



**National Competency Standards  
and Curricula**

**for**

**BAKER  
(BREAD & PASTRY)**

**NVQ LEVEL 4**

## Course Synopsis

This course is designed to introduce students to a career in the baking industry through the basic skills of bread and pastry making. It provides knowledge of food safety, hygiene and relevant rules and regulations and competencies required to make different varieties of bread, pastry, cakes, cookies, and desserts. After centre based learning, students should have at least 6 months of On the Job Training to obtain certification. Training institutions may however combine the practical experience with center learning, and the balance of training methods will be up to the institution to decide on, provided the competencies are developed.

<b>Course Title</b>	<b>Course Duration</b>
<b>Baker (Bread &amp; Pastry)</b>	<b>6 months – NVQ Level 4</b> The number of hours are not specified as training providers may decide the duration for each module, provided the specified competencies are achieved. Generally a 6 month course should encompass at least 720 hours.
<b>Job outlook, objectives of the course and career paths available following completion of the course:</b> Today the bread and pastry making segment of the baking industry plays a vital role in the hospitality sector. From five star hotels to local bakeries, the service of bakers is required. With changes of life style many people prefer to go to fast food centers. Various types of bread form the base of any fast food. Burgers are products of bread and buns. Popular fast food chains such as McDonalds, KFC, and Pizza Hut provide services to thousands of people all over the world.  At present, a bakery section is available in most of the supermarkets in Sri Lanka. The baking industry uses sophisticated equipment to produce bread and pastry. Therefore, this industry requires competent people to make different varieties of bread and pastries using modern equipment.  A pastry chef of a five star hotel gets an attractive salary and additional benefits such as food, lodging, service charge and transport. There is a big demand for bakers in Europe, Middle East and other developed countries. Also for those who want to become an entrepreneur in this field, this training will be very useful.  <b>Underpinning knowledge:</b> Students are required to have a basic understanding of the hospitality and tourism sector.	
<b>Modules to be covered:</b> <b>1. Introduction to the Bakery industry</b> This module provides an overview of the Sri Lankan bakery industry, its evolution to date with Dutch influences, as well as an understanding of the job role of a patisserie and his/her work environment. <b>2. Food Act of Sri Lanka</b> This module provides basic awareness of food regulations in Sri Lanka so that the learner is aware of rules and regulations prevailing in the country, as well as of the expected standards in the bakery industry of Sri Lanka.	

### **3. Food Hygiene, Health and Safety**

This module covers the competencies required to maintain food hygiene, health and a safe work environment while adhering to the rules and regulations.

### **4. Bakery Workflow**

This module covers the competencies required for the learner to perform more effectively by understanding the scope of work and particular responsibilities, as well as the organizational environment.

### **5. Introduction to Principles of Pastry and Bakery**

This unit covers the knowledge of terms and terminologies in pastry and bakery, and an understanding in preparation of dough, equipment and utensils used.

### **6. Study of raw materials used in Bakery products**

This module covers the competencies required to identify the different types of raw materials used in bakery products and their unique characteristics. Particular attention should be paid to understanding of wheat flour and its properties.

### **7. Introduction to the Baking Process**

This module covers the competencies required to prepare different types of dough and to be aware of the baking process.

### **8. Make breads and buns**

This module covers the competencies required to make different types of bread and buns.

### **9. Make Pastries**

This module covers the competencies required to prepare Tarts, Tartlets, Pies, Flans, and different types of Pastries.

### **10. Make Cake, Sponge & Quick Bread**

This unit covers the competencies required to prepare different types of cakes, etc economically and with attention to hygiene. Training Institutes may not cover all varieties, but essential competencies should be developed and the ability to move easily to skill with any items not mastered during the learning period.

### **11. Preparation of Desserts, Sauces and Garnishes**

This module covers the competencies required to make varieties of desserts, sauces and garnishes, ensuring hygiene. Understand the different types of dessert, hot and cold and baked, and how best served. Training Institutes may not cover all varieties, but essential competencies should be developed and the ability to move easily to skill with any items not mastered during the learning period.

### **12. International Communication**

Students should have awareness of French terminology. Students should be encouraged to acquire working knowledge of other languages.

### 13. Career Skills 2

This module is compulsory in all NVQ Level 4 courses. It builds on the soft skills developed on NVQ Level 3 courses, and will enable students to enjoy productive employment that requires fulfilling responsibilities. This course develops communicative skills in English and the ability to read and write constructively, and a command of grammar to facilitate this. It also develops cognitive skills with regard to effective work and the ability to work efficiently alone and in a team.

Module Title	Course Duration
<b>1. Introduction to the Bakery industry</b>	
<b>Objectives</b> This module provides an overview of the Sri Lankan bakery industry, its evolution to date with Dutch influences, as well as an understanding of the job role of a patisserie and his/her work environment.	
<b>Competencies</b> <ul style="list-style-type: none"><li>a. Global bakery: History at a Glance<ul style="list-style-type: none"><li>▪ introduction to the Sri Lankan bakery history</li><li>▪ the study of Dutch influences, evolution and developments of bakery industry</li></ul></li><li>b. Basic Principles of Bakery<ul style="list-style-type: none"><li>▪ recognize key attributes of a Commis / Chef De Patisserie</li><li>▪ ability to work with colleagues, work in diverse environments and work under conflict situations</li></ul></li><li>c. Carry out mise en place (making sure ingredients and utensils are set out before cooking is started) for pastry and Bakery Products<ul style="list-style-type: none"><li>▪ identification of ingredients used in bakery products</li><li>▪ identification of utensils and equipment</li><li>▪ ability to perform baking and cooking methods and techniques</li><li>▪ identification of relevant temperatures and timings for baking and cooking</li><li>▪ identify the units and measurements</li></ul></li><li>d. Identify the condition for storage of ingredients and be aware of expiry dates of ingredients</li><li>e. Identify the cleaning procedure for bakery equipment and ingredients</li></ul>	
<b>Recommended teaching methods:</b>	Role plays, simulation, real work situation, demonstration, guided practice

<b>Module Title</b>	<b>Course Duration</b>
<b>2. Food Act of Sri Lanka</b>	
<b>Objectives</b>	
This module provides basic awareness of food regulations in Sri Lanka so that the learner is aware of rules and regulations prevailing in the country, as well as of the expected standards in the bakery industry of Sri Lanka.	
<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Basic understanding of regulations under the Food Act 1980 No.26</li> <li>b. Introduction to Sri Lanka Bakery Standards</li> <li>c. Identify Standard Operating procedure</li> <li>d. Acquire knowledge of basic food science and nutrition</li> <li>e. Identify waste minimization techniques and environmental considerations</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, Self Study

<b>Module Title</b>	<b>Course Duration</b>
<b>3. Food Hygiene, Health and Safety</b>	
<b>Objectives</b>	
This module covers the competencies required to maintain food hygiene, health and a safe work environment while adhering to the rules and regulations.	
<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Acquire knowledge of prevailing Health &amp; Safety rules and regulations related to food safety <ul style="list-style-type: none"> <li>▪ introduction to health and safety</li> <li>▪ ability to identify health hazard and safety hazards</li> <li>▪ ability to understand effects of poor health and safety</li> <li>▪ study on health and safety management</li> </ul> </li> <li>b. Acquire knowledge of food hygiene <ul style="list-style-type: none"> <li>▪ acquire knowledge of hygiene standards</li> <li>▪ acquire knowledge of personal hygiene</li> <li>▪ acquire knowledge of sanitization precautions</li> <li>▪ acquire knowledge of food safety and industry</li> <li>▪ acquire knowledge of the role of microorganisms in food industry</li> <li>▪ ability to identify favourable conditions for the growth of bacteria</li> <li>▪ ability to identify direct and indirect causes of food contamination</li> <li>▪ study on Food Safety Management Systems (HACCP)</li> </ul> </li> <li>c. Identify the various types of chemicals and equipment and their uses for cleaning and sanitization in kitchen premises</li> </ul>	

<ul style="list-style-type: none"> <li>d. Identification of sanitization and disinfecting procedures</li> <li>e. Identify environmental friendly products and practices in relation to kitchen-cleaning</li> <li>f. Identify waste management and disposal procedures and practices</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentations, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>4. Bakery Workflow</b>	
<p><b>Objectives</b></p> <p>This module covers the competencies required for the learner to perform more effectively by understanding the scope of work and particular responsibilities, as well as the organizational environment.</p>	
<p><b>Competencies</b></p> <ul style="list-style-type: none"> <li>a. Study on fundamentals of Bakery Functions</li> <li>b. Study on work procedures of a Bakery</li> <li>c. Introduction to hotel inter-departments</li> <li>d. Acquire knowledge of Bakery sectors - large, medium, small and self-employed</li> <li>e. Ability to understand the organizational structure of the pastry &amp; bakery department</li> <li>f. Study on job role of a trainee</li> <li>g. Acquire knowledge of value practices and ethics of the industry</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentations, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>5. Introduction to Principles of Pastry and Bakery</b>	
<b>Objectives</b>	
This unit covers the knowledge of terms and terminologies in pastry and bakery, and an understanding in preparation of dough, equipment and utensils used.	
<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Acquire knowledge of terminology for Pastry and Bakery</li> <li>b. Ability to use basic terminology in the Pastry kitchen</li> <li>c. Understand the steps of yeast dough</li> <li>d. Identify required equipment and utensils</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstrations, real work situations, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>6. Study of raw materials used in Bakery products</b>	
<b>Objectives</b>	
This module covers the competencies required to identify the different types of raw materials used in bakery products and their unique characteristics. Particular attention should be paid to understanding of wheat flour and its properties.	
<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Identify different types of raw materials</li> <li>b. Identify their unique characteristics</li> <li>c. Identify the uses of raw materials for different types of bakery products <ul style="list-style-type: none"> <li>▪ Flour, Sugar, Butter, Fat &amp; Oils, Milk &amp; Milk Products, Eggs, Yeast, Fruits &amp; Nuts</li> <li>▪ Chocolate, Gelatine/Jelly, Agar–Agar, Marzipan, , Stabilizers/Improvers/Baking Powder/Baking Soda, , Yeast, Essence and flavouring, Leavening agents)</li> </ul> </li> <li>d. Understand the properties of wheat flour, wheat grain, types of flour, hardness of flour, and what gluten is and the problems of gluten allergies</li> <li>e. identify the condition for Storage of ingredients and be aware of expiry dates of ingredients</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentations, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>7. Introduction to the Baking Process</b>	
<b>Objectives</b>	
This module covers the competencies required to prepare different types of dough and to be aware of the baking process.	
<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Ability to prepare different types of dough <ul style="list-style-type: none"> <li>▪ lean dough</li> <li>▪ rich dough</li> <li>▪ laminated dough</li> </ul> </li> <li>b. Study on the steps of baking process</li> <li>c. Identify the temperature requirement for baking</li> <li>d. Proving of dough</li> <li>e. Acquire knowledge of controlling baking oven temperature</li> <li>f. Proving of temperature</li> <li>g. Proving times for different breads</li> <li>h. Basic understanding of a proving cabinet and its uses</li> <li>i. Identify bread faults &amp; theirs causes</li> <li>j. Ability to prepare breakfast pastries and bread</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentation, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>8. Make breads and buns</b>	
<b>Objectives</b>	
This module covers the competencies required to make different types of bread and buns.	
<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Understand the principles of making bread</li> <li>b. Identify the characteristics of ingredients used in basic bread and buns</li> <li>c. Prepare basic bread and bun products</li> <li>d. Identify basic bread and bun recipes</li> </ul>	

<ul style="list-style-type: none"> <li>e. Ability to weigh and measure ingredients</li> <li>f. Prepare bread dough</li> <li>g. Shaping up and molding</li> <li>h. Ability to perform best practices in mixing</li> <li>i. Knead dough for best proving</li> <li>j. Knocking down dough</li> <li>k. Following safety practices and safe handling of material and equipment</li> <li>l. Acquire knowledge of preparation for Fancy bread, Burgers, Hot dogs, Fish Buns, Seeni Sambol buns, Top Crust, Sandwiches, Kurakkan bread, Farmers bread, Whole meal, Rye/French/Cheese doughnuts, Pizza, Tea Buns, Kimbula Buns (Vienna Rolls), Brioche, Naan, etc</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentations, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>9. Make Pastries</b>	
<b>Objectives</b>	
This module covers the competencies required to prepare Tarts, Tartlets, Pies, Flans, and different types of Pastries.	
<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Identify the equipment and utensils used in pastry making</li> <li>b. Ability to make different types of dough</li> <li>c. Identify the characteristics of different types of pastry</li> <li>d. Identify pastry recipes</li> <li>e. Performing kneading and resting of dough for fermentation</li> <li>f. Acquire piping skills</li> <li>g. Identify the properties of pastry filling and prepare filling</li> <li>h. Identify the techniques of folding</li> <li>i. Identify the temperature requirement for baking</li> <li>j. Following safety practices and safe handling of material and equipment</li> </ul>	

k. Ability to prepare different types of Pastries <ul style="list-style-type: none"> <li>▪ prepare Sweet Pastry, Short Crust Pastry, Puff Pastry, Croissant Dough Pastry, Danish Pastry, Choux Pastry, English sauce and Pastry Cream</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentation, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>10. Make Cakes, Gateaux of different flavors, Sponges &amp; Cookies</b>	
<b>Objectives</b> This unit covers the competencies required to prepare different types of cakes, etc economically and with attention to hygiene Training Institutes may not cover all varieties, but essential competencies should be developed and the ability to move easily to skill with any items not mastered during the learning period.	
<b>Competencies</b> <ol style="list-style-type: none"> <li>a. Prepare different types of cakes - butter, fruit, marble, banana and date cakes</li> <li>b. Prepare different types of sponges - vanilla, chocolate &amp; Genoise sponges, and Swiss roll sponge and Black Forest</li> <li>c. Prepare quick breads - chocolate muffins, vanilla muffins, Banana Bread, Cookies and Brownies, Ganache, Butter Icing, Italian Butter Cream</li> <li>d. Preparation of Sugar Syrup</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentation, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>11. Preparation of Desserts, Sauces and Garnishes</b>	
<b>Objectives</b> This module covers the competencies required to make varieties of desserts, sauces and garnishes, ensuring hygiene. Understand the different types of dessert, hot and cold and baked, and how best served. Training Institutes may not cover all varieties, but essential competencies should be developed and the ability to move easily to skill with any items not mastered during the learning period.	

<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Understand levels of sugar caramelization for different desserts</li> <li>b. Preparation of jelly, thick custard cream and sauce and vanilla sauce</li> <li>c. Preparation of poached fruit desserts, i.e. pineapple and raisins</li> <li>d. Prepare Chocolate Mousse, Cream Caramel, Watalappan, Bavarois, Cool Cheese Cake, Baked Cheese Cake, Baked Pudding, English sauce, Custard Sauce, Orange Mirror and Pastry Cream</li> <li>e. Dessert garnished as per the requirement</li> <li>f. Hot and Cold desserts held and stored according to established standards and procedures</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentation, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>12. International Communication</b>	
<b>Objectives</b>	
Students should have awareness of French terminology. Students should be encouraged to acquire working knowledge of other languages.	
<b>Competencies</b>	
<ul style="list-style-type: none"> <li>a. Ability to greet</li> <li>b. Ability to ask for orders</li> <li>c. Understand customer needs and wants</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, guided practice, real work situations, Vocabulary Handbook for basic exchanges

<b>Module Title</b>	<b>Course Duration</b>
<b>Career Skills 2</b>	<b>Up to 120 hours in any 6 month course</b>
<b>Objectives</b>	
This module is compulsory in all NVQ Level 4 courses. It builds on the soft skills developed in NVQ Level 3 courses, and will enable students to enjoy productive employment that requires fulfilling responsibilities. This course develops communicative skills in English and the ability to read and write constructively, and a command of grammar to facilitate this. It also develops cognitive skills with regard to effective work and the ability to work efficiently alone and in a team.	

**Competencies (these follow on competencies prescribed for Career Skills 1, which should be introduced/revised before moving on)**

**a. Understand and use simple expressions to communicate**

This subject provides the necessary communication skills so that students can express individual ideas, emotions, preferences, frame and answer questions with regard to reasons and methods, explain simple procedures, understand and respond to complex instructions, describe daily routines, conduct and respond to interviews, express ability and inability and describe a process sequentially

**b. Read and write effectively**

This subject provides students with the necessary skills to write about how they feel, connect sentences meaningfully, read and carry out instructions, understand/produce arguments, read/write longer texts and summarize them, prepare reports and charts, write personal and official letters and apply for jobs

**c. Use English correctly**

This subject is not taught separately but is included in the development of the productive and receptive skills above, since awareness of the structure of the language is necessary for these, the development of appropriate vocabulary is also targeted to deploy the above skills

**d. Develop the capacity to think and plan productively**

This subject develops cognitive abilities and skills with regard to effective work, with strengthening of the ability to organize information and assess information to solve problems systematically, understand chronological order, develop the concepts of mind and task mapping and apply them, understand governmental structures and coordination mechanisms, collect information and prepare development plans and make chronological charts.

**e. Develop effective working capacity**

This subject develops the capacity to work effectively individually and in collaboration with others through presenting themselves positively, understanding the advantages of working together, understanding the characteristics of different people and the impact these have, speaking persuasively and understanding and working with maps

**f. Students will be able to work with computers so as to enter information swiftly and store it systematically, retrieve it easily, communicate on email, and use social media with due attention to ethics**

**g. Students will plan and implement two group projects, one with regard to environmental protection, the other a social service project in response to identified community needs. Students should plan the project systematically, target specific outcomes, report on progress, and evaluate the project on completion.**