

**Republic of Kenya**

**Ministry of Labor and Social Protection**

**State Department for Labour and Skills Development**

**NATIONAL OCCUPATIONAL STANDARD**

**FOR**

**BAKER**

**KNQF LEVEL3**

**OS ISCED CODE: 0721 254 A**

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**FOREWORD**

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to the achievement of Kenya’s development blue print and sustainable development goals.

Reforms in the education sector were necessary for the achievement of the provisions of the Constitution of Kenya 2010, Medium Term Plan (MTP) (IV), the government Bottom-up Economic Transformation Agenda (BETA) Model and Kenya Vision 2030. Aligning the education sector to the Constitution resulted in the formulation of Sessional Paper No. 1 of 2019, the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET programmes. The reforms include TVET to be competency based, curriculum development be industry led, certification be based on demonstration of competence and allowing for multiple entry and exit in TVET programmes.

These reforms underscore the need for close collaboration with industry stakeholders, ensuring that TVET curricula address current and emerging skills demands. It is within this framework that **……………………** has developed the **National Occupational Standard f**or **Baker KNQF Level 3** to bridge existing skill gaps and respond effectively to industry needs.

I am confident that this occupation standard will contribute significantly to the development of a highly skilled and competent workforce in the hospitality industry, ultimately driving Kenya's sustainable industrial growth and development

**PREFACE**

The role of Technical and Vocational Education and Training (TVET) in driving sustainable development and industrial transformation cannot be overstated. In a world driven by rapid technological advancements, it is imperative that the education and training systems remain dynamic, responsive, and aligned with industry needs. The development of the National Occupational Standard for Baker KNQF Level 3 is a significant step towards achieving this goal.

The TVET Act CAP. 210A, Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya, emphasizes the need to reform curriculum development, assessment and certification. This resulted in a shift to Competency Based Skilling (CBS) to address the skill mismatch between training and skills needed by industry as well as increase the global competitiveness of the Kenyan work force.

This occupation standard has been developed by trainers from the national polytechnics and experts in the hospitality industry

The occupation standard is designed and organized to include an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. It allows for multiple entry and exit into the course.

I am grateful to the Council Members, Council Secretary, Hospitality industry experts, trainers and all those who participated in the development of this occupational standard.

**ACKNOWLEDGMENT**

The successful development of the **National Occupational Standard f**or **Baker KNQF Level 3** was a result of collaborative efforts and invaluable contributions from various stakeholders. I extend my deepest gratitude to the hospitality industry for their unwavering support and insight into the current and future skills required in this rapidly evolving sector.

I recognize with appreciation the role of industry experts who dedicated their time and expertise to ensure this occupation standard meets the demands of the hospitality field. Their guidance has been instrumental in creating a program that is both practical and aligned with industry standards.

I also wish to acknowledge the subject matter experts for their commitment to ensuring the occupation standard is academically robust and competency-based. Their efforts have been pivotal in bridging the gap between theoretical knowledge and practical application.

Finally, I express my sincere appreciation to the TVET Authority (TVETA) for their guidance, oversight, and dedication throughout the development process. Their commitment to upholding quality and relevance in TVET education has been a cornerstone of this initiative.

To all who contributed in one way or another, your efforts have ensured that this occupational standard will serve as a benchmark for excellence in training and a pathway for producing highly skilled professionals in the hospitality industry.

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# KEY TO UNIT CODE



# OCCUPATION STANDARD OVERVIEW

Baker Level 3 occupational standard consists of competencies that an individual must achieve to perform baking activities. It involves cakes making and performing cake icing and decoration.

The units of competency comprising the Baker Level 3 occupational standard include the following:

|  |  |
| --- | --- |
| **CORE UNITS OF COMPETENCY** | |
| **Unit Code** | **Unit Title** |
| 0721 251 01 A | Prepare Cakes |
| 0721 251 02 A | Prepare Breads |
| 0721 251 03 A | Perform Cake icing |

# PREPARE CAKES

**UNIT CODE: 0721 251 01A**

**UNIT DESCRIPTION**

This unit covers the competencies required to bake cakes, and it involves preparing rubbed in  
cakes, creamed cakes, whisked cakes, and all-in-one cakes.

This standard applies in the hospitality sector.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes which make up workplace  Function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Prepare rubbed in cakes | * 1. ***PPEs*** are donned as per workplace requirement   2. Work surfaces and equipment are cleaned as per workplace requirement   3. Ingredients are assembled as per rubbed cake recipe   4. ***Rubbed in cakes*** ingredients are weighed as per recipe   5. Ingredients are mixed as per recipe.   6. Mixture is baked as per recipe   7. Baked cake is cooled as per recipe   8. Cake is presented as per workplace procedure   9. Cake is packaged as per workplace requirement. |
| 1. Prepare creamed cakes | * 1. PPEs are donned as per workplace requirement   2. Work surfaces and equipment are cleaned as per work requirement   3. Ingredients are assembled as per creamed cake recipe   4. ***Creamed cake*** Ingredients are weighed as per recipe   5. Ingredients are mixed as per recipe.   6. Mixture is baked as per recipe   7. Baked cake is cooled as per recipe   8. Cake is presented as per workplace procedure   9. Cake is packaged as per workplace requirement |
| 1. Prepare whisked cakes | * 1. PPEs are donned as per workplace requirement   2. Work surfaces and equipment are cleaned as per workplace requirement   3. ***Whisked cake*** Ingredients are assembled as per whisked cake recipe   4. Ingredients are weighed as per recipe   5. Ingredients are mixed as per recipe.   6. Mixture is baked as per recipe   7. Baked cake is cooled as per recipe   8. Cake is presented as per workplace procedure   9. Cake is packaged as per workplace requirements |
| 1. Prepare all in one cakes | * 1. PPEs are donned as per workplace requirement   2. Work surfaces and equipment are cleaned as per work requirement   3. ***All in one cake*** ingredients are assembled as per all-in-one cake recipe   4. Ingredients are weighed as per recipe   5. Ingredients are mixed as per recipe.   6. Mixture is baked as per recipe   7. Baked cake is cooled as per recipe   8. Cake is presented as per workplace procedure   9. Cake is packaged as per workplace requirements |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

| **Variable** | **Range** | |
| --- | --- | --- |
| ***PPCs*** may include but not limited to; | | * Kitchen boots * Kitchen cloth * Apron * Chef ‘s jacket * Chef ‘s hat * Chef ‘s trousers/Skirts * Neck tie * Oven gloves |
| ***Rubbed in cakes*** may include but not limited to; | **Rubbed in cakes/ powder aerated**   * Rock cakes * Cup cakes * Tea Scones * Victoria scones * Raspberry buns * Coconut buns | |
| ***Creamed cakes*** may include but not limited to; | * Plain * Lemon * Orange * Chocolate | |
| ***Whisked cakes*** may include but not limited to; | * Plain sponge cake * Chocolate sponge cake * Genoese sponge * Plain Swiss roll * Chocolate Swiss roll | |
| ***All-in-one cakes*** may include but not limited to; | * Plain cake * Chocolate cake * Carrot cake | |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring techniques
* Mixing techniques
* Baking skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Creativity
* Understanding types and uses of ingredients
* Temperature control
* Occupational safety and health
* Hygiene and sanitation

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Donned PPEs as per workplace requirement 2. Cleaned equipment and work surfaces as per work requirement 3. Weighed ingredients as per recipe 4. Mixed ingredients as per recipe. 5. Baked cake mixture as per recipe 6. Cooled baked cake as per recipe 7. Presented cakes as per workplace requirement |
| 1. Resource Implications | * 1. The following resources should be provided: * Appropriately simulated environment where assessment can take place. * Access to relevant assessment environment. * Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | * 1. Competency in this unit may be assessed through: * Practical assessment * Project * Portfolio of evidence * Third party reports * Written tests * Oral questioning |
| 1. Context of Assessment | * 1. Competency may be assessed * Simulated Workplace environment * Workplace environment |
| 1. Guidance information for assessment | * 1. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PREPARE BREAD

**UNIT CODE: 0721 251 02A**

**UNIT DESCRIPTION**

This unit covers the competencies required to prepare bread. It involves preparing White bread, Whole meal bread, flat bread and sweet and enriched bread.

This standard applies in the hospitality industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes which make up workplace  Function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Prepare white breads | * 1. ***PPEs*** are donned as per workplace requirement   2. Ingredients and equipment are identified as per white bread recipe   3. Ingredients and equipment are assembled as per white bread recipe   4. Bread making equipment are cleaned as per workplace requirement.   5. Ingredients are weighed as per white bread recipe.   6. ***White Bread*** ingredients are mixed as per bread recipe procedure.   7. White Bread dough is divided and shaped as per recipe   8. White Bread dough is proofed as per recipe   9. White Bread dough is baked according to recipe.   10. White Baked bread is cooled as per recipe.   11. White Bread is sliced as per workplace requirement   12. White Baked bread is packaged as per workplace requirement. |
| 1. Prepare whole meal bread | * 1. PPEs are donned as per workplace requirement   2. Ingredient***s*** and equipment are identified as per whole meal bread recipe   3. Ingredients and equipment are assembled as per whole meal bread recipe   4. Whole meal bread making equipment are cleaned as per workplace requirement.   5. Ingredient***s*** are weighed as per whole meal bread recipe.   6. Whole meal bread ingredients are mixed as per rolls recipe procedure.   7. **Whole meal bread** dough is divided and shaped as per workplace requirements   8. Whole meal bread dough is proofed as per recipe   9. Whole meal bread dough is baked according to recipe.   10. Baked whole meal bread are cooled as per recipe.   11. Baked whole meal bread are packaged as per workplace requirement. |
| 1. Prepare flat bread | * 1. PPEs are donned as per workplace requirement   2. Ingredients and equipment are assembled as per flat bread recipe   3. Flat bread making equipment are cleaned as per workplace requirement.   4. Ingredients are weighed as per flat bread recipe   5. Flat bread ingredients are mixed as per bun recipe procedure   6. Flat bread dough is divided and shaped as per workplace requirements   7. **Flat bread**dough is proofed as per recipe   8. Flat bread dough is baked according to recipe   9. Baked flat bread are cooled as per recipe.   10. Baked flat bread are packaged as per workplace requirement. |
| 1. Prepare sweet and enriched breads | * 1. PPEs are donned as per workplace requirement   2. Ingredients and equipment are assembled as per sweet and enriched breads recipe   3. Sweet and enriched breads making equipment are cleaned as per workplace requirement.   4. Ingredients are weighed as per sweet and enriched breads recipe   5. Sweet and enriched breads ingredients are mixed as per bun recipe procedure   6. Sweet and enriched breads dough is divided and shaped as per workplace requirements   7. **Sweet and enriched breads** dough is proofed as per recipe   8. Sweet and enriched breads dough is baked according to recipe   9. Baked sweet and enriched breads are cooled as per recipe.   10. Baked sweet and enriched breads are packaged as per workplace requirement. |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| ***PPEs*** may include but not limited to; | * Kitchen boots * Kitchen cloth * Apron * Chef ‘s jacket * Chef ‘s hat * Chef ‘s trousers/Skirts * Neck tie * Oven gloves |
| ***White Bread***  may include but not limited to; | * Classic White Bread * French Bread (Baguette) * Italian Bread * Milk Bread * Sandwich Bread (Pullman Loaf) * Ciabatta |
| **Whole meal bread** may include but not limited to; | * Multigrain Whole Meal Bread * 100% Whole Wheat Bread * Wholemeal Seeded Bread * Whole Rye Bread * Brown Bread (Commercial Wholemeal) |
| **Flat bread** may include but not limited to; | * Chapati (Roti) – India, East Africa * Naan – South Asia * Tortilla – Mexico * Pita – Middle East * Lavash – Armenia, Iran, Turkey |
| **Sweet and enriched breads** may include but not limited to; | * Brioche * Cinnamon Rolls * Milk Bread * Hot Cross Buns |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency

**Required Skills**

The individual needs to demonstrate the following skills:

* Weighing skills
* Kneading skills
* Mixing skills
* Dough handling skills
* Baking skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Dough preparation
* Baking knowledge
* Temperature control
* Occupational safety and health
* Hygiene and sanitation

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Donned PPEs as per workplace requirement   2. Identified ingredients and equipment as per recipe   3. Cleaned equipment as per workplace requirement.   4. Weighed ingredients as per recipe.   5. Mixed ingredients as per recipe.   6. Divided and shaped dough as per recipe   7. Proofed dough as per recipe   8. Baked dough according to recipe.   9. Cooled bread as per recipe. |
| 1. Resource Implications | * 1. The following resources should be provided: * Appropriately simulated environment where assessment can take place. * Access to relevant assessment environment. * Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | * 1. Competency in this unit may be assessed through: * Practical assessment * Project * Portfolio of evidence * Third party reports * Written tests * Oral questioning |
| 1. Context of Assessment | * 1. Competency may be assessed * Simulated Workplace environment * Workplace environment |
| 1. Guidance information for assessment | * 1. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PERFORM CAKE ICING

**UNIT CODE: 0721 251 03A**

**UNIT DESCRIPTION**

This unit covers the competencies required to perform cake icing and decoration. It involves preparing butter cream icing, whipping cream icing, royal icing, and packaging iced and decorated cakes.

This standard applies in the hospitality industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace  function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Prepare butter cream icing | * 1. ***PPEs*** are donned as per workplace requirement   2. Work surface and equipment are cleaned as per the work requirement   3. Butter cream cake ingredients are assembled as per recipe   4. Butter cream icing ingredients are mixed as per recipe   5. Butter cream icing is applied on cakes as per recipe |
| 1. Prepare whipping cream icing | * 1. PPEs are donned as per workplace requirement   2. Work surface and equipment are cleaned as per the work requirement   3. Whipping cream icing cake ingredients are assembled as per recipe   4. Whipping cream icing cake ingredients are mixed as per recipe   5. Whipping cream icing is applied on cakes as per recipe |
| 1. Package iced cake | * 1. ***Packaging materials*** are assembled as per the work requirements   2. Iced cakes are packaged as per the work requirements   3. Iced cakes are presented as per work requirements |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| **Variable** | **Range** | |
| ***PPEs*** may include but not limited to; | | * Kitchen boots * Kitchen cloth * Apron * Chef ‘s jacket * Chef ‘s hat * Chef ‘s trousers/Skirts * Neck tie * Oven gloves |
| ***Packaging materials*** may include but not limited | * Cake Boxes * Cake Boards * Plastic Cake Containers * Cling Film / Food Wrap * Insulated Bags or Coolers * Decorative Elements | |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Pipping techniques
* Colour blending
* Lettering skills
* Creativity
* Cake sculpting
* Modeling and shaping
* Cake assembly

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Types of icing
* Tools and equipment of icing
* Temperature control
* Decorating techniques
* Troubleshooting (fault in cake icing and decoration)

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Donned PPEs as per workplace requirement 2. Cleaned work surface and equipment as per work requirement 3. Assembled ingredients as per recipe 4. Mixed ingredients as per recipe 5. Iced cakes as per customer requirements |
| 1. Resource Implications | * 1. The following resources should be provided: * Appropriately simulated environment where assessments can take place. * Access to relevant assessment environment. * Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | * 1. Competency in this unit may be assessed through: * Practical assessment * Project * Portfolio of evidence * Oral questioning * Written tests * Third party reports |
| 1. Context of Assessment | * 1. Competency may be assessed * Simulated Workplace environment * Workplace environment |
| 1. Guidance information for assessment | * 1. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |