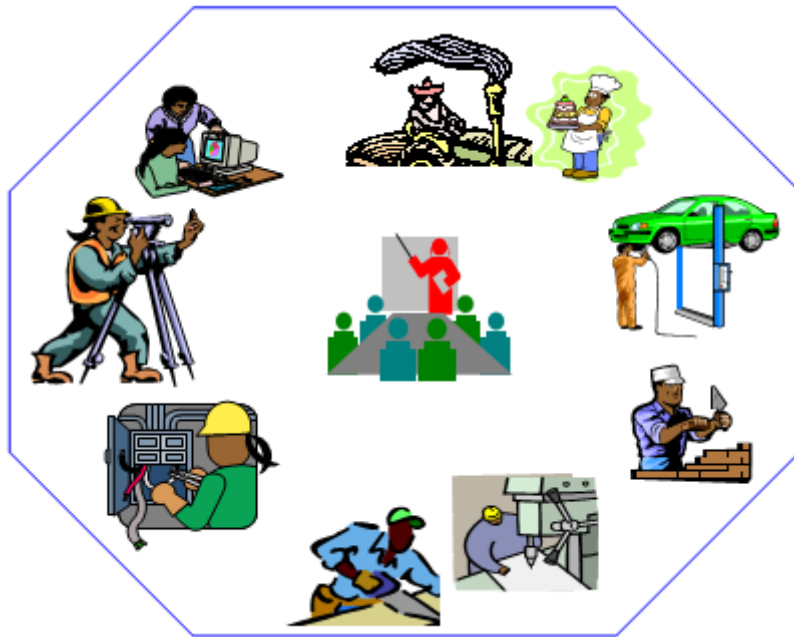


Bakery and Pastry Production

Level- II



CURRICULUM

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

Acknowledgements

The Ministry of Labor and skill wishes to thank and appreciation to MoLS leaders and experts, Regional Labor and skill/training Bureaus leader, experts, TVET College Deans, Instructors and industry experts who contribute their time and professional experience to the development of this Curriculum for bakery and pastry production Program level II. We also thank MoLS who support the finance for curriculum development.

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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 and Institutes based on the occupational standard for **Baker & Pastry Production Level II**. 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 & Pastry Production Level II

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 **Bakery & Pastry Workers** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Culture, Sport & Tourism sector** in the field of **Bakery & 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 Transport and Store Food, Prepare Ethiopian cultural Bread Products, Prepare fillings, Sauce and syrups, Prepare and Present Gateaux, Prepare and Produce Pastries, Prepare Hot and Cold Dessert, Apply service delivery to customer and Prevent and Eliminate Muda in accordance with the performance criteria and evidence guide described in the OS.

1.3. Training -Program Structure

| Unit of Competence | Sequences of Learning modules | | Unit title | Duration (In Hours) |
|--|-------------------------------|--------------------------------------|---|---------------------|
| | Code | Title | | |
| CST BPP2 01 1221 Transport and Store Food | CST BPP2 M04 1122 | Transporting and Storing Food | <ul style="list-style-type: none"> • Take delivery of supplies • Identify appropriate food transportation • Transport food safely and hygienically • Store food safely and hygienically | 52 |
| CST BPP2 02 1221 Prepare Ethiopian cultural Bread Products | CST BPP2 M03 1122 | Ethiopian Bread Products | <ul style="list-style-type: none"> • Select Ethiopian bread ingredient • Prepare and bake Ethiopian bread products • Store bread products | 52 |
| CST BPP2 03 1221 Prepare fillings, sauce and syrups | CST BPP2 M02 1122 | Preparing fillings, sauce and syrups | <ul style="list-style-type: none"> • Prepare fillings • Prepare sauces • Prepare syrup • Store filling, sauces and syrups | 32 |
| CST BPP2 04 1221 Prepare and Present Gateaux | CST BPP2 M06 1122 | Preparing and Presenting Gateaux | <ul style="list-style-type: none"> • specialized cakes and sponges • Prepare and use fillings • Decorate cakes | 78 |

| | | | | | |
|---|------------------------------------|--------------------------|----------------------------------|--|----|
| | | | | <ul style="list-style-type: none"> • Present cakes • Store Cake • | |
| <u>CST BPP 05 1221</u> | Prepare and Produce Pastries | CST BPP2 M05 1122 | Preparing and Producing Pastries | <ul style="list-style-type: none"> • Prepare pastries and pastry products • Decorate and present pastry products • Store pastries | 68 |
| <u>CST BPP2 06 1221</u> | Prepare Hot and Cold Dessert | CST BPP2 M07 1122 | Preparing Hot and Cold Dessert | <ul style="list-style-type: none"> • Prepare and produce desserts and sweets • Decorate, portion and present desserts and sweets • Prepare sweet sauces • Prepare accompaniments, garnishes and decorations • Store desserts and sweets | 72 |
| <u>CST BPP2 07 1221</u> | Apply service delivery to customer | CST BPP2 M08 1122 | Service delivery to Customers | <ul style="list-style-type: none"> • Prepare for service • Welcome customers • Take and process orders • Deliver Services of food and drinks • Clear tables and bill customers • Close down after service | 62 |

| | | | | | |
|---|----------------------------|--------------------------|-------------------------------|---|----|
| | | | | | |
| <u>CST BPP2 08 1221</u> | Prevent and Eliminate MUDA | CST BPP2 M01 1122 | Preventing and Eliminate MUDA | <ul style="list-style-type: none"> • Prepare for work • Muda and its problem • Analyzing Causes of a problem • Muda Elimination • waste Prevention | 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 **448 hours** including the 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 factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

| S/no | Unit competency | TVET Institution training | | Cooperative training | Total hours | Remarks |
|------|---|---------------------------|-----------|----------------------|-------------|---------|
| | | Theory | Practical | | | |
| 1. | Transport and Store Food | 22 | 10 | 20 | 52 | |
| 2. | Prepare Ethiopian cultural Bread Products | 10 | 22 | 20 | 52 | |
| 3. | Prepare fillings, sauce and syrups | 8 | 8 | 16 | 32 | |
| 4. | Prepare and Present Gateaux | 20 | 28 | 30 | 78 | |
| 5. | Prepare and Produce Pastries | 10 | 38 | 20 | 68 | |
| 6. | Prepare Hot and Cold Dessert | 8 | 40 | 24 | 72 | |
| 7. | Apply service delivery to customer | 24 | 8 | 30 | 62 | |
| 8. | Prevent and Eliminate MUDA | 10 | 22 | 0 | 32 | |

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 II.

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

| Learning Methods: | | | | |
|----------------------------|---|---|---|--|
| For none impaired trainees | 1. Reasonable Adjustment for Trainees with Disability (TWD) | | | |
| | Low Vision and blind | Deaf | Hard of hearing | Physical impairment |
| Lecture-discussion | <ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format | <ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture | <ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention | <ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop |

| | | | | |
|-------------------------|--|--|--|--|
| | <ul style="list-style-type: none"> ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points | <p>and ensure the attention of the trainees</p> <ul style="list-style-type: none"> ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points | of the trainees | |
| Demonstration | <ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation | <ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) | <ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) | <ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary) |
| Group discussion | <ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group | <ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up | <ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members | <ul style="list-style-type: none"> ❖ Introduce the trainees with their peers |

| | | | | |
|-----------------|---|---|---|---|
| | <p>member</p> <ul style="list-style-type: none"> ❖ Brief the thematic issues of the work | <ul style="list-style-type: none"> ❖ Introduce the trainees with other group member | <ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly | |
| Exercise | <ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process | <ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies | <ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training | <ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary |

| ASSESSMENT METHODS: | | | | |
|-----------------------------------|---|--|---|---|
| Written test | <ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension | <ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension | <ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. | <ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment |
| Demonstration /Observation | <ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension | <ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension | <ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension | <ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension |

2. Learning Module Design

| | |
|--|--|
| Module code and title | CST BPP2 M01 1122: Preventing and eliminating Muda |
| Nominal duration | 32 Hours |
| MODULE DESCRIPTION: | |
| <p>This module covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her workplace by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis It covers responsibility for the day-to-day operation of the work and ensures Kaizen Elements are continuously improved and institutionalized.</p> | |
| Training OUTCOMES | |
| <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare for work • Muda and its problem • Analyzing causes of a problem. • Muda Elimination • waste Prevention | |
| MODULE CONTENTS | |
| Unit One. Prepare for work | |
| <ul style="list-style-type: none"> 1.1 OHS requirements and Safety equipment and tools 1.2 Work instructions 1.3 Job Specification 1.4 Safety equipment and tools | |
| Unit two : MUDA and its problem | |
| <ul style="list-style-type: none"> 2.1 Planning for MUDA 2.2 Kaizen Board 2.3 Tools to analyse situation of the work place 2.4 Causes and effects of MUDA 2.5 Statistical tools and techniques 2.6 Relevant procedures for Muda identification | |
| Unit Three. Analyzing causes of a problem | |
| <ul style="list-style-type: none"> 3.1 Listing Possible causes of a problem 3.2 Analyzing Cause relationships using 4M1E | |

- 3.3 Finding root cause of the problem
- 3.4 Creative idea generation to eliminate most critical root causes
- 3.5 Preparing Action plan to implement solutions

Unit Four. MUDA Elimination

- 4.1 MUDA elimination using KPI
- 4.2 Tools and techniques to eliminate wastes/MUDA
- 4.3 Reporting improvements

Unit Five. Waste Prevention.

- 5.1. Plan of MUDA prevention
- 5.2. Standards required for machines
- 5.3. Creating waste-free workplace
- 5.4. Building capability of the work team

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 for work

- Follow Work instruction
- Interpret Job Specification
- Adopt OHS requirements
- Use Safety equipment and tools

Unit Two. MUDA and its problem

- Prepare MUDA Plan
- Analyze Causes and effects of MUDA
- Identify 7 QCs
- Apply Tools and techniques to draw current situation of work place.
- Apply Relevant procedures for Muda identification

Unit Three. Analyzing causes of a problem

- List all possible causes of a problem.
- Analyze Cause relationships using 4M1E.
- Find root cause
- Creative idea generation to eliminate most critical root causes
- Preparing Action plan to implement solutions

Unit Four. Muda Elimination

- Eliminate MUDA using KPI
- Use Tools and techniques to eliminate wastes/MUDA
- Reporte improvements

Unit Five. Waste Prevention.

- Understand MUDA prevention.
- Use Visual and auditory control methods.
- Apply 5W and 1Hsheet
- Follow Standard Operating Procedures

| | |
|--|--|
| Learning module and code | Preparing Fillings, Sauce and Syrup CST BPP2 M02 1122 |
| NOMINAL DURATION: | 32Hours |
| <p>MODULE DESCRIPTION: This module covers the knowledge, skills and attitude required to produce and serve a wide range of fillings, sauces and syrups including glazes, fruit based sauces, cream based sauce, starch thickened sauces, syrup and filling to a high and consistent quality. Fillings, sauces and syrups may include assembled with appropriately flavored pastry and bakery products. Filling, sauces and syrup include fresh or canned fruits.</p> | |
| <p>Training outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare fillings • Prepare sauces • Prepare syrup • Store filling, sauces and syrups | |
| <p>MODULE CONTENTS:</p> <p>Unit One. Prepare fillings</p> <p>1.1.Fillings Preparation</p> <p>1.2.Fillings the correct temperature</p> <p>Unit Two. Prepare sauces</p> <p>2.1 sauces Preparation</p> <p>2.2.Preparing and blending fruits</p> <p>2.3.Garnishes, glazes and finishes preparation</p> <p>Unit Three. Prepare syrup</p> <p>3.1. Boiling Syrup.</p> <p>3.2.flavoring Syrup</p> <p>Unit Four. Store filling, sauces and syrups</p> <p>4.1.storage materials for filling, sauces and syrups</p> <p>4.2. storage temperature for filling, sauces and syrups</p> | |

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Brainstorming
- **Assessment Methods:**
- Written test
- Oral questioning
- Practical demonstration

- Written test
- Oral questioning
- Practical demonstration

ASSESSMENT CRITERIA:

Unit One. Prepare fillings

- Prepare Fillings

Unit Two. Prepare sauces

- Prepare sauces
- Prepare and blend fruits
- Prepare Garnishes, glazes and finishes

Unit Three. Prepare syrup

- Boil Syrup.
- Flavor Syrup

Unit Four. Store filling, sauces and syrups

- Identify storage materials for filling, sauces and syrups
- Determine storage temperature for filling, sauces and syrups

| | |
|---|--|
| Module code and title | Preparing Ethiopian Bread Products CST BPP2 M03 1122 |
| NOMINAL DURATION: | 52 Hours |
| <p>MODULE DESCRIPTION: This module covers the knowledge, skills and attitude required to prepare and produce a variety of high-quality Ethiopian bread products. Bread products to be produced may be of varied cultural and ethnic origins and derived from different area of the country.</p> | |
| <p>Training OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare and bake Ethiopian bread products • Select Ethiopian bread ingredient • Store bread products | |
| <p>MODULE CONTENTS:</p> <p>Unit one. Select Ethiopian bread ingredient</p> <p>1.1 Ethiopian bread ingredient</p> <p>1.2 preparing Ethiopian bread spices</p> <p>Unit two. Prepare and bake Ethiopian bread products</p> <p>2.1 Equipments to produce bread products</p> <p>2.2 Preparing variety of Ethiopian bread products</p> <p>2.3 Preparing dough.</p> <p>2.4 Techniques to produce bread.</p> <p>2.5 Baking bread.</p> <p>Unit three. Store bread products.</p> <p>2.1 Packaging bread products</p> <p>2.2 Storing bread products</p> | |

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

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

ASSESSMENT CRITERIA:

Unit one. Select Ethiopian bread ingredient

- Identify Ethiopian bread ingredient

Unit two. Prepare and bake Ethiopian bread products

- Identify Equipments to produce bread products
- Prepare variety of Ethiopian bread products
- Prepare dough.
- Use Techniques to produce bread
- Bake bread products.

Unit three. Store bread products.

- Package bread products
- Store bread products

| | |
|--|--|
| Module Code and Title | Transport and store Foods CST BPP2 M04 1122 |
| Learning Methods: | |
| MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storage on its arrival. | |
| TRAINING OUTCOMES At the end of the module the trainee will be able to: <ul style="list-style-type: none"> • Take delivery of supplies • Identify appropriate food transportation • Transport food safely and hygienically • Store food safely and hygienically | |
| MODULE CONTENTS: Unit One. Take delivery of supplies <ol style="list-style-type: none"> 1.1. Identifying Information about the supplier. 1.2. Checking incoming supplies. 1.3. Inspecting Supplied items. 1.4. Managing excess stock. Unit Two. Identify appropriate food transportation <ol style="list-style-type: none"> 2.1 Vehicle suitable for food transportation 2.2 Sanitation status and temperature of the vehicle. Unit Three. Transport food safely and hygienically. <ol style="list-style-type: none"> 3.1 Packaging, loading, restraining and unloading food 3.2 OHS regulations 3.3 Recording food transportation Unit Four. Store food safely and hygienically <ol style="list-style-type: none"> 4.1 OHS regulations for food storage. 4.2 Food storage conditions 4.3. Recording supply level 4.4. Environmental conditions for specific food types | |

- Lecture
- Group discussion
- Demonstration
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning

ASSESSMENT CRITERIA:

Unit One. Take delivery of supplies

- Identify Information about the supplier.
- Check incoming supplies.
- Inspect Supplied items.
- Manage excess stock.

Unit Two. Identify appropriate food transportation

- **Identify** Vehicle suitable for food transportation
- Verify Sanitation status and temperature of the vehicle.

Unit Three. Transport food safely and hygienically.

- Package, load, restrain and unload food
- Use OHS regulations
- Record food transportation

Unit Four. Store food safely and hygienically

- Apply OHS regulations for food storage.
- Food storage conditions
- Record supply level
- Environmental conditions for specific food types.

| | |
|--|---|
| MODULE CODE and Title | CST BPP2 M05 1122 Preparing and Producing Pastries |
| NOMINAL DURATION: | 68 Hours |
| <p>MODULE DESCRIPTION: This module describes the performance outcomes, skills, knowledge and attitude required to prepare and produce a variety of high-quality pastries and pastry products. Pastries and pastry products to be produced and decorated may be of varied cultural origins and derived from classical or contemporary recipes.</p> | |
| <p>TRAINING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare pastries and pastry products. • Decorate and present pastry products. • Store pastries. | |
| <p>MODULE CONTENTS:</p> <p>Unit one. Prepare pastries and pastry products</p> <ol style="list-style-type: none"> 1.1. Ingredients for Pastry & pastry products 1.2. Equipments for Pastry & pastry products 1.3. Techniques to make pastry& pastry product. 1.4. Portioning pastry 1.5. Preparing a variety of pastries and pastry products <p>Unit two .Decorate and present pastry products</p> <ol style="list-style-type: none"> 2.1.Decorating pastry product 2.3.Presenting pastries <p>Unit three. Store pastries</p> <ol style="list-style-type: none"> 3.1.Storing pastes and ingredients 3.2 Storing pastry product | |

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

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

ASSESSMENT CRITERIA:

Unit one. Prepare pastries and pastry products

- List Ingredients for Pastry & pastry products
- List Equipments for Pastry & pastry products
- Determine Techniques to make pastry & pastry product.
- Portion pastry
- Prepare a variety of pastries and pastry products

Unit two. Decorate and present pastry products

- Decorate pastry produce
- Present pastries

Unit three. Store pastries

- Store pastes and ingredients for pastry products,
- Store pastry product

| | |
|--|---|
| Module code and title | CST BPP2 M06 1122 : Preparing and Presenting Gateaux |
| NOMINAL DURATION: | 78 Hours |
| MODULE DESCRIPTION: | |
| <p>This module describes the performance outcomes, skills, knowledge and attitude required to produce, fill, decorate and present a range of specialized sponges and cakes, where finish, decoration and presentation of a high order are required. The preparation of specialized cakes includes sponges, gateaux, torte, cakes, sweet pastes and meringues, fillings and coating agents, as well as skills and techniques in assembling and finishing. Specialized cakes and sponges to be produced and decorated may be of varied cultural origins and derived from classical or contemporary recipes</p> | |
| TRAINING OUTCOMES | |
| <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare specialized cakes and sponges • Prepare and use fillings • Decorate cakes • Present cakes • Store cakes | |
| MODULE CONTENTS: | |
| Unit one specialized cakes and sponges | |
| 1.1 Ingredient preparation | |
| 1.2 Prepare specialized cakes and sponges | |
| 1.3 Appropriate equipments | |
| 1.4 Cooling sponges and cakes. | |
| Unit two Prepare and use fillings | |
| 2.1 Preparing filling. | |
| 2.2 Layering sponges and cakes | |
| 2.3 Coating top and sides of sponges and cakes | |
| Unit three Decorating cakes | |
| 3.1 Using Icings | |
| 3.2 <i>Decorate cakes and sponges</i> | |
| Unit four. Presenting cakes | |

4.1. Equipments for cake displaying

4.2. Presenting cakes

4.3. portion-controlled cakes

Unit five. Store cakes

5.1 Storage conditions for cakes

5.2 storage methods of cakes

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration

ASSESSMENT CRITERIA:

Unit one Prepare specialized cakes and sponges

- Prepare ingredient
- Prepare specialized cakes and sponges
- Identify Storage conditions of cakes.

Unit two Prepare and use fillings

- Prepare filling.
- layer sponges and cakes
- coat top and sides of sponges and cakes

Unit three Decorate cakes

3.3 apply Icings

3.4 Decorate sponges and cakes

Unit four. Present cakes

- Identify Equipments for display and serve cakes.
- Present cakes
- Cut portion-controlled cakes

Unit five. Store cakes

5.1 determine Storage conditions for cakes

5.2 identify storage methods of cakes

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|---|--|
| MODULE CODE and TITLE | CST BPP2 M07 1122 Preparing Hot and Cold Desserts |
| NOMINAL DURATION: | 72 Hours |
| MODULE DESCRIPTION: | |
| <p>This module describes the performance outcomes, skills knowledge and attitude required to prepare a range of hot, cold and frozen desserts in a commercial kitchen or catering operation. Desserts may include foods from varying cultural origins, and may be derived from classical or contemporary recipes.</p> | |
| TRAINING OUTCOMES | |
| <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare and produce desserts and sweets • Decorate, portion and present desserts and sweets • Prepare sweet sauces • Prepare accompaniments, garnishes and decorations • Store desserts and sweets | |
| MODULE CONTENTS: | |
| Unit One Prepare and produce desserts and sweets | |
| <p>1.1. Selecting, measuring and weighing ingredients</p> <p>1.2. Equipment of dessert and sweet preparation</p> <p>1.3. Using standard or enterprise recipes</p> <p>1.4 Producing creative and innovative desserts and sweets</p> | |
| Unit Two. Decorate, portion and present desserts and sweet | |
| <p>2.1 Decorate desserts and sweets</p> <p>2.2. Portion & Present desserts and sweets</p> | |
| Unit Three. Prepare sweet sauces | |
| <p>3.1. Preparing Sauces</p> <p>3.2. Thickening agents</p> <p>3.3 Storing sauce</p> | |
| Unit Four. Prepare accompaniments, garnishes and decorations | |
| <p>4.1. Accompaniments, garnishes and decorations</p> <p>4.2 Complementing garnishes with desserts</p> | |
| Unit five. Store desserts and sweets | |
| <p>5.1. Packaging desserts and sweets</p> <p>5.2. Storing desserts and sweets</p> | |

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration

ASSESSMENT CRITERIA:

Unit One Prepare and produce desserts and sweets

- Select, measure and weigh ingredients
- Determine Equipment of dessert and sweet preparation
- Produce desserts and sweets
- Produce creative and innovative desserts and sweets

Unit Two. Decorate, portion and present desserts and sweet

- Decorate desserts and sweets
- Portion & Present desserts and sweets

Unit Three. Prepare sweet sauces

- Prepare sauces
- Use thickening agents
- Store sauce

Unit Four. Prepare accompaniments, garnishes and decorations

- Accompaniments, garnishes and decorations

Unit five. Store desserts and sweets

- Packing desserts and sweets
- Store desserts and sweets

| | |
|---|---|
| MODULE CODE and TITLE | CST BPP2 M08 1122 Service delivery to customer |
| NOMINAL DURATION: | 62 Hours |
| MODULE DESCRIPTION: This module the performance outcomes, skills and knowledge required to serve food and beverage to customers in a range of hospitality industry enterprises | |
| <p>TRAINING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare for service • Welcome customers • Take and process orders • Deliver Services of food and drinks • Clear tables and bill customers • Close down after service | |
| <p>MODULE CONTENTS:</p> <p>Unit One. Prepare for service</p> <ol style="list-style-type: none"> 1.1. Food and beverage service outlet 1.2. Furniture and fittings for cleanliness 1.3. Ensuring Environment for customers. 1.4. Table set up 1.5. Preparing equipment for service. 1.6. Legislative requirement for display food & beverage. <p>Unit Two. Welcoming customers</p> <ol style="list-style-type: none"> 2.1 Greeting customers on arrival 2.2 Providing information to customers <p>Unit three. Taking and processing orders</p> <ol style="list-style-type: none"> 3.1 Providing glassware, service ware and cutlery 3.2 Making recommendations to customers 3.3 Taking order 3.4 Special dietary requirements <p>Unit Four. Deliver Services of food and drinks</p> <ol style="list-style-type: none"> 4.1. Collecting food and beverage | |

4.2. Serve food and beverage

4.3. Delays in Service

4.4customer satisfaction

Unit five. Clear tables and bill customers

5.1. Removing used items

5.2.Disposing leftover food and disposables

5.3 Disposing recyclable items

5.4. Process customer accounts.

5.5. Thanking and fare welling customers

Unit six. Closing down after service

6.1 Suite furniture and equipment Clearing, Cleaning, dismantling & storing furniture

6.2. Setting up for next service.

6.3. Evaluating services.

6.4 Sharing relevant information to incoming colleagues

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration

ASSESSMENT CRITERIA:**Unit One. Prepare for service**

- Understand Food and beverage service outlet
- Ensure Furniture and fittings for cleanliness
- Adjust Environment for customers.
- Set Table
- Prepare equipment for service.
- Know Legislative requirement for display food & beverage.

Unit Two. Welcome customers

- Greet customers on arrival
- Provide information to customers

Unit three. Take and process orders

- Provide glassware, service ware and cutlery
- Make recommendations to customers
- Take order
- Analyzing Special dietary requirements

Unit Four. Deliver Services of food and drinks'

- Collect food and beverage
- Serve food and beverage
- Manage Service delay
- Check customer satisfaction

Unit five. Clear tables and bill customers

- Remove used items
- Dispose leftover food and disposables

- Dispose recyclable items
- Process customer accounts.
- Thank and fare welling customers

Unit six. Close down after service

- Clear, clean, dismantle and store furniture after service
- Set up for next service.
- Review services.
- Share relevant information to incoming colleagues

3. Resource Requirements

| Item No. | Category/Item | Description/ Specifications | Quantity | Recommended Ratio (Item: Trainee) |
|--|--|---|----------|-----------------------------------|
| A. Learning Materials | | | | |
| 1. | cm | MoLS | 25 | 1:1 |
| 2. | Journals/Publication/Magazines | | 25 | 1:1 |
| 3. | Journals/Publication/Magazines | The sauce cook book (author Joe Milwalle) | 25 | 1:1 |
| 4. | The Gursha Guide. (Author Mahlet Yared) | | 25 | 1:1 |
| 5. | Food safety hand book. (Author international Finance corporation) • Food truck business | | 25 | 1:1 |
| 7. | Journals/Publication/Magazines | Baking & pastry principles. (author Jhonvelly, Incorporated 2007) | 25 | 1:1 |
| 8. | Journals/Publication/Magazines | Gateaux and torten. (author L.J. Hanneman) | 25 | 1:1 |
| | Desert Art By Robert, Edition-2002 | | | |
| B. Learning Facilities & Infrastructure | | | | |
| 1. | Lecture Room | 5*5m | 1 | 1:25 |
| 2. | Library | 20*30m | 1 | 1:25 |
| | Work shop | Standard | 1 | 1;25 |
| | Storage | For un necessary items | | |
| C. Consumable Materials | | | | |
| 1. | Paper | A4 | 5rim | 1:5 |
| 2. | Restaurant linens | | | |
| 3. | Menu | | | |

| | | | | |
|-----|-----------------------------|--------------------|-------|-----|
| 4. | Napkin | | | |
| 5. | Marker | Packet | 25 | 1:1 |
| 6. | Duster | Packet | 5 | 1:5 |
| 7. | Glove | | | |
| 8. | Icings | | | |
| 9. | Plastic foil | Disposable | 5pack | 1:5 |
| 10. | Aluminum foil | | | |
| 11. | Color tag | | | |
| 12. | Sealing plastic | | | |
| 13. | Plastic foil | Disposable | 5pack | 1:5 |
| 14. | Safety shoes | | | |
| 15. | Cream | Fresh | | |
| 16. | Vanilla | pack | | |
| 17. | Chocolate | | | |
| 18. | Fruits | | | |
| 19. | Custard cream | | | |
| 20. | sugar | Iced | | |
| 21. | Cinnamon stick | | | |
| 22. | Butter | Table | | |
| 23. | Diary product | | | |
| 24. | Flour | | 50kg | 2;1 |
| 25. | Yeast | | | |
| 26. | Koba (amharic term) | Natural | | |
| 27. | Bread spice | | | |
| 28. | Oil | | | |
| 29. | Kubet | Dried animal waste | | |
| 30. | Egg | Farm | | |
| 31. | Cacao powder | | | |
| 32. | Vanilla | | | |
| 33. | Egg | Farm | | |
| 34. | Cacao powder | | | |
| 35. | Vanilla | | | |
| 36. | Tools and Equipments | | | |

| | | | | |
|-----|-----------------------------------|----------------|-------|------|
| 37. | First aid kit | Plastic | 1 | 1;25 |
| 38. | Bin | Plastic made | 5 | 1;5 |
| 39. | Pot | | 1 | 1:25 |
| 40. | Van | | 5 | 1:5 |
| 41. | commercial mixers and attachments | | 3 | 1;3 |
| 42. | cutting implements | | 5 | 1;5 |
| 43. | bowl cutters | | 5 | 1;5 |
| 44. | Trolley | Standard | 5 | 1:5 |
| 45. | Cart | | 5 | 1:5 |
| 46. | Refrigerated truck | | 1 | 1:25 |
| 47. | Pan | | 1 | 1:25 |
| 48. | Scissor | | 25 | 1;1 |
| 49. | Toaster | | | |
| 50. | Oven | | 1 | 1:25 |
| 51. | Beaters | | 1 | 1:25 |
| 52. | Spatulas | | 5 | 1: 5 |
| 53. | Bowel | | 5 | 1: 5 |
| 54. | Double bowl | | 1 | 1:25 |
| 55. | Saucer | | 1 | 1:25 |
| 56. | Whisker | | 5 | 1:5 |
| 57. | Sieve | | 5 | 1:5 |
| 58. | Blender | Commercial | 1 | 1:25 |
| 59. | Pot | | 1 | 1:25 |
| 60. | Graters | | 5 | 1:5 |
| 61. | Piping bags & attachment | | 5 | 1:5 |
| 62. | Cake moulds | Round | 5 | 1:5 |
| 63. | White board | 240 Cm *120 Cm | 1 Pcs | 1:25 |
| 64. | Computer | | 5 | 1:5 |
| | Printer | | 5 | 1:5 |
| 65. | Computer table | | 5 | 1:5 |
| 66. | Shelf | | 5 | 1:5 |
| 67. | LCD Projector | | 2 | 1:1 |
| 68. | Geber Mitad (Amharic term) | Made from clay | 5 | 1;5 |

| | | | | |
|--|-------------|--------------------------|--------|------|
| | Moseb | Ethiopian cultural moseb | 2 | 1;12 |
| | Scales | | 5 | 1;5 |
| | Counters | Side table | 1 | 1:25 |
| | Chairs | Arm chair | 25 | 1:25 |
| | Glassware | | 5 pack | 1:5 |
| | Crockery | | | |
| | Cutleries | | | |
| | Condiments | | | |
| | Cruet set | | | |
| | Hollow ware | | | |

Experts who developed the curriculum

| No | Name | Qualification | Educational background | Region | College | Mobile number | E-mail |
|----|----------------------------|-------------------------------------|--|--------|---|-------------------|-------------------------|
| 1 | Mohammed Liben Mohammed | Hotel and Tourism Sector head | <ul style="list-style-type: none"> ➤ BA degree in Hotel and Tourism management ➤ MA degree in Disaster Risk Management | Somali | Jigjiga Polytechnic college | 0992326557 | cherechaw@gmail.com |
| 2 | Abreham Mayza Mengesha | Instructor | Bed degree in Hotel and Tourism | SNNP | Arba minch Polytechnic college | 0913711922 | Abrehammayza9@gmail.com |
| 3 | Zelalem Almaw Endalew | Instructor | <ul style="list-style-type: none"> ➤ BSC degree in Food science and post harvest technology | Amhara | Bahir dar Polytechnic College | 0918012521 | Parazolla25@gmail.com |

| | | | | | | | |
|---|--------------------------|------------|---|-------------|---------------------------|-------------------|--|
| 4 | Hiwot Tedla Belay | Instructor | BA degree in Accounting and finance and diploma in Hotel Management | Hareri | Harer Polytechnic College | 0913789086 | hiwietaba@gmail.com |
| 5 | ZuryashWork Belay Nigatu | Instructor | BA degree in Hotel Management | Addis Ababa | TTI | 0911643817 | zwb@gmail.com |