

Title	Make white bread products in a commercial bakery		
Level	4	Credits	12

Purpose	<p>This unit standard is for people working or intending to work as a baking tradesperson in a commercial bakery.</p> <p>People credited with this unit standard are able to; prepare to make white bread products, make bread dough, carry out final prove, bake bread products, and complete the baking process.</p>
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Classification	Food and Related Products Processing > Baking - Bread
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Available grade	Achieved
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Explanatory notes

1 References

Enactments and codes relevant to this unit standard include but are not limited to the: Food Act 1981 and the Food Act 2014; Health and Safety in Employment Act 1992, which will be replaced by the Health and Safety at Work Act 2015 when it becomes effective on 4 April 2016; Resource Management Act 1991; Food (Safety) Regulations 2002; Food Hygiene Regulations 1974; and the Australia New Zealand Food Standards Code, available at <http://www.foodstandards.govt.nz/>.

2 Definitions

Commercial bakery means a craft, plant, or in-store/franchise bakery.

PPE refers to personal protective equipment such as protective clothing; gloves; safety glasses, headwear, and footwear; hearing protection; and safety devices.

White bread refers to any bread product made from flour derived from the endosperm of the wheat grain.

A *batch* comprises at least six individual items.

Workplace procedures refer to procedures used by the organisation carrying out the work and applicable to the tasks being carried out, such as recipes, production specifications, standard operating procedures, site safety procedures, equipment operating procedures, codes of practice, quality assurance procedures, housekeeping standards, and procedures to comply with legislative and local body requirements.

Quality specification is a detailed description that defines the required characteristics of a baked product and may be communicated in writing, verbally, or by using photographs.

3 Range

One batch of any six of – torpedo rolls, round rolls, cobb rolls, Vienna loaves, baguettes, tinned loaves, paninis, Scottish baps, focaccia loaves, pizza bases.

Corrective actions may include – rework, rectify, process, recycle, isolate, discard.

4 Assessment information

This unit standard must be assessed against in a commercial bakery or in a simulated environment that demands performance equal to that required in a commercial bakery.

Evidence generated during assessment against this standard must meet applicable workplace procedures.

Outcomes and evidence requirements

Outcome 1

Prepare to make white bread products.

Evidence requirements

1.1 Work area is prepared and checked, and meets safety and hygiene standards.

1.2 Recipe is interpreted and determined as suitable for the product to be baked.

1.3 Adjustments are made to meet variations in product requirements.

Range may include but are not limited to adjustments to – ingredients, quantities, baking process.

1.4 Ingredients are selected and prepared.

Range may include but not limited to – checked for quality, weighed, sifted, conditioned.

1.5 Substandard ingredients are identified and corrective actions are taken.

1.6 Equipment is selected and prepared for bread making.

Range preparation includes – checked for condition and cleanliness, set up for operation.

Outcome 2

Make bread dough.

Evidence requirements

2.1 Ingredients are mixed.

2.2 Dough is developed.

Range mixing, temperature, time.

2.3 Dough is processed.

Range sized, rounded, shaped, moulded, intermediate proof carried out, tinned or trayed, protected from skinning, rested.

Outcome 3

Carry out final prove.

Evidence requirements

3.1 Prover time and temperature is set.

3.2 Proving is monitored.

3.3 Products are prepared for oven.

Outcome 4

Bake bread products.

Evidence requirements

4.1 Oven is prepared.

Range temperature set, time set.

4.2 Products are loaded into oven.

4.3 Baking process is monitored.

4.4 Baked products are checked for compliance with quality specifications.

Range size, shape, appearance, degree of baking.

4.5 Non-conforming products are identified and corrective actions are taken.

Outcome 5

Complete the baking process.

Evidence requirements

5.1 Bread products are finished.

Range may include but is not limited to – de-panned, cooled, glazed, cut.

5.2 Finished products are presented for sale.

Range may include but is not limited to – packed, labelled, displayed.

5.3 The baking process is reviewed and changes that could improve the process are identified and communicated.

Range: improvement may include but is not limited to – reducing waste of ingredients, saving time or effort, improving product quality, improving safety, reducing risk, more effective use of resources.

- 5.4 Equipment is shut down, cleaned, and stored.
- 5.5 Work area is cleaned, tidied, and made ready for next operation.
- 5.6 Waste is disposed of.

Planned review date	31 December 2021
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	17 March 2016	N/A

Consent and Moderation Requirements (CMR) reference	0013
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact Competenz at qualifications@competenz.org.nz if you wish to suggest changes to the content of this unit standard.