



BAKING AND PASTRY ARTS



SkillsUSA Championships Technical Standards

PURPOSE

To evaluate each competitor's preparation for employment in the food service industry and to recognize outstanding students for excellence and professionalism in the baking and pastry arts field.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with baking/pastry arts as an occupational objective.

CLOTHING REQUIREMENT

Class G: Culinary/Baking and Pastry Arts Attire

- White chef's jacket
- Black work pants or black-and-white checkered chef's pants
- Black non-slip, non-porous shoes
- Official SkillsUSA White apron
- Hair Restraint

Note: Chef's hats (toques) and food handlers' gloves will be supplied by the technical committee.

Note: No facial jewelry is allowed. Earrings are not permitted even if covered by a bandage. A single watch or wedding ring is the only jewelry that will be allowed to be worn during the orientation and competition periods. All hair must be restrained by either a hat or hairnet. Beards must be covered by a snood during all periods of food handling.

These regulations refer to clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Competitors must wear their official competition clothing to the competition orientation meeting. (No identification of the school or state should be on the clothing.)

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Competition problem (formulas, recipes, instructions)
 - b. All necessary food items, paper goods, etc., for the competition. No outside food will be allowed.
 - c. Organized competition site (workstations, ovens, stoves refrigeration, access to product and additional equipment)
 - d. All mixers, ovens, stoves necessary for food preparation
 - e. All products for food presentation
2. Supplied by the competitor and may be subject to change based on the formulas for the current competition (at least one of each, but more per item than specified is acceptable):
 - a. Bowl Stainless (1, 2, 3, and 4-quart)
 - b. Brush, Bench
 - c. Brush, Pastry
 - d. Card Scraper/Bowl Scraper
 - e. Container Dry Measuring
 - f. Container for Cooling
 - g. Container Liquid Measuring (1qt)
 - h. Couche/Cloth
 - i. Cutting Board or Mat
 - j. Dough Container (for Fermentation)
 - k. Dough Cutter/Bench Knife
 - l. Dough Cutter/Knife/Pastry Blender
 - m. Flower Nails
 - n. Gloves, Food Service
 - o. Ingredient Container for Scaling
 - p. Knife, Chef (8-10")
 - q. Knife, Paring
 - r. Knife, Serrated (10")
 - s. Marker (ex: Sharpie) or pencil to mark all items (ballpoint pen does not work)
 - t. Microplane/Zester/Grater
 - u. Oven Mitts/Pads
 - v. Pan, Sauté (10-12")
 - w. Pastry Bags
 - x. Pastry Tip – Ateco 807 .56" opening or similar size (Round)
 - y. Pastry Tips (Assorted Decorating)
 - z. Pastry Wheel
 - aa. Rolling Pin/French Pin/Dowell
 - bb. Ruler
 - cc. Sauce Pan/Pot (2 qt)
 - dd. Scale, Digital (5k or 10 lb., Battery Powered)
 - ee. Scissors
 - ff. Scoop, Portion #16

- gg. Sifter – Small
 - hh. Silpat (Full Sheet)
 - ii. Spatula Offset
 - jj. Spatula, Rubber
 - kk. Spatula, Rubber Heat Proof
 - ll. Spatula, Assorted
 - mm. Spoon, Chef
 - nn. Spoon, Measuring
 - oo. Thermometer (digital preferred)
 - pp. Timer(s)
 - qq. Towels, Cleaning
 - rr. Towels, Side
 - ss. Vegetable Peeler
 - tt. Wire Whip/Whisk
3. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.
 4. All competitors will prepare a production schedule which must be posted on their station. Failure to do so will result in a 10-point penalty.

Note: Cellphones are not permitted on the competition floor and cannot be used in place of a kitchen timer.

Note: Additional tools or alterations will be listed as needed on the state competition updates page online. No additional items will be allowed. Equipment check will occur during setup. Judging will also include the competitor’s ability to maintain a neat and clean workspace.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name_First Name.” For example, “Amanda Smith” would save her resume as Smith_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members

may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

SCOPE OF THE COMPETITION

KNOWLEDGE PERFORMANCE

The competition will include a written knowledge test assessing baking fundamentals.

The written exams will be scheduled prior to the practical competition. The exam being offered for the national event is the Retail Bakers of America (RBA) standard Journeyman certification exam and the American Culinary Federation (ACF) Certified Fundamental Pastry Cook (CFPC) exam. Topics of the exam include weights, measures, and general baking math; classifications and properties of ingredients; handling and storage of ingredients; safety and handling; yeast-raised dough products; doughnut — cake and yeast-raised; cake decorating; cakes; production/scheduling/ planning; laminated doughs; cookies, pies, and pastries; and customer service and merchandising of products.

Upon successful completion of written and practical exams, competitors may apply for the Journeyman Certificate through the Retail Bakers of America and the Certified Fundamental Pastry Cook through the American Culinary Federation. Successful completion of the written and practical exam will replace the NOCTI requirements on the American Culinary Certification Certified Fundamental Pastry Cook (CFPC) application.

SKILL PERFORMANCE

The skill performance of the competition will be the actual preparation of baked goods and the presentation of the finished products ready for sale to customers.

COMPETITION GUIDELINES

The skill performance portion of the competition will ask competitors to:

1. Demonstrate and apply food safety principles, procedures, HACCP, and key practices for ensuring food safety
2. Coordinate *mise en place* and apply organizational skills
3. Demonstrate and apply knowledge of proper baking methods and techniques as required
4. Demonstrate knife skills and proper cutting techniques
5. Demonstrate and apply the proper use of equipment
6. Demonstrate and apply creative preparation, portioning and presentation of food items

Note: The **product formulas** and **evaluation rubrics** as well as other instructions needed for product preparation will be posted on the competition updates website.

Note: A total of eight (8) products may be chosen to be prepared during the performance portion of the competition. Some of the formulas will have sub-formulas. The products will be selected by the national technical committee. The menu of exact products will be posted on the updates page.

STANDARDS AND COMPETENCIES

The following standards and competencies set forth by the Baking Industry as well as those established for the Culinary Arts and Hospitality Industry

BPA 1.0 — Follow Hazard Analysis Critical Control Points (HACCP) in a food preparation setting

- 1.1. Document information on time and temperature in log
- 1.2. Store and rotate food according to policies (FIFO)
- 1.3. Use proper receiving procedures for the delivery of food
- 1.4. Wash hands according to proper procedures
- 1.5. Use properly calibrated thermometers
- 1.6. Use labels properly

BPA 2.0 — Maintain knowledge of safety, sanitation and HAZMAT policies, procedures and codes in a food preparation setting

- 2.1. Validate that in-service training records and reports are up to date
- 2.2. Ensure that personal certifications are maintained
- 2.3. Ensure that proper containers are used for storage of food, chemicals and other supplies
- 2.4. Check that personal attire meets safety standards (e.g., covered hair)
- 2.5. Ensure that proper cleaning solutions are maintained and used
- 2.6. Ensure that spills and other safety problems are addressed immediately
- 2.7. Ensure that material safety data sheets are reviewed

BPA 3.0 — Maintain personal hygiene and compliance with dress code in a food preparation setting

- 3.1. Demonstrate that uniforms are clean and fit properly
- 3.2. Demonstrate that hair restraints are used
- 3.3. Ensure that perfume and cologne use is minimal
- 3.4. Demonstrate that hands and nails are clean and groomed
- 3.5. Ensure that use of jewelry meets standards (e.g., only wedding rings)

BPA 4.0 — Maintain safe and sanitary work area(s)

- 4.1. Show that location of first aid kit is clearly marked
- 4.2. Show that MSDS sheets are used properly
- 4.3. Show that sanitizers are located at every station
- 4.4. Show that work area, tools and equipment are cleaned and sanitized after each activity
- 4.5. Ensure that chemicals are stored properly
- 4.6. Ensure that sharp objects are stored properly
- 4.7. Demonstrate that fire codes are followed

BPA 5.0 — Hold and store food at proper temperature

- 5.1. Show that food products are labeled and dated
- 5.2. Ensure that food is rotated in a timely manner

- 5.3. Ensure that temperature of food and storage containers is within guidelines
- 5.4. Show that the thermometer is calibrated
- 5.5. Demonstrate that temperatures are checked and logged regularly
- 5.6. Ensure that storage guidelines are followed
- 5.7. Prepare food according to specifications

BPA 6.0 — Review menu, recipes/formulas and instructions

- 6.1. Demonstrate that clarification is sought when questions arise
- 6.2. Ensure that recipe/formula reviewed is up to date
- 6.3. Ensure that quantity of food is verified
- 6.4. Ensure that menu items are consistent with recipes/formulas
- 6.5. Demonstrate that recipes/formulas are available and referenced when needed

BPA 7.0 — Identify and select the necessary ingredients

- 7.1. Identify and use appropriate substitutions if necessary
- 7.2. Verify ingredient list
- 7.3. Verify that preparation ingredients are consistent with recipe/formula
- 7.4. Ensure that requisition forms are used when appropriate for special items
- 7.5. Verify that stock levels are checked
- 7.6. Verify that freshness and proper rotation are checked

BPA 8.0 — Follow recipes/formulas and customer requests

- 8.1. Demonstrate that proper weights and measurements are used
- 8.2. Ensure that substitutions are made upon customer requests
- 8.3. Verify that recipe/formula is followed consistently
- 8.4. Identify that cooking/baking and serving times are consistent with recipes/formulas
- 8.5. Identify that food is consistent with customer request and recipe/formula
- 8.6. Ensure that order is checked for special instructions
- 8.7. Verify that the customer reports satisfaction

BPA 9.0 — Prepare food to proper temperature and taste

- 9.1. Verify proper temperature requirements
- 9.2. Use thermometer correctly
- 9.3. Set food warmers to proper temperature
- 9.4. Calibrate thermometers correctly
- 9.5. Verify that potentially hazardous foods have reached safe temperatures

BPA 10.0 — Communicate necessary information to co-workers in a food preparation setting

- 10.1. Follow chain of command
- 10.2. Communicate requests for special orders to chef prior to preparation
- 10.3. Communicate customer requests with food server
- 10.4. Share customer feedback
- 10.5. Monitor and communicate quantity of returned items
- 10.6. Use shift logs
- 10.7. Use warning tags
- 10.8. Ensure that products are labeled

BPA 11.0 — Review standards and customer requests for finished product

- 11.1. Identify special requests
- 11.2. Identify necessary garnishes
- 11.3. Identify appropriate portions
- 11.4. Identify appropriate container (e.g., plate, banquet container)

BPA 12.0 — Assemble product for delivery

- 12.1. Use appropriate serving containers
- 12.2. Ensure that serving containers (e.g., plates, flatware) are clean
- 12.3. Use proper hygiene when assembling the final product (e.g., hair covering)
- 12.4. Verify that all menu items are present
- 12.5. Use proper serving tools
- 12.6. Verify that product is visually inspected
- 12.7. Notify food servers of the availability of order

BPA 13.0 — Monitor holding time and temperature

- 13.1. Verify that heat lamps are in working order
- 13.2. Calibrate thermometers properly
- 13.3. Rotate finished food at appropriate time intervals
- 13.4. Verify that holding time and temperatures comply with standard policies
- 13.5. Check maintenance logs on equipment
- 13.6. Use thermometers consistently
- 13.7. Use Hazard Analysis Critical Control Point (HACCP) logs
- 13.8. Use serving and holding tools correctly

BPA 14.0 — Assess final product for quality assurance

- 14.1. Verify that the ticket is compared to the finished dish
- 14.2. Match the final product to customer request
- 14.3. Verify that the presentation of product is consistent
- 14.4. Ensure that the final product is prepared at the correct temperature
- 14.5. Ensure that the final product is seasoned at correct level
- 14.6. Ask service staff about the customer reaction

BPA 15.0 — Gather the necessary equipment in the food preparation setting

- 15.1. Use the right tool or piece of equipment for task
- 15.2. Ensure that tools and equipment are transported to work area safely
- 15.3. Use checklists to verify equipment

BPA 16.0 — Verify that equipment and tools are in working order

- 16.1. Inspect equipment and tools visually
- 16.2. Identify equipment and tools with missing parts
- 16.3. Ensure that equipment is tested before use (e.g., oven temperature)
- 16.4. Ensure that defective tools and equipment are reported to supervisors
- 16.5. Verify that maintenance logs are maintained
- 16.6. Ensure that tools and equipment that create safety hazards are removed

BPA 17.0 — Communicate deficiencies and other necessary information to the supervisor

- 17.1. Identify unsafe tools and equipment clearly
- 17.2. Describe deficiencies in detail
- 17.3. Report deficiencies to appropriate personnel
- 17.4. Log deficiencies
- 17.5. Ensure that maintenance logs reflect deficiencies
- 17.6. Verify that documentation procedures are followed

BPA 18.0 — Use tools and equipment in a safe and sanitary manner

- 18.1. Verify that tools and equipment are cleaned and sanitized before and after use
- 18.2. Use proper colored cutting board (e.g., blue/fish; red/raw meat; green/vegetables)
- 18.3. Use proper food handler gloves
- 18.4. Verify that knives are sharpened on a regular basis
- 18.5. Use equipment safety devices (e.g., guards on electronic cutters)
- 18.6. Follow manufacturer's operating instructions for equipment

BPA 19.0 — Clean and sanitize equipment and tools after every use

- 19.1. Use proper chemical mixture to clean and sanitize equipment and tools
- 19.2. Ensure that cutting boards are properly bleached
- 19.3. When cleaning tools and equipment, use hot water
- 19.4. Ensure that policies and procedures for using chemicals and sanitizers are followed

BPA 20.0 — Store tools and equipment in proper area after use

- 20.1. Verify that equipment and tools are cleaned, sanitized and covered before storage
- 20.2. Ensure that cleaning supplies are stored in the proper area
- 20.3. Return tools and equipment to proper storage place
- 20.4. Ensure that equipment sanitization storage rules are followed

BPA 21.0 — Maintain awareness of surroundings in the food preparation setting

- 21.1. Report security or safety problems promptly to appropriate personnel
- 21.2. Ensure that hazardous situations are dealt with promptly
- 21.3. Verify that work area is visually scanned on a regular basis for safety and security problems
- 21.4. Identify emergency exits and procedures
- 21.5. Check emergency equipment regularly
- 21.6. Monitor location of co-workers

BPA 22.0 — Advise management of safety and security concerns

- 22.1. Notify supervisory personnel promptly about safety and security concerns
- 22.2. Document safety concerns in a timely manner
- 22.3. Forward concerns to appropriate personnel
- 22.4. Document concerns containing all relevant information
- 22.5. Ensure that follow-up activities occur after concerns have been forwarded

BPA 23.0 — Take appropriate action to protect guest and employee safety

- 23.1. Correct hazardous conditions promptly and safely

- 23.2. Notify management and/or outside agencies (e.g., fire department, ambulance) promptly of problems
- 23.3. Use proper safety equipment
- 23.4. Follow written policies and procedures
- 23.5. Document outstanding hazards
- 23.6. Monitor customer behavior for potential harm to others
- 23.7. Verify that visible signage is posted around hazardous areas (e.g., wet floor)

BPA 24.0 — Follow security policies and procedures

- 24.1. Review safety and security policies frequently
- 24.2. Verify that security documentation is complete and accurate
- 24.3. Verify that company reports (e.g., shrinkage reports) indicate security policies are being followed
- 24.4. Ensure that unauthorized individuals are identified and removed from premises
- 24.5. Verify that the work environment is checked frequently for potential security problems

BPA 25.0 — Follow safety and emergency procedures, including appropriate workplace behavior

- 25.1. Follow emergency procedures according to company policy
- 25.2. Notify proper authorities of emergency situations
- 25.3. Use emergency equipment properly
- 25.4. Verify that safety-related training and certifications (e.g., CPR) are up to date
- 25.5. Report suspicious activity to appropriate personnel
- 25.6. Document incident reports properly and in a timely manner

BPA 26.0 — Identify problems with customer satisfaction

- 26.1. Ensure that customers are asked about their source of dissatisfaction
- 26.2. Repeat problem description to customer to verify understanding
- 26.3. Assess customer body language for signs of dissatisfaction
- 26.4. Document problems in a timely manner
- 26.5. Review customer feedback
- 26.6. After a problem has been identified, ensure that follow up activity occurs

BPA 27.0 — Resolve problem or offer alternative solutions according to company procedures and guidelines

- 27.1. Identify that the solution is consistent with company policies and procedures
- 27.2. Document the resolution to the problem as company policy requires
- 27.3. Ensure that proper attitude is maintained at all times
- 27.4. Verify that problems are referred to proper personnel when appropriate
- 27.5. Perform the resolution of a problem in a timely manner
- 27.6. After a problem has been identified, verify that follow-up activities occur

BPA 28.0 — Follow up on guest satisfaction and employee actions

- 28.1. Verify that customer satisfaction is checked after solution is offered
- 28.2. Identify that customer comment cards indicate customer satisfaction
- 28.3. Contact customers about the resolution of outstanding problems
- 28.4. Ensure that follow-through activities with guest are performed

28.5. Document customer satisfaction level

BPA 29.0 — Document incident and outcome

- 29.1. Verify that documents and forms are complete and accurate
- 29.2. Ensure that documentation is provided to appropriate personnel
- 29.3. Identify that documentation is completed in a timely manner
- 29.4. Notify co-workers of the outcome and any changes in policy
- 29.5. Verify that documentation is reviewed to ensure that the problem does not recur

BPA 30.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.



COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Math Skills

- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Simplify numerical expressions.
- Use scientific notation.
- Solve practical problems involving percentages.
- Solve single variable algebraic expressions.
- Solve problems using proportions, formulas and functions.

Science Skills

- Use knowledge of cell theory.
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems).
- Describe basic needs of organisms.
- Classify living organisms.
- Use knowledge of carbon, water and nitrogen cycles.
- Describe and recognize elements, compounds, mixtures, acids, bases and salts.
- Describe and recognize solids, liquids and gases.
- Describe characteristics of types of matter based on physical and chemical properties.
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point and color).
- Use knowledge of chemical properties (acidity, basicity, combustibility and reactivity).

Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice.
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information.
- Demonstrate comprehension of a variety of informational texts.
- Use text structures to aid comprehension.
- Understand source, viewpoint and purpose of texts.
- Organize and synthesize information of use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate expository writing.
- Demonstrate information writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations
- Algebra
- Geometry
- Measurement
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.

Science Standards

- Understands the structure and function of cells and organisms
- Understands relationships among organisms and their physical environment
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/>.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.