



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **FDFRB3009A Retard dough**

**Revision Number: 1**

## FDFRB3009A Retard dough

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                  |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit of competency covers the skills and knowledge required to retard and recover dough and other yeast-raised products in an in-store bakery or retail baking environment. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit has application in a retail baking environment within the food processing industry. |
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
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### Employability Skills Information

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|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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## Elements and Performance Criteria

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare to retard dough  | 1.1.Dough retardation requirements are identified<br>1.2.Equipment is set to meet retardation parameters                                                                                                                                                                                                                                                                      |
| 2. Retard and recover dough | 2.1.Dough is retarded to meet specification<br>2.2.Equipment is set to meet dough recovery parameters<br>2.3.Retarded and recovered doughs meet specification<br>2.4.Unacceptable dough is identified, rectified and/or reported<br>2.5.Housekeeping standards are maintained in the workplace<br>2.6.Work is conducted in accordance with workplace environmental guidelines |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

##### *Ability to:*

- access retardation requirements for dough type
- set equipment to meet the parameters for retarding dough, including selecting time, temperature and humidity
- load dough into the retarder - this is done in a way that minimises the delay between dough make up and loading into the retarder and follows dough rotation procedures so that dough is not retarded for more than the optimal time
- follow procedure to ensure retarding and recovery times are met
- monitor equipment to confirm that parameters are met
- where recovery is achieved using separate equipment, allow sufficient rest time between recovery and proofer
- clean equipment and utensils to meet hygiene standards
- maintain workplace records as required
- maintain work area to meet housekeeping standards
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

#### Required knowledge

##### *Knowledge of:*

- basic principles of retarding dough, including what occurs to dough when it is retarded and recovered and how retardation works by controlling temperature to slow yeast fermentation
- the significance of variables, such as time, temperature and humidity on the dough retardation and recovery process
- where dough recovery is achieved using separate equipment, the significance of dough conditioning prior to recovery
- the effect of any delay in loading dough into the retarder on fermentation
- the effect of finished dough temperature on retardation process
- the effect of humidity on the dough surface and formation of skin on dough
- the significance of variables, such as dough type and size on recovery time and conditions
- the effect of retardation on the quality of the final product
- optimal time for retarding dough and procedures to ensure this time is met
- causes of variation and corrective action required

**REQUIRED SKILLS AND KNOWLEDGE**

- control points and related monitoring requirements
- occupational health and safety (OHS) hazards and controls
- waste handling and cleaning and procedures

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Overview of assessment</b>                                                                                                                                                                                          | Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of ability to:</p> <ul style="list-style-type: none"> <li>• determine requirements for dough retardation</li> <li>• prepare dough, equipment and processes required for retardation</li> <li>• retard dough to required specifications</li> <li>• assess dough outcomes against quality standards</li> <li>• take corrective action in response to typical faults and inconsistencies</li> <li>• clean equipment</li> <li>• apply safe work practices and identify OHS hazards and controls</li> <li>• apply food safety procedures.</li> </ul>                                                                                                                                                 |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must occur in a real or simulated workplace where the assessee has access to:</p> <ul style="list-style-type: none"> <li>• work procedures, including advice on relevant dough retardation and recovery requirements, safe work practices, food safety, quality and environmental requirements</li> <li>• recipe instructions</li> <li>• product specifications and related inspection/control points</li> <li>• dough retarding equipment and proofing equipment (where not combined)</li> <li>• dough</li> <li>• personal protective clothing, equipment and material safety data sheets (MSDS) as required</li> <li>• cleaning procedures, materials and equipment as required.</li> </ul> |
| <b>Method of assessment</b>                                                                                                                                                                                            | This unit should be assessed together with core units and other units of competency relevant to the function or                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                     |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | work role.                                                                                                                                                                                                                                                          |
| <b>Guidance information for assessment</b> | To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                  |                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Policies and procedures</b>   | Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements                                                                                                                                                                                                                     |
| <b>Legislative requirements</b>  | Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: <ul style="list-style-type: none"> <li>• the Food Standards Code, including labelling, weights and measures legislation</li> <li>• legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity</li> </ul> |
| <b>Workplace information</b>     | Workplace information can include: <ul style="list-style-type: none"> <li>• verbal or written instructions</li> <li>• standard operating procedures (SOPs)</li> <li>• specifications</li> <li>• production schedules</li> <li>• recipe instructions</li> </ul>                                                                                                                              |
| <b>Dough retardation</b>         | Dough retardation refers to a method of delaying dough fermentation by placing dough in a controlled environment                                                                                                                                                                                                                                                                            |
| <b>Dough retarding equipment</b> | Dough retarding equipment may combine retarding with a recovery/proving stage or be used for retarding only                                                                                                                                                                                                                                                                                 |

## Unit Sector(s)

|                    |               |
|--------------------|---------------|
| <b>Unit sector</b> | Retail baking |
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## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## Co-requisite units

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| Co-requisite units |  |  |
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