedures and baking

#### Unit Four. basic methods of cookery for bakery product

- List Heat transfer methods
- List Methods of cookery
- Identify Problems with the cooking process



<b>Module code and title</b>	<b>CST BPP1 M07 0322 Produce Bread Products</b>
NOMINAL DURATION:	54 hours
<p><b>MODULE DESCRIPTION:</b> This module covers the knowledge, skills and attitude required to produce a range of basic bread dough, and bread- product in a commercial kitchen or catering operation. Bread dough and bread- product may include foods from varying cultural origins and may be derived from classical or contemporary recipes.</p>	
<p><b>TRAINING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare a variety of bread- product</li> <li>• Present and display bread</li> <li>• Store bread- products</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Unit One. Prepare a variety of bread- product</b></p> <p>1.1 Choosing ingredients</p> <p>1.2 Selecting equipment</p> <p>1.3 Preparation techniques of bread</p> <p>1.4 Producing variety of bread</p> <p>1.5 bread dough</p> <p><b>Unit Two. Present and display bread</b></p> <p>2.1. Selecting equipment</p> <p>2.2. Displaying bread products</p> <p><b>Unit Three. Store bread- products</b></p> <p>3.1 Suitable equipments</p> <p>3.2 Storing products.</p>	

### Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Brainstorming

### Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

### ASSESSMENT CRITERIA:

#### Unit One. Prepare a variety of bread- product

- Choose ingredients
- Select equipment
- Apply Preparation techniques of bread
- Produce variety of bread
- Make Bread dough

#### Unit Two. Present and display bread

- Select equipment
- Display bread products

#### Unit Three. Store bread- products

- Use Suitable equipments
- Store bread products.

<b>Module Code and Title</b>	<b>CST BPP1 M08 0322 Yeast products</b>
<b>NOMINAL DURATION:</b>	40 Hours
<p><b>MODULE DESCRIPTION</b> This module covers the knowledge, skills and attitude required to produce a range of yeast-based foods in a commercial kitchen or catering operation. Yeast-based goods may include foods from varying cultural origins and may be derived from classical or contemporary recipes.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Select ingredients for yeast goods</li> <li>• Decorate and present yeast goods</li> <li>• display yeast-based products</li> <li>• Store yeast goods</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Unit One. Prepare and produce yeast goods</b></p> <ol style="list-style-type: none"> <li>1.1 Selecting ingredients</li> <li>1.2 Using appropriate equipment</li> <li>1.3 Techniques for Preparing yeast goods</li> <li>1.4 Oven temperature</li> <li>1.5 yeast goods</li> </ol> <p><b>Unit Two. Decorate and present yeast goods</b></p> <ol style="list-style-type: none"> <li>2.1 Decorating yeast goods</li> <li>2.2 Presenting yeast goods.</li> </ol> <p><b>Unit Three. Present and display yeast-based products</b></p> <ol style="list-style-type: none"> <li>3.1 using suitable equipment</li> <li>3.2 displaying yeast-based products</li> </ol> <p><b>Unit Four. Store yeast goods</b></p> <ol style="list-style-type: none"> <li>4.1 Storing yeast goods and Products</li> </ol>	

### Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Brainstorming

### Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

### Assessment criteria

#### Unit One. Prepare and produce yeast goods

- Select ingredients
- Use appropriate equipment
- Apply Techniques for Preparing yeast goods
- Use Oven temperature

#### Unit Two. Decorate and present yeast goods

- Decorate yeast goods
- Present yeast goods.

#### Unit Three. Present and display yeast-based products

- use suitable equipment
- display yeast-based products

#### Unit Four. Store yeast goods

- Store yeast goods and Products

<b>Module Code and Title</b>	<b>CSTBPP1 M090322 Cookies Products</b>
<b>Nominal Durassions:</b>	<b>48 Hours</b>
<p><b>MODULE DESCRIPTION :-</b> This module covers the knowledge, skills and attitude required to prepare and produce a variety of high-quality cookies products. Cookies products to be produced and decorated may be of varied cultural origins and derived from classical or contemporary recipes.</p>	
<p><b>Training OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare cookies products</li> <li>• Decorate and present cookies products</li> <li>• Store cookies</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Unit One. Prepare cookies products</b></p> <p>1.1 Selecting ingredients</p> <p>1.2 Preparing cookies products</p> <p><b>Unit Two. Decorate and present cookies products</b></p> <p>2.1 Decorating Cookies products.</p> <p>2.2 Presenting Cookies products</p> <p><b>Unit Three. Store cookies</b></p> <p>3.1 Cookies storage materials</p> <p>3.2 Storing cookies products</p>	

<b>Learning Methods:</b>
<ul style="list-style-type: none"><li>• Lecture</li><li>• Group discussion</li><li>• Demonstration</li><li>• Simulation</li><li>• Brainstorming</li></ul>
<b>Assessment Methods:</b>
<ul style="list-style-type: none"><li>• Written test</li><li>• Oral questioning</li><li>• Practical demonstration</li><li>• Observation in prepared checklist</li></ul>
<b>ASSESSMENT CRITERIA:</b>
<b>Unit One. Prepare cookies products</b> <ul style="list-style-type: none"><li>• Select ingredients</li><li>• Prepare cookies products</li></ul>
<b>Unit Two. Decorate and present cookies products</b> <ul style="list-style-type: none"><li>• Decorate Cookies products.</li><li>• Present Cookies products</li></ul>
<b>Unit Three. Store cookies</b> <ul style="list-style-type: none"><li>• Identify Cookies storage materials</li><li>• Store cookies products</li></ul>

<b>Module Code and Title</b>	<b>CSTBPP1 M10 0322 Prepare and Produce Cakes</b>
<b>Nominal Durassions:</b>	<b>86 Hours</b>
<b>MODULE DESCRIPTION</b> :- This module describes the performance outcomes, skills and knowledge required to prepare and produce a variety of high-quality cakes. Cakes to be produced and decorated may be of varied cultural origins and derived from classical or contemporary recipes.	
<b>TRAINING OUTCOMES</b> At the end of the module the trainee will be able to: <ul style="list-style-type: none"> <li>• Prepare cakes</li> <li>• Decorate and present cakes</li> <li>• Store cakes</li> </ul>	
<b>MODULE CONTENTS:</b> <b>Unit One. Prepare and produce cakes</b> <ol style="list-style-type: none"> <li>1.1 Selecting suitable ingredients</li> <li>1.2 Techniques of Cakes Making</li> <li>1.3 Selecting required oven temperature</li> <li>1.4 Preparing a variety of basic cakes</li> </ol> <b>Unit Two. Decorate and present cakes</b> <ol style="list-style-type: none"> <li>2.1 Decorating cakes</li> <li>2.2 Presenting cakes</li> </ol> <b>Unit Three. Store cakes</b> <ol style="list-style-type: none"> <li>3.1 Storing cakes and ingredients</li> <li>3.2 Storage conditions for cake products</li> </ol>	

### Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Brainstorming

### Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

### ASSESSMENT CRITERIA:

#### Unit One. Prepare and produce cakes

- Select suitable ingredients
- Use Techniques of Cakes Making
- Select required oven temperature
- Prepare a variety of basic cakes

#### Unit Two. Decorate and present cakes

- Decorate cakes
- Present cakes

#### Unit Three. Store cakes

- Store cakes and ingredients
- Apply Storage conditions for cake products



### 3. Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	cm	MoLS	25	1:1
2.	Journals/Publication/Magazines	<ul style="list-style-type: none"> <li>Hotel Front office management 3<sup>rd</sup> edition</li> <li>Sustainability in Hospitality industry</li> </ul>	25	1:1
3.	<ul style="list-style-type: none"> <li>Food safety : theory and practice</li> <li>Practical food safety</li> </ul>		25	1:1
4.	Journals/Publication/Magazines	Gemba Kaizen 2 <sup>nd</sup> edition	25	1:1
5.	Dictionary of culinary and menu terms		25	1:1
6.	Journals/Publication/Magazines	First aid manual 10 <sup>th</sup> edition	15	1:2
7.	Journals/Publication/Magazines	<ul style="list-style-type: none"> <li>Sour dough bread. (Author Kaitlyn Donnelly)</li> <li>Cookie perfection. (Author Martha Stewart's)</li> </ul>	25	1:1
8.	Journals/Publication/Magazines	<ul style="list-style-type: none"> <li>Professional bakery 7<sup>th</sup> edition</li> </ul>	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture Room	5*5m	1	1:25
2.	Library	20*30m	1	1:25
3.	Workshop	Standard	1	1:25
<b>C. Consumable Materials</b>				
1.	Paper	A4	5rim	1:5
2.	Pen	Ball point	5	1:5
3.	Marker	Packet	4	1:6
4.	Chalk	Packet	1	1:25
5.	Glove	Durable	25	1:1
6.	Eye goggle	Plastic made	25	1:1
7.	Face mask	Standard	25	1:1

8	Safety shoe	Standard	25	1:1
9	Uniform	Standard	25	1:1
10	D family chemicals	Standard	1 each family	1:25
11	Mop	Standard	5	1:5
12	broom	Standard	5	1:5
13	Sponge	Standard	1 packet	1:25
14	Towel	Standard	5	1:5
15	Dust pan	Standard	5	1:5
16	Alcohol	Standard	1 plastic bottle	1:25
17	Sugar	White and brown		
18	Fat			
19	Fruit puree	Standard		
20	Fruit	Standard		
21	Flavoring agents	Standard		
22	Food color	Fresh		
23	Chocolate	Standard	6	1:5
<b>D.</b>	<b>Glaze and jellies</b>			
1.	Arm chair	54Cm *72 Cm *100Cm	25 Pcs	1:1
2.	Notice board	150*100 Cm	1 Pcs	1:25
3.	White board	240 Cm *120 Cm	1 Pcs	1:25
4.	Computer		5	1:5
5.	Printer		5	1:5
6.	Computer table		5	1:5
7.	Shelf		5	1:5
8	Duster	For white and black boards	1	1:25
9	Laptop	Toshiba	1	1:25
10	Tables	L shaped	1	1:25
11	Hook	Standard	5	1:5
12	Sticker	Standard	1 roll	1:25
13	Signboard	Medium sized	1	1:25

14	Nails	Small sized	1packet	1:25
15	Shelves	Wooden and metal made		
16	Chip wood			
17	Sponge	Medially cut	0.5 dozen	1:25
18	Dust bin	Plastic	1	1:25
19	Floor scrapper	Standard	5	1:5
20	LCD Projector	Epson	1	1:25
21	Oven	Standard	2	1:12
22	Spatula	Standard	25	1:1
23	Bread Brush	Smaller	25	1:1
24	Measuring Scale	Digital	5	1;5
25	Moulds	Standard	1	1:25
26	Tong	Standard	5	1:5
27	Dough sheets	Standard	5	1;5
28	Sieve	Standard	5	1:5
29	protective glove	Standard	25	1;1
30	Moulds	Standard	1	1:25
31	China ware	Standard	25	1:1
32	Piping bag	Medium sized	25	1:1
33	Refrigerator	Original	1	1:25
34	De freezer	Standard	1	1:25

### The experts who developed the curriculum

<b>N o</b>	<b>Name</b>	<b>Qualification</b>	<b>Educational background</b>	<b>Region</b>	<b>College</b>	<b>Mobile number</b>	<b>E-mail</b>
<b>1</b>	Mohammed Liben Mohammed	Hotel and Tourism Sector head	<ul style="list-style-type: none"> <li>➤ BA degree in Hotel and Tourism management</li> <li>➤ MA degree in Disaster Risk Management</li> </ul>	Somali	Jigjiga Polytechnic college	<b>0992326557</b>	cherechaw@gmail.com
<b>2</b>	Abreham Mayza Mengesha	Instructor	Bed degree in Hotel and Tourism	SNNP	Arba minch Polytechnic college	<b>0913711922</b>	Abrehammayza9@gmail.com
<b>3</b>	Zelalem Almaw Endalew	Instructor	➤ BSC degree in Food science and post harvest technology	Amhara	Bahir dar Polytechnic College	<b>0918012521</b>	Parazolla25@gmail.com
<b>4</b>	Hiwot Tedla Belay	Instructor	BA degree in Accounting and finance and diploma in Hotel Management	Hareri	Harer Polytechnic College	<b>0913789086</b>	<a href="mailto:hiwietaba@gmail.com">hiwietaba@gmail.com</a>
<b>5</b>	ZuryashWork Belay Nigatu	Instructor	BA degree in Hotel Management	Addis Ababa	TTI	<b>0911643817</b>	zwb@gmail.com

