****

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**FOOD PRODUCTION (CULINARY ARTS) TECHNICIAN**

**LEVEL 3**

****

**TVET CDACC**

**P.O. BOX 15745-00100**

**NAIROBI**

First published 2018

©2018, TVET CDACC

All rights reserved. No part of these occupational standards may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods without the prior written permission of the TVET CDACC, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the Council Secretary/CEO, at the address below:

**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email:** [**info@tvetcdacc.go.ke**](mailto:info@tvetcdacc.go.ke)

**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 achievement of Kenya’s development blueprint, Vision 2030 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Food Production (Culinary Arts) Level 3. These Occupational Standards will also be the basis for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for Hospitality sector’s growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

**PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 14 of 2012 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Hospitality Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for Food Production (Culinary Arts) Technician. These standards will be the basis for development of competency-based curriculum for Food Production (Culinary Arts) Level 3.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, Hospitality SSAC, expert workers and all those who participated in the development of these Occupational Standards.

**CHAIRPERSON, TVET CDACC**

# ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to Hospitality Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

**CHAIRPERSON**

**HOSPITALITY SECTOR SKILLS ADVISORY COMMITTEE**

**Table of Contents**

[**FOREWORD** ii](#_Toc67666606)

[**PREFACE** iii](#_Toc67666607)

[ACKNOWLEDGMENT iv](#_Toc67666608)

[ABBREVIATIONS AND ACRONYMS vi](#_Toc67666609)

[KEY TO UNIT CODE vii](#_Toc67666610)

[OVERVIEW viii](#_Toc67666611)

[BASIC UNITS OF COMPETENCY 1](#_Toc67666612)

[DEMONSTRATE COMMUNICATION SKILLS 2](#_Toc67666613)

[DEMONSTRATE NUMERACY SKILLS 6](#_Toc67666614)

[DEMONSTRATE DIGITAL LITERACY 11](#_Toc67666615)

[DEMONSTRATE ENTREPRENEURIAL SKILLS 16](#_Toc67666616)

[DEMONSTRATE EMPLOYABILITY SKILLS 21](#_Toc67666617)

[DEMONSTRATE ENVIRONMENTAL LITERACY 26](#_Toc67666618)

[DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES 30](#_Toc67666619)

[CORE UNITS OF COMPETENCY 34](#_Toc67666620)

[PREPARE VEGETABLES, STARCHES, STOCKS AND SOUPS 35](#_Toc67666621)

[PREPARE SALADS AND SALAD DRESSINGS 39](#_Toc67666622)

[PREPARE HOT AND COLD BEVERAGES 43](#_Toc67666623)

[BUTCHERY 47](#_Toc67666624)

[PREPARE MEATS, FISH, SEA FOODS, POULTRY AND SAUCES 51](#_Toc67666625)

[PREPARE PASTRY AND BREADS 56](#_Toc67666626)

# ABBREVIATIONS AND ACRONYMS

BC : Basic Competency

CBET : Competency Based Education and Training

CDACC : Curriculum Development Assessment and Certification Council

CR : Core Competency

FP : Food production

HOS : Hospitality

OS : Occupational Standard

OSHA : Occupation Safety and Health Act

SSAC : Sector Skill Advisory Committee

# KEY TO UNIT CODE

**HOS/OS/FP/BC/01/3/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# 

# OVERVIEW

Food Production Level Three Level 3 qualification consists of competencies that a person must achieve to enable him/her to prepare stocks, pastries and bread, salads and hot and cold beverages. It also enables an individual to prepare various meats and sauces and vegetables, starches and soups.

The units of competency leading to Food Production (Culinary Arts) Technician Level 3 qualification include the following competencies:

**BASIC UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/FP /BC/01/3/A | Demonstrate communication skills |
| HOS/OS/FP/BC/02/3/A | Demonstrate numeracy skills |
| HOS/OS/FP/BC/03/3/A | Demonstrate digital literacy |
| HOS/OS/FP/BC/04/3/A | Demonstrate entrepreneurial skills |
| HOS/OS/FP/BC/05/3/A | Demonstrate employability skills |
| HOS/OS/FP/BC/06/3/A | Demonstrate environmental literacy |
| HOS/OS/FP/BC/07/3/A | Demonstrate occupational safety and health practices |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/FP/CR/01/3/A | Prepare vegetables, starches, stocks and soups |
| HOS/OS/FP/CR/02/3/A | Prepare salads |
| HOS/OS/FP/CR/03/3/A | Prepare hot and cold beverages |
| HOS/OS/FP/CR/04/3/A | Butchery |
| HOS/OS/FP/CR/05/3/A | Prepare meats and sauces |
| HOS/OS/FP/CR/06/3/A | Prepares pastries and bread |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE: HOS/OS/FP /BC/01/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate communication skills. It involves obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions, and completing relevant work-related documents.

**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. Obtain and convey workplace information | 1. Specific and relevant information is accessed from ***appropriate sources*** based on standard procedures 2. Effective questioning, active listening and speaking skills are used to gather and convey information based on communication needs 3. Appropriate ***medium*** is used to transfer information and ideas in accordance with workplace guidelines 4. Appropriate non- verbal communication is used as per the communication needs 5. Appropriate lines of communicationwith supervisors and colleagues are identified and followed based on workplace requirements 6. Location and storage of information is undertaken according to workplace procedures 7. Personal interaction is carried out clearly and concisely according to workplace requirements |
| 1. Speak English at a basic operational level | * 1. Participation in simple conversations with work colleagues is undertaken based on familiar topics   2. Simple verbal instructions and requests are responded to according to workplace guidelines   3. ***Routine procedures*** are provided in accordance with workplace policy   4. Likes, dislikes and preferences are expressed based on individual preference   5. Different forms of expression in English are identified in line with workplace requirements |
| 1. Participate in workplace meetings and discussions | * 1. Team meetings are attended on time according to schedules   2. Own opinions are clearly expressed and those of others are listened to in accordance with workplace guidelines   3. Meeting inputs are provided based on the meeting purpose and established ***protocols***   4. ***Workplace interactions*** are conducted as per organizations’ code of conduct   5. Work-related questions are asked and responded based on set protocols   6. Meetings outcomes are interpreted and implemented as per organizations’ objectives |
| 1. Complete relevant work-related documents | * 1. Range of forms relating to conditions of employment are completed according to workplace procedures   2. Workplace data is recorded based on workplace requirements   3. Errors in recording information are identified and acted upon in accordance with workplace policies   4. Reporting requirements are completed according to organizational guidelines |

**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** |
| 1. Appropriate Sources may include but not limited to: | * Various department heads, * organization documents |
| 1. Medium may include but not limited to: | * Method of communication * Physical media * Mechanical media |
| 1. Routine procedures may include but not limited to: | * Day to day activities |
| 1. Protocols may include but not limited to: | * Procedures for doing a task |
| 1. Workplace interactions may include but not limited to: | * Official inter relations |

**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:

* Analytical
* Active Listening
* Communication
* writing
* Interpretation
* Basic Information Technology (IT)

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Minutes writing
* Report writing

**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. Prepared written communication following standard format of the organization 2. Accessed information using communication equipment 3. Spoken English at a basic operational level 4. Made use of relevant terms as an aid to transfer information effectively 5. Conveyed information effectively adopting the formal or informal communication |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | * 1. Direct Observation   2. Interview   3. Written test |
| 1. Context of Assessment | Competency may be assessed   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE NUMERACY SKILLS

**UNIT CODE: HOS/OS/FP /BC/02/3/A**

**UNIT DESCRIPTION:**

This unit covers the competencies required to demonstrate numeracy skills. It involves using whole numbers and money up to one hundred thousand for work, Locating, comparing and using highly familiar measurement for work, using highly familiar maps and diagrams for work, identifying and using some common 2D shapes for work and locating specific information in highly familiar tables, graphs and charts for work

**Elements and Performance Criteria**

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Use whole numbers for work | 1. Whole numbers and money amount up to 100,000 in highly familiar workplace documents and tasks are named and read according to workplace procedures. 2. Understanding of place value and the role of zero is demonstrated according to standard operating procedures. 3. Halves are recognised and understood in workplace as per Standard operating procedures. 4. Whole numbers and money amounting up to 100,000 are organised in size order and are compared as per workplace procedures. 5. Counting is done in numbers as per standard operating procedures. 6. Addition and subtraction of whole numbers and money up to 100,000 done in accordance with workplace requirement 7. Links between operations of addition and subtraction are clearly described as per job requirement. 8. Reasonableness of outcome with prompting and support is checked as per work requirement. 9. Numerical information is recorded, and the result of the task is communicated using informal language and symbolism as per workplace procedures. |
| 1. Locate, compare and use highly familiar measurement for work | 1. Measurements in highly familiar workplace documents and tasks are located as per standard operating procedures 2. Different units of measurements and their uses are identified in accordance with job specifications 3. The comparative relationship between the units of measurement identified as per standard operating procedures. 4. Understanding of conversion of amounts is demonstrated in accordance with requirements. 5. Informal language is used to compare measurements as per workplace procedures. 6. Digital time is well read and am and pm used in reference to time 7. Calendar used appropriately to record information in accordance with organizational events. 8. Basic measurement information is well read and recorded as per the manuals 9. Additions and subtraction of simple quantities done in workplace as per SOPs. |
| 1. Use highly familiar maps and diagrams for work | 1. Familiar items or places are in highly familiar maps and diagrams in accordance with SOPs 2. Simple symbols and pictorial representations are identified in accordance with familiar maps and diagrams 3. Simple oral directions are given to locate objects as per SOPs 4. Simple oral directions followed to locate objects as per job specifications 5. Understanding of informal directional language is demonstrated as per work procedures. |
| 1. Identify and use some common 2D shapes for work | 1. ***Common two-dimensional* shapes** are identified and named as per SOPs 2. Common objects are described in terms of size and shape as per SOPs 3. Common, every day, informal language is used to compare objects in accordance SOPs 4. Common objects are grouped based on shape, size, colour and features as per job requirements |
| 1. Locate specific Information in highly familiar tables, graphs and charts for work | 1. Features of simple tables identified as per work place procedures 2. Specific numerical information located in highly familiar tables using grid movement (up and down columns and across rows) and key as graph and chart manuals 3. Numerical information and data in highly familiar tables compared using appropriate informal language as per workplace procedures. 4. Information related to relevant workplace tasks as per workplace procedures 5. Features of simple graphs and charts identified as per SOPs 6. Specific numerical information located in highly familiar graphs and charts as per workplace procedures. 7. Numerical information and data compared using appropriate informal language as per SOPs. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Common two -dimensional shapes: may include but not limited to: | * + Round/circle   + Square   + Rectangular   + Triangle |

**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
* Logical thinking
* Computing
* Drawing of graphs
* Applying mathematical formulas
* Analytical

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of common shapes
* Differentiation between two dimensional shapes / objects
* Formulae for calculating area and volume
* Types and purpose of measuring instruments
* Units of measurement and abbreviations
* Fundamental operations (addition, subtraction, division, multiplication)
* Rounding techniques
* Types of fractions
* Different types of tables and graphs
* Meaning of graphs, such as increasing, decreasing, and constant value
* Preparation of basic data, tables & graphs

**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. Measured objects or materials as per job requirements   2. Used calculator to perform the four fundamental operations   3. Performed calculations involving money up to one hundred thousand   4. Performed conversions between hours, minutes and seconds   5. Calculated area and volume of regular shapes   6. Created tables and graphs to represent and interpret information | |
| 1. Resource Implications for competence assessment | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written Test   2. Interview   3. Oral Questioning   4. Demonstration |
| 1. Context of Assessment | Competency may be assessed   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE DIGITAL LITERACY

**UNIT CODE: HOS/OS/FP /BC/03/3/A**

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving tasks and applying internet and email in communication at workplace.

**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. Identify computer software and hardware | * 1. ***Computer software*** are identified according to manufacturer’s specification   2. ***Appropriate computer hardware*** is identified according to manufacturer’s specification |
| 1. Apply security measures to data, hardware, software | * 1. ***Data security and privacy are classified*** in accordance with the technological situation   2. ***Security and control measures*** are applied in accordance with laws governing protection of ICT   3. Computer threats and crimes are detected in accordance with information management guidelines.   4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | * 1. Basic ***word processing concepts*** are applied in resolving workplace tasks as per job requirement.   2. ***Word processing utilities*** are applied in accordance with workplace procedures   3. Data is manipulated on worksheet in accordance with office procedures |
| 1. Apply internet and email in communication at workplace | 1. Electronic mail is applied in workplace communication in accordance with office procedures 2. Office internet functions are defined and executed in accordance with office procedures 3. ***Network configuration*** and uses are determined in accordance with office operations procedures |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Computer software may include but not limited to: | * Operating system * MS office * Web browser   Media players |
| 1. Computer hardware may include but not limited to: | * Computer Case * Monitor * Keyboard * Mouse * Hard Disk Drive * Motherboard * Video Card |
| 1. Data security and privacy may include but not limited to: | * Confidentiality * Cloud computing * Confidentiality * Cyber terrorism * Integrity -but-curious data serving |
| 1. Security and control measures may include but not limited to: | * Countermeasures and risk reduction * Cyber threat issues * Risk management |
| 1. Word processing concepts may include but not limited to: | * Create * Edit * Print * Documents |

**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:

* Analytical skills
* Interpretation
* Typing
* Communication
* Computing skills
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Input and output devices
* Central processing Unit (CPU)
* Peripherals
* Storage Media
* Software concept
* Types of concept
* Function of computer software
* Data security and privacy
* Security threats and control measures
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Word processing;
* Functions and concepts of word processing.
* Documents and tables creation and manipulations
* Mail merging
* Word processing utilities
* Spread sheet;
* Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
* Networking and Internet;
* Meaning, functions and uses of networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and apply emerging trends and issues in ICT
* Challenges posed by emerging trends and issues

**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. Identified input, output, CPU and storage media devices of computers in accordance to computer specification   2. Identified concepts, types and functions of computer software according to operation manual   3. Identified and controlled security threats   4. Detected and protected computer crimes   5. Applied word processing in office tasks   6. Prepared work sheet and applied data to the cells in accordance to workplace procedures   7. Used Electronic Mail for office communication as per workplace procedure   8. Applied internet and World Wide Web for office tasks in accordance with office procedures   9. Applied laws governing protection of ICT |
| 1. Resource Implications for competence assessment | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written Test   2. Observation   3. Practical assignment   4. Interview   5. Oral Questioning |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE ENTREPRENEURIAL SKILLS

**UNIT CODE : HOS/OS/FP /BC/04/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate Entrepreneurial skills. It involves developing entrepreneurial culture, identifying entrepreneurial opportunities, starting, operating and growing a small business.

**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. Develop entrepreneurial culture | 1. ***Entrepreneurship terminologies*** are defined following established procedures. 2. Contribution of entrepreneurship towards national development is identified in accordance to national development goals 3. Self-employment benefit are identified and emphasized to help create a positive attitude 4. Cultural factors that promote or inhibit entrepreneurial development areidentified and emphasis made on entrepreneurial promotion 5. Ways of managing factors that inhibit development of entrepreneurial culture are identified in accordance withcultural background and national social economic situation |
| 1. Identify entrepreneurial opportunities | 1. Myths associated with entrepreneurship, types of entrepreneurs and characteristics of entrepreneurship are determined in accordance with the set procedures 2. Identification of ***sources of business ideas,*** generation of business ideas is undertaken in accordance with the existing procedure 3. Evaluation of business opportunities is undertaken according to prevailing office procedures 4. Competencies are matched with business opportunities in accordance with business practices. |
| 1. Start a small business | 1. Factors to consider when starting a small business are identified according to business sector. 2. ***Forms of business ownership*** are identified and procedure of starting a small business stipulated according to relevant legal requirements 3. Procedure of starting a small business is identified as per the legal requirements 4. Challenges faced when starting a small business are identified and mitigating factors provided for in accordance prevailing legal and regulatory requirement 5. Resource requirement for a small business are specified according to nature of business 6. Business life cycle is projected as per the nature of business and national social economic situation |
| 1. Operate a small business | 1. Relevant terms are defined in accordance with the set rules 2. Small business record is maintained in accordance with office procedures 3. Business support services are set up in accordance with the nature and size of business 4. Marketing activities are effected according to the nature and size of business 5. Small enterprise business plan is prepared depending on the size and nature of business and the client specification 6. Small business resources are run for efficiency and profitability 7. Small business records are kept for decision making purposes 8. Word processing concepts are applied in the management of small business according to office procedures 9. Basic computer application software and emerging trends and concerns are applied in small business management in accordance with office procedures |
| 1. Grow a small business | 1. Methods of growing/expanding a small business are identified and implemented in accordance with growth schedule 2. Resources for growing small business are identified and implementing 3. Small business growth plans are prepared according to growth schedule 4. ICT and small business growth schedule is prepared in accordance with office procedures 5. Use of computers and technology is incorporated in small scale business growth schedule in accordance with technological trends 6. Social media is used for business growth and profitability 7. Emerging issues and trends are considered in accordance with business growth schedule and activities 8. Community interest is built in product/service according to growth plan 9. Business communication is enhanced according to business communication planand profitability 10. Basic business growth strategies are identified and implemented for increased profitability 11. Word processing concepts are applied in growing of small business according to office procedures 12. 5.12 Basic computer application software, programming and emerging trends and concerns are applied in small business growth in accordance with office procedures for growth and profitability |

**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** |
| 1. Entrepreneurship terminologies include but not limited to: | * Intrapreneurship * Enterprise * Business vision. Mission, core values, objectives |
| 1. Sources of business ideas may include but not limited to: | |  | | --- | | * Brainstorming * Personal hobbies * Newspapers, magazines, * Friends and relatives * Accounting/Administrative work * Modern trends and concerns | |
| 1. Forms of business ownership may include but not limited to: | * Sole proprietorship * Partnership * Limited Company * Unlimited Company |

**REQUIRED SKILLS AND KNOWLEDGE**

**Required Skills**

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

The individual needs to demonstrate the following skills:

* Marketing skills
* Advertising
* Basic book-keeping
* accounting skills
* Communication skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Public relations concepts
* Basic product promotion strategies
* Basic market and feasibility studies
* Basic business ethics
* Building customer relations
* Business models and strategies
* Types and categories of businesses
* Business internal controls
* Relevant national and local legislation and regulations
* Basic quality control and assurance concepts
* Building relations with customer and employees
* Building competitive advantage of the enterprise

**EVIDENCE GUIDE**

This section describes the required skills which supports performance. These skills will need to be considered in the learning and assessment process.

|  |  |  |
| --- | --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   |  | | --- | | 1. Demonstrated basic entrepreneurial skills 2. Demonstrated ability to conceptualize and plan a micro/small enterprise 3. Demonstrated ability to manage/operate a micro/small-scale business 4. Demonstrated basic marketing skills | |
| 1. Resource Implications for assessment | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   |  |  | | --- | --- | | 1. Written tests 2. Oral Questioning 3. Observation 4. Third Party Report |  | |
| 1. Context of Assessment | |  | | --- | | 4Competency may be assessed   1. On the job 2. Off the job 3. During industrial attachment | |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE EMPLOYABILITY SKILLS

**UNIT CODE: HOS/OS/FP /BC/05/3/A**

**UNIT DESCRIPTON**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**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. Conduct self-management | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 2. Emotional intelligence is demonstrated as per workplace requirements. 3. Individual performance is evaluated ~~and monitored~~ according to the agreed targets. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for own actions are demonstrated based on workplace instructions. 6. Self-esteem and a positive self-image are developed and maintained based on values. 7. Time management, attendance and punctuality are observed as per the organization policy. 8. Goals are managed as per the organization’s objectives 9. Self-strengths and weaknesses are identified based on personal objectives |
| 1. Demonstrate critical safe work habits | 1. Stress is managed in accordance with workplace policy. 2. Punctuality and time consciousness is demonstrated in line with workplace policy. 3. Personal objectives are integrated with organization goals based on organization’s strategic plan. 4. ***Resources*** are utilized in accordance with workplace policy. 5. Work priorities are set in accordance to workplace goals and objectives. 6. Leisure time is recognized and utilized in line with personal objectives. 7. ***Drugs and substances of abuse*** are identified and avoided based on workplace policy. 8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy. 9. Safety consciousness is demonstrated in the workplace based on organization safety policy. 10. ***Emerging issues*** are identified and dealt with in accordance with organization policy. |
| 1. Demonstrate workplace learning | * 1. Learning opportunities are sought and managed based on job requirement and organization policy.   2. Improvement in performance is demonstrated based on courses attended.   3. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job   4. Time and effort is invested in learning new skills based on job requirements   5. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.   6. New systems are developed and maintained in accordance with the requirements of the job.   7. Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job. |
| 1. Demonstrate workplace ethics | 1. Policies and guidelines are observed as per the workplace requirements 2. Self-worth and professionalism is exercised in line with personal goals and organizational policies 3. Code of conduct is observed as per the workplace requirements 4. Integrity is demonstrated as per legal 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.

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Drug and substance abuse may include but not limited to: | Commonly abused   * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Feedback may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Innovation may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues may include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |

**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:

* Communication
* Critical thinking
* Observation
* Organizing
* Record keeping
* Problem solving
* Decision Making
* Resource utilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies
* Company operations, procedures and standards
* Occupational Health and safety procedures
* Fundamental rights at work
* Personal hygiene practices
* Workplace communication
* Concept of time
* Time management
* Decision making
* Types of resources
* Work planning
* Organizing work
* Record keeping
* Workplace problems and how to deal with them
* Assertiveness
* Team work
* HIV and AIDS
* Drug and substance abuse
* Safe work habits
* Professional growth and development
* Technology in the workplace
* Innovation
* Emerging issues
  + Social media
  + Terrorism
  + National cohesion

**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. Conducted self-management   2. Demonstrated critical safe work habits   3. Demonstrated workplace learning   4. Demonstrated workplace ethics |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral questioning 2. Portfolio of evidence 3. Third Party Reports 4. Written tests |
| 1. Context of Assessment | Competency may be assessed   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE ENVIRONMENTAL LITERACY

**UNIT CODE** **: HOS/OS/FP /BC/06/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution and demonstrating sustainable resource use.

**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. Control environmental hazard | 1. Storage and handling methods for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 2. Disposal methods of hazardous wastes are followed at all times according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution | * 1. ***Environmental pollution******control measures*** are complied with following standard protocol.   2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999   3. Methods for minimizing noise pollution complied following environmental regulations. |
| 1. Demonstrate sustainable use of resource | * 1. Methods for minimizing wastage are complied with.   2. ***Waste management procedures*** are employed following principles of 3Rs (Reduce, Reuse, Recycle)   3. Methods for economizing or reducing ***resource*** consumption are practiced. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. PPE may include but not limited to: | * + Mask   + Gloves   + Goggles   + Safety hat   + Overall   + Hearing protector |
| 1. Environmental pollution control measures may include but not limited to: | * + Methods for minimizing or stopping spread and ingestion of airborne particles   + Methods for minimizing or stopping spread and ingestion of gases and fumes   + Methods for minimizing or stopping spread and ingestion of liquid wastes |
| 1. Waste management procedures may include but not limited to: | * + Sorting   + Storing of items   + Recycling of items   + Disposal of items |
| 1. Resources may include but not limited to: | * + Electric   + Water   + Fuel   + Telecommunications   + Supplies   + Materials |
| 1. Workplace environmental hazards may include but not limited to: | * + Biological hazards   + Chemical and dust hazards   + Physical hazards |

**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:

* Communication
* Observation
* Writing
* Analytical

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Storage methods of environmentally hazardous materials
* Disposal methods of hazardous wastes
* Usage of PPE Environmental regulations
* OSHS
* Types of pollution
* Environmental pollution control measures
* Different solid wastes
* Solid waste management
* Different noise pollution
* Methods of minimizing noise pollution
* Solid Waste Act
* Methods of minimizing wastage
* Waste management procedures
* Economizing of resource consumption
* Principle of 3Rs

**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. Controlled environmental hazard 2. Controlled environmental pollution 3. 1.3 Demonstrated sustainable resource use |
| 1. Resource Implications for assessment | The following resources should be provided:   * 1. Workplace with storage facilities   2. Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)   3. PPE   4. Manuals and references |
| 1. Methods of Assessment | Competency in this unit may be assessed through:  3.1 Observation  3.2 Oral questioning  3.3 Written examination |
| 1. Context of Assessment | Competency may be assessed   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE: HOS/OS/FP /BC/07/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to practice and promote safety and health at work. This entails preparing to practice safety and health at work and complying and promoting compliance of workers to organization’s occupational safety and health instructions and requirements

**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 to practice safety and health at work | 1. Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations are emphasized 2. Benefits of implementing an occupational safety and health program are identified 3. ***Safety requirements/ regulations*** of own work and of other workers are familiarized 4. Workplace standards and procedures ***for incidents and Emergencies*** are determined 5. 1.5 ***Prevention and control measures***, including use of ***safety gears/PPE*** (Personal Protective Equipment) to avoid accident, injuries and sickness are identified |
| 1. Comply and promote compliance of workers to organization’s occupational safety and health instructions and requirements | 1. Safety instructions and safety signs are followed and disseminated to co-workers 2. Safe handling of tools, equipment and materials is learned and shared with co-workers 3. Execution of own work and of co-workers is monitored in 4. according to safe work procedures 5. Use of safe guards and safety devices is monitored 6. 2.5 Hazards, incidents, injuries and sickness in the workplace are reported properly following standards and procedures |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Safety requirements / regulations may include but are not limited to: | * Building code * Permit to Operate * Occupational Safety and Health Standards |
| 1. Incidents and emergencies may include but are not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| 1. Prevention and control measures may include but are not limited to: | * Eliminate the hazard * Isolate the hazard * Substitute the hazard with a safer alternative * Use administrative controls to reduce the risk * Use engineering controls to reduce the risk * Use personal protective equipment * Safety, Health and Work Environment Evaluation * Periodic and/or special medical examinations of workers |
| 1. Safety devices/ PPEs (personal protective equipment) May include but are not limited to: | * Arm/Hand guard, gloves * Eye protection (goggles, shield) * Hearing protection (ear muffs, ear plugs) * Hair Net/cap/bonnet * Hard hat * Face protection (mask, shield) * Apron/Gown/coverall/jump suit * Anti-static suits * High-visibility reflective vest |

**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:

* Communication
* Observation
* Reporting
* Organizing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Elements of an effective occupational safety and health program
* Benefits of implementing an occupational safety and health program
* Safety requirements of own work and of other workers
* Standard emergency plan and procedures in the workplace
* Different OSH control measures
* General OSH principles
* Work standards and procedures
* Safe handling procedures of tools, equipment’s and materials
* Standard emergency plan and procedures in the workplace
* Different OSH control measures
* Standard accident and illness reporting procedures in the workplace
* Monitoring system on compliance to work safety and health

**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. Arranged work area and items in accordance with workplace procedures requirements 2. Followed work standards and procedures based on instructions 3. Applied ***Prevention and control measures*** based on instructions 4. Undertook orientations on ***OSH requirements and regulations*** in line with policy. 5. Provided feedback on occupational health and safety as per workplace instructions. 6. Adhered to workplace procedures for reporting hazards, incidents, injuries and sickness to as per workplace policy. 7. Identified and proposed ***OSH-related training needs*** as per workplace policy. |
| 1. Resource Implications for assessment | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral questioning 2. Portfolio of evidence 3. Third Party Reports 4. Written tests |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CORE UNITS OF COMPETENCY

# PREPARE VEGETABLES, STARCHES, STOCKS AND SOUPS

**UNIT CODE: HOS/OS/FP/CR/01/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to prepare vegetables, starches, stocks and soups. It involves assembling the ingredients, working equipment, preparing vegetables, stocks, starches and soups.

**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. Assemble the ingredients | * 1. Familiarize with ***events*** of the day   2. Stock levels is checked   3. Requisitions is made as per the recipes   4. Ingredients are collected as per the recipes   5. Store the ingredients in accessible chefs ladder |
| 1. Assemble working equipment | * 1. Clean and sanitize the work surfaces as per HACCP   2. Test equipment as per SOPs   3. Report defaults to the supervisor as per the SOPs   4. Assemble small kitchen equipment e.g. knives, spoons, probes   5. Assemble ***cleaning materials*** |
| 1. Prepare vegetables | 1. FIFO procedures are followed. 2. Freshness and quality (where applicable) is checked as per the SOPs. 3. The vegetables are washed under running water as per HACCP standards 4. ***Vegetables are*** ***prepared as per recipe*** 5. Vegetables are stored under the right temperature 6. Present/dispense vegetable as per recipe and style of service. |
| 1. Prepare starches | * 1. Starches are cleaned and rinsed (where necessary) (e.g. potatoes, green bananas, rice).   2. Starches are prepared as per specification***.***   3. Starches are cooked as per the recipe.   4. Present/dispense starches as per recipe and style of service.   5. Required temperatures are maintained as per the SOPs. |
| 1. Prepare soups | 1. FIFO procedures are followed. 2. Ingredients are assembled (e.g. tomatoes, onions, leeks celery, carrots, potatoes, herbs, spices, ***mirepoix***, and cream). 3. Soup is prepared as per the recipe. 4. Present/dispense meats as per recipe and style of service. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| * + 1. Events may include but not limited to: | * Wedding * Anniversaries * Birthdays * Parties |
| * + 1. Cleaning materials may include but not limited to: | * Sanitizers * Protective gears * Sponge * Kitchen towel * Disinfectant * Cleaning detergents |
| * + 1. Vegetables prepared as per specifications may include but not limited to: | * Peeling * Cutting * Trimming * Chopping * Turning * Shredding * Slicing * Blanching * Grilling * Steaming |
| * + 1. Mirepoix may include but not limited to: | * Rough cut vegetables |

**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:

* Consistency
* Knife
* Vegetable cuts
* Cooking methods (e.g. steaming, grilling, baking)
* Cleaning methods
* Use of other working tools and equipment (chopping board)
* Creativity/Innovation
* Garnishing
* Communication
* Interpersonal relations
* Creativity/innovations

**Required Knowledge**

The individual needs to demonstrate knowledge and understanding of:

* HACCP- Hazard Analysis of Critical Control Points
* SOPs - Standard Operating Procedures
* OHS-Occupational Health and Safety
* Product knowledge
* Vegetables varieties
* Food safety and hygiene
* Quality and control and waste management
* Proper storage
* Purchase specification
* Processed foods
* Herbs and spices
* Fats and oils
* Sugar and salt
* Allergens (gluten free & nut allergy, milk intolerance)
* Professional ethics
* Garnishes
* Special needs

**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 evidences that the candidate:   * 1. Demonstrated the ability to manage time effectively.   2. Demonstrated ability to adhere to the recipe.   3. Demonstrated expertise in using various cooking methods in preparing vegetables, starches and soups.   4. Demonstrated ability to manage waste and control.   5. Demonstrated ability to handle equipment.   6. Demonstrated ability to communicate effectively.   7. Demonstrated positive attitude. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped safe kitchen   2. Proper working equipment   3. A working environment meeting the OSHA standards   4. A variety of ingredients |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written   3. Oral questions   4. Review of portfolios of evidence |
| 4. Context for Assessment | Assessment may be done in the workplace, in a simulated workplace setting (assessment centers) and during industrial attachment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PREPARE SALADS AND SALAD DRESSINGS

**UNIT CODE: HOS/OS/FP/CR/02/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to prepare salads and salad dressings. It involves mis-en -place (pre-preparing) ingredients for salad, washing and sanitizing the vegetables, arranging the vegetables and preparing salad dressings.

**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. Mis-en -place (pre-prepare) ingredients for salad | * 1. Equipment are assembled according to the recipe   2. FIFO procedures are followed.   3. ***Salad ingredients***  are assembled per the recipe   4. Working area is organized and cleaned as per HACCP and SOPs |
| 1. Wash and sanitize the vegetables | * 1. Freshness and quality is checked as per the SOPs.   2. Ingredient are washed, rinsed and sanitized (where necessary) as per the three container system.   3. Exces water is removed e.g by spinning, patting dry or placing in a strainer. |
| 1. Arrange the vegetables | * 1. Equipment is selected for the salad arrangement as per the recipe.   2. Vegetables are arranged/displayed creatively and dispensed   3. Vegetables are arranged in well labelled equipment for storage (where necessary). |
| 1. Prepare salad dressings | * 1. FIFO procedures are followed.   2. ***Salad dressing ingredients*** are identified and selected as per the recipe.   3. Dressings are prepared as per the recipe.   4. Present/dispense salads as per recipe and style of service. |

**RANGE**

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

| **Variable** | **Range** |
| --- | --- |
| * 1. Salad ingredients may include but not limited to: | * Lettuce * Cucumber * Onions * Tomatoes * Carrots * Cabbage * Assorted sweet capsicums |
| * 1. Salad dressing ingredients may include but not limited to: | * Sunflower oil, * Black peper * Vinegar * Mayonnaise * Parsley * Onions * Tomato ketchup * Cappers * Sweet peppers * Green chilli * Oil e.g olive, coconut |

**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:

* First Aid
* Knife skills
* Vegetable cuts
* Cleaning methods
* Use of other working tools and equipment (chopping board)
* Creativity/Innovation
* Garnishing
* Communication
* Interpersonal relations

**Required Knowledge**

The individual needs to demonstrate knowledge and understanding of:

* HACCP- Hazard Analysis of Critical Control Points
* SOPs - Standard Operating Procedures
* OHS-Occupational Health and Safety
* Product knowledge
* Fruits and vegetables varieties
* Food safety and hygiene
* Quality and control and waste management
* Proper storage
* Purchase specification
* Processed foods
* Herbs and spices
* Oils
* Sugar and salt
* Allergens (gluten free & nut allergy, milk intolerance)
* Professional ethics
* Garnishes
* Special needs

**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 evidences that the candidate:   * 1. Demonstrated ability to assemble equipment according to the menu   2. Demonstrated ability to assemble salad ingredients as per the menu   3. Prepared salad dressings and dressed the salads as per the menu   4. Demonstrated ability to serve fresh salads   5. Demonstrated ability to follow storage procedures   6. Demonstrated ability identify safe food for consumption |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped safe kitchen   2. Proper working equipment   3. A working environment meeting the OSHA standards   4. A variety of ingredients |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written   3. Oral questions   4. Review of portfolios of evidence   5. Third party workplace reports |
| 4. Context for Assessment | Assessment may be done in the workplace, in a simulated workplace setting (assessment centers) or during industrial attachment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PREPARE HOT AND COLD BEVERAGES

**UNIT CODE: HOS/OS/FP/CR/03/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to prepare hot and cold beverages. It involves preparing ingredients, equipment and preparing hot and cold beverages.

**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 ingredients and equipment for hot beverages | * 1. The working area is organised and cleaned as per the HACCP and SOPs.   2. ***Beverage equipment*** are assembed as per the recipe.   3. ***Hot and cold beverage ingredients*** are assembled as per the recipe. |
| 1. Prepare hot beverages | * 1. FIFO procedures are followed   2. ***Consistency*** in the hot beverage preration is adhered to.   3. Hot beverage ***preparation procedures*** areadhered to.   4. Capability to deliver the beverage within the time lines is adhered to. |
| 1. Prepare cold beverages | * 1. Consistency (Flavour, temperature, serving standards) in the hot beverage preration is adhered to.   2. Cold beverage preparation procedures are adhered to.   3. Capability to deliver the beverage within the time lines is adhered to. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Beverage Equipment may include but not limited to: | * Percolators and urns * Drip filter systems * Blenders * Fridges * Juicers * Milkshake machines * Teapots * cutlery and crockery * Glassware |
| 1. Hot beverages ingredients may include but not limited to: | * Tea * Coffee * Chocolate * Sugar/honey/sweeteners |
| 1. Cold beverage ingredients may include but not limited to: | * Fruits * Vegetables * Ice cubes |
| 1. Consistency may include but not limited to: | * Flavour * Temperature * Serving standards |
| 1. Preparation procedures may include but not limited to: | * Decanting * Blending * Brewing * Juicing * Mixing * Shaking * Stirring |

**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:

* Consistency
* First Aid
* Knife skills
* Vegetable cuts
* Cleaning methods
* Use of other working tools and equipment (chopping board)
* Creativity/Innovation
* Garnishing and decoration
* Communication
* Interpersonal relations
* Measurements
* Chilling of drinks

**Required Knowledge**

The individual needs to demonstrate knowledge and understanding of:

* HACCP- Hazard Analysis of Critical Control Points
* SOPs - Standard Operating Procedures
* OHS-Occupational Health and Safety
* Product knowledge
* Fruits and vegetables varieties
* Variety of beverages
* Food safety and hygiene
* Quality and control and waste management
* Proper storage
* Purchase specification
* Herbs and spices
* Sugar/honey/ sweeteners
* Allergens
* Special needs/dietary
* Garnishes and decorations
* Professional ethics
* Measurements
* Guest relations

**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. Demonstrated ability to assemble equipment for preparing beverages 2. Demonstrated ability to select and use beverage ingredients 3. Demonstrated ability to present beverages 4. Used the correct equipment, ingredients and standard measures 5. Worked with speed and efficiency to deal with numerous service tasks simultaneously 6. Served major types of hot beverages |
| 1. Resource Implications | The following resources MUST be provided:   1. Fully equipped safe kitchen 2. Proper working equipment 3. A working environment meeting the OSHA standards 4. A variety of beverage ingredients |
| 1. Method of Assessment | Competency may be assessed through:   1. Direct observation using a checklist 2. Written 3. Oral questions 4. Review of portfolios of evidence 5. Third party workplace reports |
| 1. Context for Assessment | Assessment may be done in the workplace, in a simulated workplace setting (assessment centers) and industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# BUTCHERY

**UNIT CODE: HOS/OS/FP/CR/04/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to prepare various meats. It involves cleaning and sanitizing the working area, aassembling the working equipment, preparing butchers meats, fish and sea food and poultry.

**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. Clean and sanitize working areas | * 1. Cleaning equipment/materials are identified as per the HACCP and SOPs   2. Working area surfaces are cleaned and sanitized. |
| 1. Assemble working equipment | * 1. ***Working equipment*** is identified as per the recipe   2. Working equipment are assembled as per the SOPs |
| 1. Prepare butchers meats | * 1. Identify meats based on menu and recipe.   2. FIFO procedures are followed.   3. The ingredients of the day are requested and received.   4. Thawing (where applicable) is done adhering to HACCP and SOPs.   5. Freshness and quality is checked as per the SOPs.   6. The quality of the meat is checked using ***quality standards***   7. Meats are prepared as per the menu ***specifications*** (observe HACCP guidelines)   8. Meats are stored under recommended temperatures |
| 1. Prepare fish and sea food | * 1. FIFO procedures are followed as per the SOPs.   2. Fish and sea food are prepared using specified knives and colour coded chopping boards   3. Thawing (where applicable) is done as per HACCP and SOPs.   4. Freshness and quality is checked as per the SOPs.   5. Scaling/shelling of fish and sea food (where applicable) is done as per the quality and safety standards.   6. The fish and sea food is deboned (filleting) as per the recipe.   7. Fish and sea food is portioned and stored at the recommended temperatures.   8. Fish and sea food is segregated from other foods to avoid cross contamination. |
| 1. Prepare poultry | * 1. FIFO procedures are followed as per the SOPs.   2. Poultry is prepared using specified knives and colour coded chopping boards.   3. Thawing (where applicable) is done based on HACCP and SOPs.   4. Freshness and quality is checked as per the SOPs.   5. Poultry is prepared as per the recipe***.*** |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Working equipment may include but not limited to: | * Knives * Chopping boards * Meat bats * Cleavers * Thermometers * Files (Sharpener) * Clip boards * Bone saw * Sanitizing buckets * Cleaning brushes * Mincer * Skewers * Gloves |
| 1. Quality standards may include but not limited to: | * Colour * Smell * Texture |
| 1. Specifications may include but not limited to: | * Drum sticks * Chicken breasts * Chicken wings * Whole roast chicken |

**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:

* Kitchen equipment selection and use
* Knife skills
* Vegetable cuts
* Cleaning methods (scrubbing, cleaning with cold/warm water, use of vegetable wash)
* Use of other working tools and equipment (chopping board)
* Creativity/Innovation
* Personal grooming
* Seasonings
* Assessment of meat quality
* Communication
* Numeracy
* Interpersonal relations
* Team work
* First aid
* Time Management

**Required Knowledge**

The individual needs to demonstrate knowledge and understanding of:

* Hazard Analysis of Critical Control Points ( HACCP)
* Proper storage
* Occupational Safety and Health (OHS)
* Work place procedures
* Efficient workflow
* Pre preparation of meat
* Time management
* Waste management
* Professional ethics
* Quality and cost control-portioning
* Fats and oils
* Seasoning –(Sugar, pepper, herbs, and salt)
* Food safety and hygiene
* Measurements
* Standard Operating Procedure (SOP)

**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 evidences that the candidate:   * 1. Demonstrated ability to study and understand the menu   2. Demonstrated ability to check the quality of the meats as using quality standards (colour, smell, texture).   3. Demonstrated ability to make requisitions as per the menu   4. Demonstrated ability to come up with a menu depending on available ingredients.   5. Demonstrated ability to prevent cross contamination (use of colour coded chopping boards, proper storage, sanitisation of preparation surfaces)   6. Demonstrated ability to portion the meats as per the specifications |
| 1. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment.   2. Ingredients for preparing various types of meats. |
| 1. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written   3. Oral questions   4. Review of portfolios of evidence   5. Third party workplace reports |
| 1. Context for Assessment | Assessment may be done in the workplace, in a simulated workplace setting (assessment centers) or industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PREPARE MEATS, FISH, SEA FOODS, POULTRY AND SAUCES

**UNIT CODE: HOS/OS/FP/CR/05/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to prepare meats, fish, sea foods, poultry and sauces. It involves assembling the ingredients and equipment, cooking the meats, fish, sea foods and poultryand preparing sauces.

**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. Assemble the ingredients and equipment | * 1. The hands are cleaned and sanitized as per the SOPs.   2. The working area and surfaces cleaned and sanitized as per the HACCP and SOPs.   3. Equipment needed are identified and ensured functional as per the SOPs.   4. Identify the ingredients, weigh and measure as per the recipe.   5. Assemble the equipment and ingredients as per SOPs |
| * + - * 1. Cook the meats, fish, sea foods and poultry | * 1. Hygiene procedures are observed as per HACCP   2. Identify the ***cooking methods*** as per the recipe.   3. Determine the quantities of meats to be cooked as per the recipe.   4. Establish the ***cooking category (***(degree of doness) (where applicable).   5. Season the meat as per the recipe and customer specifications.   6. Carve meats (where necessary) using tools and techniques using SOPs.   7. Where meats are required for cold cuts, cool and store as per recipe.   8. Add sauces and garnishes (where applicable) according to recipe.   9. Present/dispense meats, fish, sea foods and poultryas per recipe and style of service.   10. Maintain the holding temperatures as per the SOPs and HACCP. |
| * + - * 1. Prepare sauces | * 1. Identify the type of sauce to be prepared as per the menu.   2. Assemble the ingredients as per the recipe.   3. Prepare the sauce as per the recipe.   4. Add ***thickening agents*** (where necessary) to the sauce as per recipe.   5. Season (where necessary) as per recipe and customer specifications.   6. Present/dispense sauce as per recipe and style of service.   7. Maintain the holding temperature as per the recipe and HACCP. |

|  |
| --- |
|  |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Cooking method may include but not limited to: | * Boiling * Grilling * Roasting * Braising * Deep frying * Poaching * Pan Frying * Baking * Steaming |
| 1. Cooking category (degree) may include but not limited to: | * Rare * Medium * Medium to well * Well done |
| 1. Thickening agents may include but not limited to: | * Roux * Potatoes * Rice * Corn starch * Pasta |

**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:

* Kitchen equipment selection and use
* Food presentation techniques
* Thickening of sauces
* Carving of meat
* Knife skills
* Vegetable cuts
* Cooking methods
* Cleaning methods (scrubbing, cleaning with cold/warm water, use of vegetable wash)
* Use of other working tools and equipment (chopping board)
* Creativity/Innovation
* Garnishing
* Personal grooming
* Seasonings
* Communication
* Numeracy
* Interpersonal relations
* Management
* Team work
* Problem solving skills
* Planning and organizing
* ICT
* First Aid

**Required Knowledge**

The individual needs to demonstrate knowledge and understanding of:

* Hazard Analysis of Critical Control Points ( HACCP)
* Standard Operating Procedure (SOP)
* Occupational Safety and Health (OHS)
* Work place procedures
* Thickening agents
* Seasoning sauces
* Various types of sauces and their differences
* Time management
* Efficient workflow
* Culture and religion (kosher, halal, vegans)
* Guest relations
* Special needs
* Waste management
* Costing and cost control
* Food trends (organic products, molecular gastronomy)
* Hospitality law
* Professional ethics
* Meat carving
* Cooking with wines and spirits
* Fats and oils
* Seasonings (Sugar, salt, pepper and herbs)
* Condiments

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| Critical aspects of  Competency | Assessment requires evidences that the candidate:   * 1. Demonstrated ability to prepare sauces as per the specifications   2. Demonstrated ability to make requisitions.   3. Demonstrated ability to select equipment for cooking meats   4. Demonstrated ability to cook meats using various cooking methods   5. Demonstrated ability to interpret information specifications given to the service team from the customer.   6. Demonstrated ability to communicate to the team members   7. Demonstrated ability to present meats and sauces. |
| Resource Implications | The following resources MUST be provided:   * 1. Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment.   2. Ingredients for preparing various types of meats. |
| Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist of the learners preparing various meats.   2. Written   3. Oral questions   4. Review of portfolios of evidence   5. Third party workplace reports |
| Context for Assessment | Assessment may be done in the workplace, in a simulated workplace setting (assessment centers) or industrial attachment |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PREPARE PASTRY AND BREADS

**UNIT CODE: HOS/OS/FP/CR/06/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to prepare pastry and breads. It involves assembling the ingredients and equipment and preparing breads, cakes, pastries and sweet sauces.

**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. Assemble the ingredients and equipment. | * 1. Clean and sanitize the working area and surfaces.   2. Hygiene procedures are observed as per HACCP.   3. Identify the equipment needed and ensure they are functional as per the SOPs.   4. Identify the ingredients, weigh and measure as per the recipe.   5. Assemble the equipment and ingredients as per SOPs. |
| 1. Prepare breads | * 1. Identify the type(s) of bread to be prepared as per the menu.   2. Properly mix or knead the ingredients as per the specifications.   3. Proof the dough at recommended temperatures and timing .   4. Pre heat the oven and determine the baking temperatures and timing as per recipe.   5. Bake the bread as per recipe .   6. The bread is cooled on the cooling racks as per the recipe.   7. Store/dispense as per recipe and SOPs |
| 1. Prepare cakes | 1. Type(s) of cakes to be prepared are identified as per the recipe. 2. Quantities of ingredients to be used are determined as per the recipe. 3. The ***ingredients are*** ***mixed*** as per recipe. 4. The texture and consistency is determined as per recipe. 5. The oven is pre heated and the baking temperatures and timings set as per the recipe. 6. The cake is baked as per the recipe. 7. The cake is cooled on the cooling racks as per the recipe 8. Store/dispense as per recipe and SOPs |
| 1. Prepare pastries | * 1. ***Type(s) of pastries*** to be prepared are identified as per the menu.   2. Quantities of ingredients to be used are determined as per the recipe.   3. The ingredients of pastry are weighed and measured as per the recipe.   4. The filling (where applicable) is prepared as recipe .   5. The pastry is prepared as per the recipe.   6. Store/dispense as per recipe and SOPs |
| 1. Prepare sweet sauces | * 1. ***Types of sweet sauces***  to be prepared are identified as per the menu.   2. Quantities of ingredients to be used are determined as per the recipe.   3. The sweet sauce is prepared as per the recipe.   4. Store/dispense as per recipe and SOPs. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Ingredients are mixed may include but not limited to: | * Creaming * Rubbing * Whisking |
| 1. Types of pastries may include but not limited to: | * Tarts e.g. apple, strawberry, raspberry * Pies e.g. apple, pineapple |
| 1. Types of sweet sauces may include but not limited to: | * Chocolate * Blueberry * Vanilla * Strawberry * Custard * Pineapple |

**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:

* Kitchen equipment selection and use
* Food presentation techniques
* Thickening sauces
* Knife skills
* Fruits cuts
* Baking
* Cleaning methods (scrubbing, cleaning with cold/warm water)
* Use of other working tools and equipment (chopping board)
* Creativity/Innovation
* Decorations
* Personal grooming
* Mixing skills
* ICT
* First Aid
* Communication
* Accounting (basic)
* Interpersonal relations
* Management
* Team work

**Required Knowledge**

The individual needs to demonstrate knowledge and understanding of:

* Hazard Analysis of Critical Control Points ( HACCP)
* Standard Operating Procedure (SOP)
* Occupational Safety and Health (OHS)
* Work place procedures
* Various types of sweet sauces and their uses
* Time management
* Thickening sauces
* Efficient workflow
* Culture and religion (kosher, halal, vegans)
* Special needs
* Waste management
* Food trends
* Hospitality law
* Allergens (gluten free & nut allergy, milk intolerance)
* Professional ethics
* Costing and cost control
* Herbs and spices
* Operating an oven

**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. Demonstrated the ability select, weigh and measure ingredients for preparing various cakes, pastries and sauces.   2. Demonstrated ability to mix ingredients.   3. Demonstrated ability to observe hygiene in the kitchen.   4. Demonstrated ability to handle (cooking and storage) cakes as recommended. |
| 1. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment   2. Ingredients for preparing soups |
| 1. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written   3. Oral questions   4. Review of portfolios of evidence   5. Third party workplace reports |
| 1. Context for Assessment | Assessment may be done in the workplace, in a simulated workplace setting (assessment centers) or industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |