****

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**FOOD PRODUCTION (CULINARY ARTS) ARTISAN**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the government overall strategy for social economic development. Quality training and development will enable Kenya to achieve its Vision 2030 and the sustainable development goals. This will make Kenya an industrialized country that supports provision of high quality life for all citizens.

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 with the Constitution of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key fundamental feature of this policy is that, it is radically changing the design and delivery of the TVET training. This policy document emphasized the following: that training in TVET shall be competency based, curriculum development shall be industry led, certification based on demonstration of competence and allow for multiple entry and exit in TVET programmes.

These reforms demand that industry takes a leading role in curriculum development to ensure curriculum addresses competence needs of the Industry. It is against this background that these Occupational Standards were developed by the industry to enable the packaging of the curriculum.

It is my conviction that the use of these Occupational Standards will play a great role towards training of competent food production skilled people needed for the growth and sustainable development of the sector.

**DIRECTOR, TECHNICAL EDUCATION**

**MINISTRY OF EDUCATION**

# PREFACE

The Kenya Vision 2030 aims to transform Kenya 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 training and education. TVET has a major responsibility of facilitating the process of inculcating knowledge, attitudes and skills necessary for catapulting the country 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 Reforming Education and Training Sectors in Kenya policy emphasized the need toreform curriculum development, assessment and certification in TVET. This called for the shift to CBET in order to remove the mismatch between the skills training and the industry needs as well as increasing the global competitiveness of our labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Hospitality Sector Skills Advisory Committee (SSAC) developed occupational standards for Food Production (Culinary Arts) Artisan. The occupational standards will be the foundation for packaging competency-based curriculum for Food Production (Culinary Arts) Artisan.

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

I am grateful to the staff of TVET CDACC, Council Technical Committee Members, Hospitality SSAC members and all those who participated in the development and production of these occupational standards.

**CHAIRPERSON TVET CDACC**

# ACKNOWLEDGMENT

These food production occupational standards were developed through the combined efforts of various stakeholders from both private and public organizations. I am most sincerely thankful to the management of the organizations that allowed their staff to participate in this important course. I wish to acknowledge the invaluable contribution of industry players who provided valuable inputs towards the development of these occupational standards.

My gratitude goes to the various individuals who participated in workshops to develop these occupational standards. To each one of you I say thank you. I also sincerely thank the various facilitators that moderated the workshops and ensured that all deliberations and outputs were captured and compiled.

I cannot forget to thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) who provided guidance on the development of these occupational standards.

I wish to express my great gratitude to the Hospitality Sector Skills Advisory Committee (SSAC) members for their immense contribution in the development of these occupational standards.

I also wish to sincerely thank all the individuals and organizations who participated in the validation of these occupational standards.

Last but not least, I am grateful to any other person, institution or organization who in one way or another contributed to the success of this process but has not been mentioned. I dearly acknowledge your contribution and support.

**CHAIRPERSON**

**HOSPITALITY SECTOR SKILLS ADVISORY COMMITTEE**

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# ABBREVIATIONS AND ACRONYMS

BC : Basic Competency

CC : Common Competencies

CDACC ; Curriculum Development Assessment and Certification Council

CR : Core Competency

FP : Food Production

ICT : Information Communication Technology

MoE : Ministry of Education

HOS : Hospitality

PPE : Personal Protective Equipment

OS : Occupational Standards

OSH : Occupation Safety and Health

OSHA : Occupation Safety and Health Act

SSAC : Sector Skills Advisory Committee

TVET : Technical and Vocational Education and Training

WIBA : Work Injury and Benefits Act

# KEY TO UNIT CODE

**HOS/OS/FP /BC/01/4/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

**OVERVIEW**

Food production Level 4 consists of competencies that an individual must achieve to carry out food production operations. It entails preparing stocks and soups, eggs, food accompaniments, cuts of meats, cook meat, salads, yeast products, cakes, desserts sandwiches and beverages.

The units of competency comprising this qualification include the following basic and core units of learning as indicated below:

**BASIC UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/FP BC/01/4/A | Communication skills |
| HOS/OS/FP/BC/02/4/A | Numeracy skills |
| HOS/OS/FP/BC/03/4/A | Digital literacy |
| HOS/OS/FP/BC/04/4/A | Entrepreneurial skills |
| HOS/OS/FP/BC/05/4/A | Employability skills |
| HOS/OS/FP/BC/06/4/A | Environmental literacy |
| HOS/OS/FP/BC/07/4/A | Occupational safety and health practices |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/FP/CR/01/4/A | Prepare stocks and soups |
| HOS/OS/FP/CR/02/4/A | Prepare eggs |
| HOS/OS/FP/CR/03/4/A | Prepare food accompaniments |
| HOS/OS/FP/CR/04/4/A | Prepare cuts of meats |
| HOS/OS/FP/CR/05/4/A | Cook meats |
| HOS/OS/FP/CR/06/4/A | Prepare salads |
| HOS/OS/FP/CR/07/4/A | Prepare yeast products |
| HOS/OS/FP/CR/08/4/A | Prepare cakes |
| HOS/OS/FP/CR/09/4/A | Prepare desserts |
| HOS/OS/FP/CR/010/4/A | Prepare sandwiches |
| HOS/OS/FP/CR/011/4/A | Prepare beverages |

**BASIC COMPETENCIES**

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** HOS/OS/FP/BC/01/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required demonstrate communication skills. It involvesobtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**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    1. Personal interaction is carried out clearly and concisely according to workplace requirements |
| 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 |
| 1. Communicate information about workplace processes | 1. Information sources are identified according to workplace procedures 2. ***Methods of communication*** are selected based on workplace guidelines 3. Multiple operations are communicated according to workplace structure 4. Work-related questions are asked and responded based on set protocols 5. Information is selected and organized according to workplace requirements 6. Verbal and written reporting is undertaken as per workplace requirements 7. Communication is maintained according to workplace standards |
| 1. Lead workplace discussions | 1. Response to workplace issues is sought and provided as per workplace protocol 2. Constructive contributions are made based on ***workplace discussions*** 3. Workplace objectives and action plan are communicated according to workplace requirements |
| 1. Identify and communicate issues arising in the workplace | 1. Issues and problems are identified as per workplace guidelines 2. Problems and issues in the workplace are organized according to workplace operations 3. Dialogue is initiated with appropriate personnel as per workplace structure 4. Problems and issues raised are communicated as per the workplace reporting procedures |

**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. Methods of communication maymay include but not limited to: | * Non-verbal gestures * Verbal * Face to face * Two-way radio * Speaking to groups * Using telephone * Written * Internet |
| 1. Workplace discussion may may include but not limited to: | * Coordination meetings * Toolbox discussion * Peer-to-peer discussion |

**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
* Active listening
* Interpretation
* Negotiation
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Organization requirements for written and electronic communication methods
* Effective verbal communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette

**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. Dealt with a range of communication/information at one time 2. Made constructive contributions in workplace issues 3. Sought workplace issues effectively 4. Responded to workplace issues promptly 5. Presented information clearly and effectively in written form 6. Used appropriate sources of information 7. Asked appropriate questions 8. Provided accurate information |
| 1. Resource Implications | 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. Third-party reports 2. Portfolio 3. Interview 4. Written tests 5. Observation 6. 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 NUMERACY SKILLS

**UNIT CODE:** HOS/OS/FP/BC/02/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**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 and use whole numbers and simple fractions, decimals and percentages for work | | 1. Simple fractions, decimals and percentages identified and interpreted as per standard operating procedures. 2. Understanding of place value by organising numbers from smallest to largest demonstrated as SOPs 3. Required numerical information located and decision made on appropriate method to solve a problem as per SOPs 4. Limited range of calculations performed using the four operations using SOPs 5. Links between operations described as per SOPs 6. Estimations made to check reasonableness of results of problem-solving process as SOPs 7. Numerical information recorded, and the result of the task communicated using informal and some formal language and symbolism as per workplace procedures |
| 1. Identify, measure and estimate familiar quantities for work | 1. Measurement information in workplace tasks and texts identified and interpreted as per workplace procedures. 2. Familiar units of measurement needed for tasks is identified as per measurements manuals/charts 3. Familiar and simple amounts estimated as per workplace procedures. 4. Appropriate measuring equipment selected as per SOPs 5. ***Simple measuring equipment*** graduated in familiar units to measure relevant quantities is used as per graduation manuals. 6. Calculation done using familiar units of measurement as per SOPs 7. Measurements and results checked against estimates as per job specifications. 8. Results are recorded or reported as per workplace procedures 9. Results relevant to the workplace task are communicated using informal and some formal mathematical and general language as per workplace procedures. |
| 1. Read and use familiar maps, plans and diagrams for work | 1. Items and places are in familiar maps, plans and diagrams as per SOPs 2. Common symbols and keys recognised in familiar maps, plans and diagrams as per SOPs 3. Understanding of direction and location demonstrated by describing the location of objects, or route to familiar places as per SOPs 4. Instructions to locate familiar objects or places are given and followed as per SOPs 5. Informal and some formal oral mathematical language and symbols are used as per SOPs |
| 1. Identify and describe common 2D and some 3D shapes for work | 1. ***Common 2D shapes and some common 3D shapes*** in familiar situations are identified and named as per job requirements 2. Common 2D shapes and designs are compared and classified as per SOPs 3. Informal and some formal language used to describe common two-dimensional shapes and some common three-dimensional shapes in accordance with workplace procedures. 4. Simple items used to draw or construct common 2D shapes as per workplace procedures. 5. Common 3D shapes matched to their 2D sketches or nets as per SOPs |
| 1. Construct simple tables and graphs for work using familiar data | 1. Common types of graphs are identified and named as per SOPs 2. Familiar data to be collected is determined in accordance with job specifications. 3. A method to collect data is selected in accordance with workplace procedures. 4. A small amount of simple familiar data is collected as per workplace procedures 5. One or two variables determined from the data collected as per SOPs. 6. Data ordered and collated as per standard operating procedures. 7. A table is constructed and data entered as per SOPs 8. Graphs are constructed using data from table as per job specifications 9. Results are promptly checked as per workplace procedures 10. Graph information related to work is reported or discussed using informal and some formal mathematical and general language as per workplace procedures |
| 1. Identify and interpret information in familiar tables, graphs and charts for work | 1. Simple tables are identified in familiar texts and contexts in accordance with workplace procedures 2. Title, headings, rows and columns located in familiar tables as per SOPs 3. Information and data in simple tables identified and interpreted as per workplace procedures. 4. Information is related in accordance with workplace tasks 5. Familiar graphs and charts are identified in familiar texts and contexts as per SOPs 6. Title, labels, axes, scale and key from familiar graphs and charts are located as per SOPs 7. Information and data in familiar graphs and charts are identified and interpreted as per job requirements 8. Information is related to relevant workplace tasks as per job requirements. |

**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. Simple measuring equipment may may include but not limited to: | * Rulers * Watches/clocks * Scales * Thermometers * AVO meter |
| 1. Common 2D shapes and common 3D shapes may may include but not limited to: | * Round * Square * Rectangular * Triangle * Sphere * Cylinder * Cube * Polygons * Cuboids |

**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. Simple fractions, decimals and percentages are correctly identified and interpreted   2. Performed a limited range of calculations using the 4 operations   3. Performed calculations using familiar units of measurement   4. Recognised common symbols and keys in familiar maps, plans and diagrams   5. Constructed simple tables and graphs using familiar data   6. Identified and interpret information in familiar tables, graphs and charts |
| 1. Resource Implications | 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 |
| 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/03/4/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 task sand 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. ***Appropriate computer software*** is 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 as per information security 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   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.

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

**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
* Interpretation
* Typing
* Communication
* Computing

**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 | * 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 tests   2. Practical assignment   3. Interview   4. Oral Questioning   5. Observation |
| 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/04/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required demonstrate entrepreneurial skills. It involvescreating and maintaining small scale business, establishing small scale business customer base, managing small scale business and growing/ expanding small scale 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. Create and maintain small scale business | 1. Generation and evaluation of business ideas is undertaken in accordance with the existing procedure 2. Competencies are matched with business opportunities in accordance with business practices. 3. Procedure for starting a small business is identified as per the legal requirements 4. SWOT/ PESTEL analysis and or industrial survey is carried out according to office procedures 5. ***Business operations*** are monitored and controlled following established procedures. 6. Quality assurance measures are implemented in accordance with the business practices. 7. Good relations are maintained with staff/workers as per the workplace policies. 8. Policies and procedures on occupational safety and health and environmental concerns are constantly observed as per the workplace policies |
| 1. Establish small scale business customer base | 1. Good customer relations are maintained in accordance with office procedures 2. New customers and markets are identified, explored and reached out to according to the marketing plan 3. Promotions/Incentives are offered to loyal customers in accordance with office procedures 4. Additional products and services are evaluated and tried in accordance with marketing strategy 5. Customer record is maintained in accordance with office procedures |
| 1. Manage small scale business | 1. Enterprise is built up and sustained in line with judicious control of cash flows. 2. Profitability of enterprise is ensured as per the internal controls. 3. Unnecessary or lower-priority expenses and purchases are avoided as per the marketing strategy 4. Basic cost-benefit analysis are undertaken in accordance with office procedures 5. Basic financial management are undertaken in accordance with office procedures 6. Basic financial accounting in undertaken in accordance with office procedures 7. Business ***internal controls*** are implemented in accordance with office procedure 8. Setting business priorities and strategies is carried out according to office procedures 9. Preparation and interpretation of basic financial statements is undertaken in accordance with set procedures 10. Preparation of business plansfor small business is undertaken in accordance with ***business strategy*** 11. Business Social Responsibility is maintained in accordance with Standard Operations Procedures (SOP) |
| 1. Grow/ expand small scale business | 1. Prepared business growth strategy for small sale business in accordance with office procedures 2. Incorporated technology in small scale business growth in accordance with technological trends 3. Emerging issues and trends are considered in accordance with business growth strategy 4. Built audience interest in product/service according to growth strategy 5. Boosted cooperate communication according to business ***communication strategy*** |

**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. Business operations may may include but not limited to: | * Purchasing * Accounting/administrative * Work production/operations/sales * Marketing |
| 1. Internal control may may include but not limited to: | * Accounting systems * Financial statements/reports * Cash management * Human resource management |
| 1. Business Strategy may may include but not limited to: | * Management of wastages * Environmental Conservation |
| 1. Communication strategy may may include but not limited to: | * Blue print of exchange of information * Technology and exchange of information |

**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:

* Marketing
* Advertising
* Basic bookkeeping
* Accounting
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Generation and evaluation of business ideas
* Legal requirements for starting a small business
* SWOT/ PESTEL analysis
* Occupational Safety and Health
* Public relations concepts
* Business plan
* Business financing
* Marketing strategies
* Business management and control
* Production/ operation process
* Product promotion strategies
* Market and feasibility studies
* 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
* Business growth strategies

**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 entrepreneurial skills 2. Demonstrate competencies to create a small-scale business 3. Demonstrated ability to conceptualize and plan a micro/small business 4. Grew customer base for the small-scale business 5. Demonstrated ability to manage/operate a micro/small-scale business 6. Demonstrated competencies to grow a micro/small-scale business |
| 1. Resource Implications | |  | | --- | |  |   The following resources should be   1. Assessment location provided: 2. Case studies on micro/small-scale enterprises 3. Assessment materials |
| 1. Methods of Assessment | Competency in this unit may be assessed through:  3.1 Written tests  3.2 Observation  3.3 Oral questioning  3.4 Portfolio  Projects |
| 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 EMPLOYABILITY SKILLS

**UNIT CODE:** HOS/OS/FP/BC/05/4/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 objective 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. Personal objectives may may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Feedback may may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Team may may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Drug and substance abuse may may include but not limited to: | * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Emerging issues may may include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |
| 1. Range of media for learning may may include but not limited to: | * Mentoring * peer support and networking * IT and courses |
| 1. Innovation may may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |

**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
* Interpersonal
* 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
* 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
* 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/06/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**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 methods for environmentally hazardous materials are followed according to environmental regulations and OSHS.   2. Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS.   3. ***PPE*** is used according to OSHS. |
| 1. Control environmental pollution | * 1. ***Environmental pollution*** ***control measures*** are compiled 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 s | * 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. |
| 1. Evaluate current practices in relation to resource usage | * 1. Information on resource efficiency ***systems and procedures*** are collected and provided as per work groups/sector   2. ***Current resource usage*** is measured and recorded as per work group/sector   3. Current purchasing strategies are analyzed and recorded according to industry procedures.   4. Current work processes to access information and data is analyzed following enterprise protocol. |
| 1. Identify environmental legislations/conventions for environmental concerns | 1. Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact 2. Industrial standard/environmental practices are described according to the different environmental concerns |

**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 are not limited to: | * Masks * Gloves * Goggles * Safety hat * Overall * Hearing protector * Safety boots |
| 1. Environmental pollution control measures may include but are not limited to: | * Methods for minimizing or stopping spread and ingestion of airborne particles * Methods for minimizing or stopping spread and inhaling gases and fumes * Methods for minimizing or stopping spread and ingestion of liquid wastes |
| 1. Waste management procedures may include but are not limited to: | * Sorting * Storing of items * Recycling of items * Disposal of items * Handling * Transport |
| 1. Current resources usage may include but are not limited to: | * Electric * Water * Fuel * Telecommunications * Supplies * Materials |

**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
* Recording
* Analytical
* Monitoring
* Writing
* Communication

**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
* Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Types of workplace environmental hazards
* Environmental regulations
* Environmental regulations applying to the enterprise.
* Procedures for assessing compliance with environmental regulations.
* Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis current work processes to access information and data Analysis of data and information

**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 hazards 2. Controlled environmental pollution 3. Demonstrated sustainable resource use 4. Evaluated current practices in relation to resource usage |
| 1. Resource Implications | The following resources should be provided:   * 1. Workplace with storage facilities   2. Tools, materials and equipment relevant to the tasks (e.g. cleaning tools, cleaning materials, trash bags, etc.)   3. PPEs   4. Manuals and references   5. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection   6. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written tests 4. Third party reports 5. Portfolio |
| 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 OCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** HOS/OS/FP/BC/07/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves observing workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**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. Adhere to workplace procedures for hazards and risk prevention | 1. Arrangement of work area and items in accordance with workplace procedures requirements 2. Work standards and procedures are followed based on instructions 3. ***Prevention and control measures*** are applied based on instructions |
| 1. Participate in arrangements for workplace safety and health maintenance | 1. Orientations on ***OSH requirements and regulations*** is undertaken in line with policy. 2. Feedback on occupational health and safety are provided as per workplace instructions. 3. Workplace procedures for reporting hazards, incidents, injuries and sickness are adhered to as per workplace policy. 4. ***OSH-related training needs*** are identified and proposed as per workplace policy. |

**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. 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 gears /PPE (Personal Protective Equipment’s) 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 |
| 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. OSH requirements / regulations may include but are not limited to: | * Building code * Permit to Operate |
| 1. OSH-related trainings may include but are not limited to: | * Safety Orientations relevant to tasks * Safe and Correct Operation of Tools and Equipment * Health Orientations/trainings * Prevention and Control of OSH Hazards in the workplace * Chemical Handling * Safety Trainings * Prevention and Control of Work-related Injuries and Illness * Basic First-aid Trainings * Emergency Response Trainings * Trainings on use of fire-extinguisher |

**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
* Knowledge management
* Collaborating
* Interpersonal
* Troubleshooting
* Critical thinking
* Observation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH principles and legislations
* Principles of good housekeeping (5S)
* Company/workplace policies/ guidelines
* Standards and safety requirements of work process and procedures
* Standard Workplace emergency plan and procedures
* Safety and health requirements of tasks
* Workplace guidelines on providing feedback on OSH and security concerns
* OSH regulations
* Hazard control procedures
* OSH trainings relevant to work

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. 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 evidence that the candidate:   1. Arranged work area and items in accordance with 2. workplace procedures requirements 3. Followed work standards and procedures based on instructions 4. Applied ***Prevention and control measures*** based on instructions 5. Undertook orientations on ***OSH requirements and regulations*** in line with policy. 6. Provided feedback on occupational health and safety as per workplace instructions. 7. Adhered to workplace procedures for reporting hazards, incidents, injuries and sickness to as per workplace policy. 8. Identified and proposed ***OSH-related training needs*** as per workplace policy. |
| 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. |

# CORE COMEPETENCIES

# PREPARE STOCKS AND SOUPS

**UNIT CODE:** HOS/OS/FP/CR/01/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present stocks, soups and sauces. It involves the ability to prepare prepare brown, white, chicken and ish stocks. The ablity to prepare cream,, clear, broth 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. Prepare brown stock | * 1. Ingredients are prepared as per the recipespecifications   2. Hygienic standards and procedures are observed while cleaning.   3. Freshness and quality is checked as per the SOPs.   4. ***Prepare ingredients*** for stocks e.g. chop, cut   5. Brown bones, vegetables as per the specifications   6. Stock is boiled and simmered in a stock pot as per the SOPs   7. stock is strained and used as per the recipe |
| 1. Prepare white stock | * 1. Ingredients are prepared as per the recipespecifications   2. Hygienic standards and procedures are observed while cleaning.   3. Freshness and quality is checked as per the SOPs.   4. Prepare ingredients for stocks e.g. chop, cut   5. Stock is simmered in a stock pot as per the SOPs   6. stock is skimmed and strained and used as per the recipe |
| 1. Prepare fish stocks | * 1. Ingredients are prepared as per the recipe fish stock specifications   2. Ingredients selected as per the hygienic standards   3. Freshness and quality is checked as per the SOPs.   4. Fish stock ingredients are blanched as per the recipe   5. Fish stock is boiled and simmered as per the recipe   6. Fish stock is skimmed and strained as per the recipe   7. Fish stock is cooled as per the recipe   8. Stock is stored/used as per the recipe |
| 1. Prepare cream soups | * 1. Ingredients selected as per the recipe   2. Ingredients prepared as per the recipespecifications   3. Hygiene standards and procedures observed as per HACCP   4. ***Vegetables prepared*** (where necessary) as per the recipe   5. Stock added as per the recipe   6. Soup simmered till cooked   7. ***Thickening agent*** (where necessary) added as per the recipe   8. ***Seasoning*** and taste checked as per recipe   9. Cream/milk/béchamel added as per the recipe   10. ***Garnish,*** Present and dispense soup as per recipe and style of service   11. Prepare appropriate soup accompaniments as per the type of soup |
| 1. Prepare clear soups | * 1. Ingredients selected as per the recipe   2. ***Ice cold Ingredients*** prepared as per the recipespecifications   3. Hygiene standards and procedures observed as per HACCP   4. Vegetables(where necessary) prepared as per the recipe   5. Egg white is mixed with the ingredients as per the recipe   6. Clarify with the egg shells as per the specification.   7. Stock added as per the recipe.   8. Soup is boiled and simmered till cooked.   9. ***Seasoning*** and taste checked as per recipe   10. Garnish, present and dispense soup as per recipe and style of service |
| 1. Prepare broth | * 1. Ingredients selected as per the recipe   2. Ingredients prepared as per the recipespecifications   3. Hygiene standards and procedures observed as per HACCP   4. Vegetables/meat prepared as per the recipe   5. Broth is boiled and simmered till cooked   6. Broth is seasoned and skimmed as per recipe   7. Broth is served with the cuts of meat/vegetable used topreapre the broth |

**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*** may include but not limited to: | * Bones * Vegetables |
| 1. ***Ice cold Ingredients*** may include but not limited to: | * Minced beef * Vegetables * Herbs * Egg white * Stock |
| 1. ***Garnish*** may include but not limited to: | * Parsley * Tomatoes * Carrots * Eggs * Pancake * Cheries |
| 1. ***Vegetables Prepared*** may include but not limited to: | * Peeling * Cutting * Trimming * De-stocking * Chopping * Turning * Shredding * Slicing |
| 1. ***Thickening agents*** may include but not limited to: | * Corn flour * Arrowroots * Egg * Coullis |
| 1. ***Seasoning*** may include but not limited to: | * Herbs * Spices * Salt * Pepper |
| 1. Cooking method may include but not limited to: | * Boiling * Frying * Sauté |

**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 skills
* Vegetable cuts
* Cooking methods (e.g. boiling, simmering)
* Use of working tools and equipment
* Creativity/Innovation
* Garnishing
* Communication
* Interpersonal relations
* First aid
* Time Management
* Sweating

**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
* Stocks and soups ingredients
* Food safety and hygiene
* Quality control
* Waste management
* Proper storage
* Purchase specification
* Processed foods
* Herbs and spices
* Sugar and salt
* Fats and oils
* Allergens (gluten free & nut allergy, milk intolerance)
* Garnishes
* Professional ethics
* Healthy eating
* Value addition
* Emerging food tends

**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. Identified types of stocks and soups   2. Identified ingredients for preparing stocks and soups   3. Identified equipment used in preparing stocks and soups   4. Prepared various stocks and soups using the appropriate methods.   5. Observed gastronomic aspects when preparing stocks and soups   6. Observed hygiene when preparing the stocks and soups   7. Managed waste effectively   8. Communicated effectively.   9. Garnished stocks and soups   10. Used the stocks   11. Presented the stocks and soups with accompaniments. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen   2. A working environment meeting OSHA standard   3. A variety of ingredients |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written or oral questions   3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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 EGGS

**UNIT CODE:** HOS/OS/FP/CR/02/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present eggs and egg dishes. It requires the ability to prepare boiled, poached, fried, scotch, omelette and scrambled eggs

**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 boiled eggs | * 1. Nutritional value of eggs is identified.   2. ***Types of eggs*** are selected as per the recipe   3. Egg sizes are determined by weighing as per the recipe   4. Freshness is tested as per SOPs   5. Eggs are boiled at the desired degree of cooking as per the recipe |
| 1. Prepare poached eggs | * 1. Types of eggs are selected as per the recipe are   2. Freshness is tested as per SOPs   3. Eggs are poached as per the recipe. |
| 1. Prepare fried eggs | * 1. Types of eggs are selected as per the recipe are   2. Freshness is tested as per SOPs   3. Eggs are fried at the desired degree of doneness as per the recipe |
| 1. Prepare omelettes | * 1. Types of eggs are selected as per the recipe are   2. Freshness is tested as per SOPs   3. Omelettes are prepared as per the recipe |
| 1. Prepare scotch eggs | * 1. Types of eggs are selected as per the recipe are   2. Freshness is tested as per SOPs   3. Scotch eggs are prepared as per the recipe |
| 1. Prepare scrambled eggs | * 1. Types of eggs are selected as per the recipe are   2. Freshness is tested as per SOPs   3. Eggs are 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. ***Types of eggs*** includes but not limited to: | * Chicken * Ducks * Goose * Quill * Ostrich * Local/Layers |

**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
* Cracking and separating eggs
* Vegetable cuts
* Use of tools and equipment
* Frying pan preparation (with salt)
* 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
* Food safety and hygiene e.g. contamination
* Quality control
* Waste management
* Food storage
* Purchase specification
* Seasonings (Herbs, spices, sugar and salt)
* Condiments
* Fats and oils
* Garnishes
* Professional ethics
* Healthy eating
* Value addition
* Emerging food tends

**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. Identified the tools and equipment for preparing various types of eggs   2. Identified the ingredients for preparing various types of eggs   3. Observed hygienic standards and procedures as per HACCP when preparing eggs and egg dishes.   4. Demonstrated creativity and innovations in cutting vegetables for preparing omelettes   5. Produced various types of eggs   6. Garnished the eggs creatively   7. Served the eggs appropriately   8. Managed waste effectively   9. Communicated effectively.   10. Demonstrated a positive attitude.   11. Managed time effectively |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen   2. A working environment meeting the OSHA standards   3. A variety of ingredients |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written or oral questions   3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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 FOOD ACCOMPANIMENTS

**UNIT CODE:** HOS/OS/FP/CR/03/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present food accompaniments. It involves organizing entremetier section, identifying, cleaning, preparing, cooking, presenting and dispensing food accompaniments.

**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. Organise entremétier section | * 1. Kitchen is aerated as per SOPs.   2. Lights are turned on and stoves are checked for defects.   3. Tools and equipment are assembled.   4. Temperatures of the cold rooms/fridges are checked   5. Cleaning and sanitization is performed.   6. Stock levels of perishables and dry ingredients are checked.   7. Additional ingredients are requisitioned.   8. The menu of the day is interpreted. |
| 1. Identify ingredients for food accompaniments | * 1. Recipes are interpreted according to organizations SOP’s   2. Ingredients are collected as per the recipes   3. Organization standards and FIFO procedures are adhered to.   4. Ingredients are weighed/measured as per specifications |
| 1. Clean ingredients for food accompaniments | * 1. Hygienic standards and procedures are observed while cleaning.   2. Quality of ingredients is checked during cleaning.   3. Cereals and legumes are selected before washing.   4. Ingredients are placed in specified containers after washing. |
| 1. Prepare ingredients for food accompaniments | * 1. ***Vegetable*** ***ingredients are*** ***prepared*** as per specifications   2. ***Starch*** ingredients are prepared as per specifications |
| 1. Cook food accompaniments | * 1. ***Cooking methods*** applied as per the recipe   2. Recommended equipment for cooking each food item used.   3. Temperatures are observed as per the recipe.   4. Timings are adhered to as per the recipe.   5. Recipe is adhered to.   6. Food accompaniments are either presented or preserved. |
| 1. Prepare salad e.g. green salads Kachumbari | * 1. Select type and size of equipment suitable to prepare the simple salads.   2. Ingredients identified and selected as per the recipe.   3. Ingredients are weighed and measured according to recipe.   4. Hygiene procedures are observed as per HACCP   5. ***Special vegetable cuts*** used to prepare salads according to recipe.   6. Portion and prepare salad ingredients as per recipe.   7. Prepare dressings and store at recommended temperature until required.   8. Make adjustments as per recipe. |
| 1. Present food accompaniments | * 1. Equipment for presentation selected as per SOPs.   2. Aesthetics and hygiene standards are observed.   3. Food accompaniment temperatures are observed and maintained as per the recipe specification.   4. Portion sizes are maintained as per the recipe. |
| 1. Dispense food accompaniments | 8.1 Hygiene standards are observed as per SOP.  8.2 Temperatures are maintained as recipe.  8.3 Timings are adhered to 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. ***Accompaniments*** may include but not limited to: | * Starches * Vegetables * Salads |
| 1. ***Vegetables*** may include but not limited to: | * Leaf * Tuber * Root vegetables * Bulbs * Flower * Fruit vegetables * Fungi * Stems * Seeds |
| 1. ***Vegetables prepared*** may include but not limited to: | * Peeling * Cutting * Trimming * De-stocking * Chopping * Turning * Shredding * Slicing * Mashing * Grating * Piping |
| 1. ***Starch*** may include but not limited to: | * Rice * Potatoes * Pasta * Wheat * Maize * Sorghum * Millet |
| 1. ***Cooking method*** may include but not limited to: | * Boiling * Grilling * Roasting * Braising * Deep frying * Pan frying * Poaching * Baking   1. Shallow frying (Sauté, Stir Fry, Sweating) |
| 1. ***Menu*** may include but not limited to: | * A La Carte * Table D’ Hote * Buffet * Cocktail |
| 1. ***Salad ingredients*** may include but not limited to: | * Lettuce * Cucumber * Onions * Tomatoes * Carrots * Cabbage * Assorted sweet capsicums * Parsley * Onions * Cappers * Gherkin * Sweet peppers * Green chilli |
| 1. ***Salad dressing*** ingredients may include but not limited to: | * Oils eg Sunflower, olive, coconut oil,siseme * Black peper * Vinegar * Salad dresings eg Mayonnaise, vinaigrette * Tomato ketchup |

**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 placement
* Knife skills
* Cooking methods e.g. blanching, steaming, grilling, baking, simmering
* Food presentation techniques
* Vegetable cuts e.g. batons, paysanne, mirepoix, macedoine chiffonade, julienne
* Cleaning methods e.g. scrubbing, wiping, dusting
* Use tools and equipment
* Methods of preparation e.g. kneading, whisking, shaping, rolling
* Garnishing
* Personal grooming
* Creativity/innovations
* 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
* Methods of cooking
* Product knowledge
* Food safety and hygiene e.g. contamination
* Quality control
* Waste management
* Food storage
* Purchase specification
* Processed foods
* Seasonings (Herbs, spices, sugar and salt)
* Condiments
* Fats and oils
* Allergens (gluten free & nut allergy, milk intolerance)
* Garnishes
* Professional ethics
* Healthy eating
* Value addition
* Emerging food trends

**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. Identified and assembled all tools and equipment for preparing food accompaniments   2. Assembled all the ingredients for preparing food accompaniments   3. Combined texture, colour and taste when preparing food accompaniments.   4. Demonstrated ability to use expertise in using various cooking methods in preparing food accompaniments.   5. Portioned food and maintained ratios.   6. Demonstrated complete understanding of the different nutritional values of various food items.   7. Demonstrated ability to present food.   8. Managed waste effectively.   9. Communicated effectively.   10. Demonstrated a positive attitude.   11. Managed time effectively. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen   2. A working environment meeting the OSHA standards   3. A variety of ingredients |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written or oral questions   3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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 CUTS OF MEATS

**UNIT CODE:** HOS/OS/FP/CR/04/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to prepare various cuts of meats. It requires the ability to clean and sanitize the working area, assemble the working tools and equipment, prepare butchers meats, fish, sea foods poultry, cold cuts and offal

**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 the working area | * 1. Cleaning equipment/materials are identified the as per the HACCP and SOPs.   2. Working area surfaces are cleaned and sanitized. |
| 1. Assemble the working equipment | * 1. ***Working equipment*** are identified the as per the recipe.   2. Working equipment are assembled as per the SOPs. |
| 1. Prepare cuts of meats (beef, goat, pork and lamb) | * 1. Identify meats based on menu and recipe.   2. FIFO procedures are followed.   3. The ingredients of the day are requesited 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 | * 1. FIFO procedures are followed.   2. Fish are prepared using specified knives and colour coded chopping boards   3. Thawing (where applicable) is done adhering to HACCP and SOPs.   4. Freshness and quality is checked as per the SOPs.   5. Scaling/shelling of fish (where applicable) is done as per the quality and safety standards.   6. The fish is deboned (filleting) as per the recipe.   7. Fish is portioned and stored at the recommended temperatures.   8. Fish 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 adhering to HACCP and SOPs.   4. Freshness and quality is checked as per the SOPs.   5. Poultry is prepared as per the recipe. |
| 1. Prepare Offal’s | * 1. Types of offal’s to be prepared is identified as per the recipe   2. Skinning (e.g. liver) and trimming (e.g. kidney) as per recipe   3. Offal cleaned following HACCP procedures   4. Offal is cut as per the recipe   5. Offal is marinated as per the recipe   6. Offal is seasoned as per the recipe   7. Offal is storage as per SOPs   8. Offal is presented as observing hygiene standards |

**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 * Slicers |
| 1. ***Quality standards*** may include but not limited to: | * Colour * Smell * Texture * Freshnes |
| 1. ***Specifications*** may include but not limited to: | * Drum sticks * Chicken breasts * Chicken wing * Whole roast chicken * Steak * Minced * Ribs * Offal’s |

**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 placement
* Knife skills
* Vegetable cuts e.g. batons, paysanne, mirepoix, macedoine chiffonade, julienne
* Cleaning methods e.g. scrubbing, wiping, dusting
* Use tools and equipment
* Methods of preparing meats cuts
* Tenderizing
* Garnishing
* Marinating
* Deboning
* Personal grooming
* Creativity/innovations
* 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
* Food safety and hygiene e.g. contamination
* Marinating
* Quality control
* Waste management
* Food storage
* Purchase specification
* Processed foods
* Seasonings (Herbs, spices, sugar and salt)
* Condiments
* Fats and oils
* Allergens (gluten free & nut allergy, milk intolerance)
* Garnishes
* Professional ethics
* Healthy eating
* Value addition
* Emerging food tends

**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 tools and equipment for preparing cuts of meats   2. Identified ingredients for preparing cuts of meats.   3. Sanitised the working area and surfaces as they worked   4. Checked the quality of the meats by using quality standards ie. colour, smell, texture and freshness.   5. Prevented cross contamination by use of colour coded chopping boards, proper storage and sanitisation of preparation surfaces   6. Cut all types of meats as per the specifications   7. Stored the meat cuts appropriately   8. Portioned meats as per the specifications   9. Managed waste effectively   10. Communicated effectively.   11. Demonstrated a positive attitude.   12. Managed time effectively. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen   2. A working environment meeting the OSHA standards   3. A variety of ingredients |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written or oral questions   3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# COOK RED, WHITE MEATS AND OFFAL

**UNIT CODE:** HOS/OS/FP/CR/05/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present various meats and sauces. It requires the ability to assemble all the ingredients, cook the meats, fish, sea foods, poultry and 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 all 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 meats (beef, goat, pork and lamb) | * 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 as per 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 meatsas per recipe and style of service.   10. Maintain the holding temperatures as per the SOPs and HACCP. |
| * + 1. Cook poultry | * 1. Hygiene procedures are observed as per HACCP   2. Identify the cooking methods as per the recipe.   3. Determine the quantities of poultry to be cooked as per the recipe.   4. Establish the cooking category ***(***(degree of doness) (where applicable).   5. Season the poultry as per the recipe and customer specifications.   6. Carve poultry (where necessary) using tools and techniques as per SOPs.   7. Where poultry are required for cold cuts, cool and store as per recipe.   8. Add sauces and garnishes (where applicable) according to recipe.   9. Present/dispense poultry as per recipe and style of service.   10. Maintain the holding temperatures as per the SOPs and HACCP. |
| * + 1. Cook fish | 4.1 Hygiene procedures are observed as per HACCP   * 1. Identify the cooking methods as per the recipe.   2. Determine the quantities of fish to be cooked as per the recipe.   3. Establish the cooking category ***(***(degree of doness) (where applicable).   4. Season the fish as per the recipe and customer specifications.   5. Carve fish (where necessary) using tools and techniques as per SOPs.   6. Where fish are required for cold cuts, cool and store as per recipe.   7. Add sauces and garnishes (where applicable) according to recipe.   8. Present/dispense fish as per recipe and style of service.   9. Maintain the holding temperatures as per the SOPs and HACCP. |
| 1. Cook offal’s | * 1. Hygiene procedures are observed as per HACCP.   2. Cooking methods identified as per the recipe.   3. Qauantities of offal to be cooked are determined as per the recipe.   4. Offal is seasoned as per the recipe and customer specifications.   5. Offal is garnished as per the recipe.   6. Offal is dresented/dispensed offal as per recipe and style of service.   7. Maintain the holding temperatures as per the SOPs 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 * Smoking * Pan Frying * Baking * Steaming |
| 1. ***Cooking category*** (degree) may include but not limited to: | * Rare * Medium * Medium to well * Well done |
| 1. ***Type of sauce*** may include but not limited to: | * White sauces * Brown sauces * Clear sauces * Tomato sauce (concasse) |
| 1. ***Thickening agents*** may include but not limited to: | * Roux * Potatoes * Rice * Pasta * Arrowroots * Corn flour |

**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 placement
* Knife skills
* Food presentation techniques
* Vegetable cuts e.g. batons, paysanne, mirepoix, macedoine chiffonade, julienne
* Cleaning methods e.g. scrubbing, wiping, dusting
* Use of tools and equipment
* Methods of cooking meats
* Garnishing
* Tenderizing meats
* Carving and portioning
* Seasoning
* Personal grooming
* Creativity/innovations
* 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
* Food safety and hygiene e.g. contamination
* Quality control
* Waste management
* Food storage
* Marinating
* Tenderizing
* Purchase specification
* Processed foods
* Seasonings (Herbs, spices, sugar and salt)
* Condiments
* Fats and oils
* Allergens (gluten free & nut allergy, milk intolerance)
* Garnishes
* Professional ethics
* Healthy eating
* Value addition
* Emerging food tends

**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 tools and equipment for cooking meats.   2. Identified ingredients for cooking meats.   3. Sanitised the working area and surfaces as he/she worked.   4. Checked the quality of the meats by using quality standards ie. colour, smell, texture and freshness.   5. Prevented cross contamination by use of colour coded chopping boards, proper storage and sanitisation of preparation surfaces.   6. Tenderized the meat as required before cooking.   7. Marinated the meats before cooking.   8. Cooked the meats using various methods.   9. Seasoned the meat as per the recipe.   10. Garnished the meat dishes and presented appropriately.   11. Portioned meats as per the specifications.   12. Managed waste effectively.   13. Communicated effectively.   14. Demonstrated a positive attitude.   15. Managed time effectively. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen   2. A working environment meeting the OSHA standards   3. A variety of ingredients |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written or oral questions   3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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/06/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present salads. It requires the ability to do mis-en –place, wash and sanitize, spin (remove excess water), arrange and prepare 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 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 removed e.g by spinning, patting dry or placing in a strainer. |
| 1. Prepare simple salads | * 1. Uses of simple salads are identified as per the recipe.   2. Ingredients for preparing simple salads are identified and selected as per the recipe.   3. Equipment and tools for preparing simple salads are assembled as per the recipe.   4. Simple salads are prepared following the recipe   5. Simple salads are held at the required temperatures.   6. Recognizing health eating options and variations are considered as per customer requests. |
| 1. Prepare cooked salads | * 1. Uses of cooked are identified as per the recipe.   2. Ingredients for cooked are identified and selected as per the recipe.   3. Equipment and tools for preparing cooked are assembled as per the recipe.   4. Cooked are prepared following the recipe.   5. cooked salads are held at the required temperatures.   6. Recognizing health eating options and variations are considered as per customer requests. |
| 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 * Parsley * Onions * Cappers * Green chilli |
| 1. ***Salad dressing ingredients*** may include but not limited to: | * Oil e.g olive, coconut, sunflower, sesame * Black peper * Vinegar * Mayonnaise * Tomato ketchup * Lemmon Juice |

**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 placement
* Knife skills
* Vegetable cuts
* Garnishing
* Food presentation techniques
* Vegetable cuts e.g. batons, paysanne, mirepoix, macedoine chiffonade, julienne
* Cleaning methods e.g. scrubbing, wiping, dusting
* Use of tools and equipment
* Methods of preparing salads
* Portioning
* Seasoning
* Personal grooming
* Creativity/innovations
* 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
* Food safety and hygiene e.g. contamination
* Quality control
* Waste management
* Food storage
* Purchase specification
* Processed foods
* Seasonings (Herbs, spices, sugar and salt)
* Condiments
* Fats and oils
* Allergens (gluten free & nut allergy, milk intolerance)
* Special needs
* Garnishes
* Professional ethics
* Healthy eating
* Value addition
* Emerging food tends

**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 tools and equipment for preparing salads and salad dressings.   2. Identified ingredients for salads and salad dressings.   3. Sanitised the working area and surfaces as they worked.   4. Checked the quality of the ingedients by using quality standards ie. colour, smell, texture and freshness.   5. Prevented cross contamination by use of colour coded chopping boards, proper storage and sanitisation of preparation surfaces   6. Prepared salads and salad dressings using various methods.   7. Dressed the salads as per the recipe.   8. Seasoned the salads and salad dressings as per the recipe   9. Garnished the salads and salad dressings and presented appropriately   10. Portioned salads as per the specifications |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen.   2. A working environment meeting the OSHA standards.   3. A variety of ingredients. |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist.   2. Written or oral questions.   3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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 YEAST PRODUCTS

**UNIT CODE:** HOS/OS/FP/CR/07/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present breads. It involves preparing: white, whole meal, sweet yeast, deep fried, puff pastry, and special and unleveaned breads.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Prepare white breads. | * 1. Select type and size of equipment suitable to prepare the white breads.   2. Ingredients identified and selected as per the recipe.   3. Weigh and measure ingredients according to recipe.   4. Hygiene and procedures are observed as per HACCP   5. Mix ***dry ingredients*** as per the recipe.   6. ***Liquid ingredients*** added as per the recipe.   7. Dough handled as per the recipe.   8. Dough prooved as per the recipe.   9. Oven preheated to the temperatures recommended in the recipe.   10. Baking trays prepared and dough placed on the trays as per the recipe.   11. Baking period/time obseved as per the recipe.   12. Bread cooled on cooling racks as per SOPs.   13. Presentation and display equipment identified and used as per the specification.   14. Serve white bread as per the specifications and style of service. |
| 1. Prepare whole meal breads. | * 1. Select type and size of equipment suitable to prepare the brown breads.   2. Ingredients identified and selected as per the recipe.   3. Weigh and measure ingredients according to recipe.   4. Hygiene and procedures are observed as per HACCP   5. Mix dry ingredients as per the recipe.   6. Liquid ingredients added as per the recipe.   7. Dough handled as per the recipe.   8. Dough prooved as per the recipe.   9. Oven preheated to the temperatures recommended in the recipe.   10. Baking trays prepared and dough placed on the trays as per the recipe.   11. Baking period/time obseved as per the recipe.   12. Bread cooled on cooling racks as per SOPs   13. Presentation and display equipment identified and used as per the specification   14. Serve brown bread as per the specifications and style of servicetrays as per the recipe.   15. Oven preheated at the temperatures recommended in the recipe.   16. Baking period/time obseved as per the recipe.   17. Presentation equipment identified and used as per the specification.   18. Serve brown bread as per the specifications. |
| 1. Prepare deep fried yeast products   e.g kaimati, mahamri, doughnut | * 1. Select type and size of equipment suitable to prepare the deep-fried breads.   2. Ingredients identified and selected as per the recipe.   3. Weigh and measure ingredients according to recipe.   4. Hygiene and procedures are observed as per HACCP.   5. Mix dry ingredients as per the recipe.   6. Liquid ingredients added as per the recipe.   7. Dough handled as per the recipe.   8. Spice bread as per the recipe (where necessary)   9. Dough prooved as per the recipe.   10. Oil heated to the recommeded temperatures in the recipe.   11. Deep fry the bread as per the recipe.   12. Drain oil briefly as per SOP’s.   13. Presentation and display equipment identified and used as per the specification.   14. Serve deep fried breads as per the specifications. and style of service trays as per the recipe. |
| 1. Prepare pizza dough | * 1. Select type and size of equipment suitable to prepare the pizza dough.   2. Ingredients identified and selected as per the recipe.   3. Weigh and measure ingredients according to recipe.   4. Hygiene and procedures are observed as per HACCP   5. Mix dry ingredients as per the recipe.   6. Liquid ingredients added as per the recipe.   7. Dough handled as per the recipe   8. Dough prooved as per the recipe.   9. Oven preheated to the temperatures recommended in the recipe.   10. Baking trays prepared and dough placed on the trays as per the recipe.   11. Baking period/time obseved as per the recipe.   Pizza cooled on cooling racks as per SOPs   * 1. Presentation and display equipment identified and used as per the specification.   2. Serve as per the specifications and style of servicetrays 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. ***Dry ingredients*** may include but not limited to: | * Flour * Sugar * Salt * Baking powder * Instant yeast * Spices and herbs |
| 1. ***Liquid ingredients*** may include but not limited to: | * Eggs * Oil * Water * Milk * Butter |
| 1. Toppings may include but not limited to: | * Vegetables eg tomatoes,onions,capsicum * Meat eg beef, ham, chicken * Mozzerella cheese * Tomato concasse * Olive oil * Basil * Oregano |

**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
* Baking and frying
* Techniques of preparing dough e.g. Kneading, resting, proving, knocking back shaping, rolling,
* Method of finishing yeast products
* 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
* Presentation
* Communication
* Interpersonal relations

**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
* Raising agents
* Time management
* Efficient workflow
* Culture and religion (kosher, halal, vegans)
* Food product knowledge
* Quality control
* Costing and cost control
* Cooling breads
* Storage of breads
* Portion control
* Purchase specification
* Fats and oils
* Sugar and salt and their substitutes
* Allergens (gluten free & nut allergy, milk intolerance)
* Nutrition and dietetics
* Garbage management
* Food trends (organic products, molecular gastronomy)
* Hospitality law
* Professional ethics
* Different types of flours

**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. Identified tools and equipment for preparing yeast products   2. Identified ingredients for preparing yeast products.   3. Sanitise the working area and surfaces as they worked   4. Checked the quality of the ingedients by using quality standards ie. colour, smell, texture and freshness   5. Decorated yeast products creatively.   6. Handled the dough as per the recipe.   7. Prooved the dough for making yeast products as per the recipe.   8. Preheated the ovens to the required temperatures as per the recipe .   9. Stored the yeat products as per the recipe. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen.   2. A working environment meeting the OSHA standards.   3. A variety of ingredients. |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written tests   3. Oral questions   4. Assignments   5. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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 CAKES

**UNIT CODE:** HOS/OS/FP/CR/08/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present a range of cakes. It involves preparing cakes using the creaming, rubbing in, melting, whisking, all in one methods and preapring 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. Prepare cakes using creamed method | * 1. Select type and size of ***equipmen***t suitable to prepare cakes.   2. Baking tins are prepared (greasing, dusting, lining with grease paper) as per the recipe.   3. Oven is preheated to the recommmednded time and temperature as per the recipe.   4. Ingredients are identified and selected as per the recipe.   5. The ingredients for preparing creamed cakes are weighed and measured as per the recipe.   6. Hygiene procedures are observed as per HACCP.   7. Prepare a ***variety*** of cakes ***using creaming method*** as per the recipe.   8. Recommeded temperatues and baking period/time obseved as per the recipe.   9. Presentation equipment identified and used as per the specification.   10. Cakes are served as per the recipe. |
| 1. Prepare cakes using rubbed in method | * 1. Select type and size of equipment suitable to prepare cakes.   2. ***Baking tins are prepared*** (greasing, dusting, lining with grease paper) as per the recipe.   3. Oven is preheated to the recommmednded time and temperature as per the recipe.   4. Ingredients are identified and selected as per the recipe.   5. The ingredients for preparing cakes using rubbed in method are weighed and measured as per the recipe.   6. Hygiene procedures are observed as per HACCP.   7. Prepare a ***variety of*** cakes using rubbing in method as per the recipe.   8. Recommeded temperatues and baking period/time obseved as per the recipe.   9. Presentation equipment identified and used as per the specification.   10. Cakes are served as per the recipe. |
| 1. Prepare cakes using melting method | * 1. Select type and size of equipment suitable to prepare cakes.   2. Baking tins are prepared (greasing, dusting, lining with grease paper) as per the recipe.   3. Oven is preheated to the recommmednded time and temperature as per the recipe.   4. Ingredients are identified and selected as per the recipe.   5. The ingredients for preparing cakes using melting method are weighed and measured as per the recipe.   6. Hygiene procedures are observed as per HACCP.   7. Prepare a ***variety of*** cakes ***using melting method*** as per the recipe.   8. Recommeded temperatues and baking period/time obseved as per the recipe.   9. Presentation equipment identified and used as per the specification.   10. Cakes are served as per the recipe. |
| 1. Prepare cakes using all in one method | * 1. Select type and size of equipment suitable to prepare cakes.   2. Baking tins are prepared (greasing, dusting, lining with grease paper) as per the recipe.   3. Oven is preheated to the recommmednded time and temperature as per the recipe.   4. Ingredients are identified and selected as per the recipe.   5. The ingredients for preparing cakes using all in one method are weighed and measured as per the recipe.   6. Hygiene procedures are observed as per HACCP.   7. Prepare a ***variety of*** cakes ***using all in one method*** as per the recipe.   8. Recommeded temperatues and baking period/time obseved as per the recipe.   9. Presentation equipment identified and used as per the specification   10. Cakes are served as per the recipe. |
| 1. Prepare sweet sauces | * 1. Select type and size of equipment suitable to prepare cakes.   2. Ingredients are identified and selected as per the recipe.   3. The ingredients for preparing sweet sauces are weighed and measured as per the recipe.   4. ***Types of sweet sauces***  are as per the recipe.   5. Sweet sauce is served with the appropriate cake. |

**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. ***Equipment*** may include but not limited to: | * + Mixers   + Blenders   + Bowl cutters   + Dough sheets   + Accessories   + Ovens and proovers   + Scales and measures   + Mixing and baking utensils   + Baking tins   + Grease proof paper   + Dredger |
| 1. ***Baking tins are prepared*** may include but not limited to: | * + Greasing   + Dusting   + Lining with grease paper |
| 1. ***Variety of*** cakes made using creaming method may include but not limited to: | * Marble * Rich fruit cake * Queen cakes |
| 1. ***Variety of*** cakes made using rubbing in method may include but not limited to: | * Fruit * Coconut |
| 1. ***Variety of***cakes made using melting method may include but not limited to: | * Ginger bread |
| 1. ***Variety of*** cakes made using all in one method may include but not limited to: | * Fruit cake * Coconut * Speciality * Marble * Rich fruit * Queen cakes |
| 1. ***Types of sweet sauces*** may include but not limited to: | * Custard * Jam * Lemon * Orange * Vanilla * Chocolate * Raspberry |

**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
* Cooking methods (Baking)
* Kneading, whisking, shaping, rolling, piping
* Icing and decorating
* Cleaning methods (scrubbing, cleaning with cold/warm water, use of sanitizer)
* Use of other working tools and equipment (chopping board)
* Creativity/Innovation
* Garnishing
* Personal grooming
* Presentation
* Communication
* Interpersonal relations

**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
* Time management
* Preservatives e.g. alcohol, spices, citric fruits, commercial preservatives
* Efficient workflow
* Food product knowledge
* Quality control
* Costing and cost control
* Storage of cakes
* Portion control
* Purchase specification
* Fats and oils
* Confectionary foods
* Sugar and salt and their substitutes
* Allergens (gluten free & nut allergy, milk intolerance)
* Nutrition and dietetics
* Garbage management
* Food trends (organic products, molecular gastronomy)
* Hospitality law
* Professional ethics
* Different types of flour

**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. Identified tools and equipment for preparing cakes.   2. Identified ingredients for preparing cakes.   3. Sanitise the working area and surfaces as they worked.   4. Checked the quality of the ingedients by using quality standards ie. colour, smell, texture and freshness.   5. Preheated the ovens to the required temperatures as per the recipe .   6. Started, operated, monitored and adjusted ovens to achieve required quality outcomes.   7. Cooled the cakes on cooling racks.   8. Demonstrated ability to observe hygiene in the kitchen/ food safety procedures.   9. Demonstrated ability to apply safe work practices and identify OHS hazards and controls.   10. Demonstrated ability to safely shut down ovens.   11. Stored the cakes as required.   12. Presented the cakes as per the recipe. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen.   2. A working environment meeting the OSHA standards.   3. A variety of ingredients. |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written tests   3. Oral questions   4. Assignments   5. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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 DESSERTS

**UNIT CODE:** HOS/OS/FP/CR/09/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present a range of desserts. It involves preparing hot, cold/frozen desserts and preapring sweet sauces and fruits.

**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 hot desserts | * 1. Select type and size of equipment suitable to prepare hot desserts.   2. Ingredients are identified and selected as per the recipe.   3. The ingredients for preparing hot dessrts are weighed and measured as per the recipe.   4. ***Types of hot desserts*** are prepared as per the recipe   5. Hot desserts are decorrarted with ***recommednded decoration.s***   6. Hot desserts are served on appropriate equipment. |
| 1. Prepare cold desserts | * 1. Select type and size of equipment suitable to prepare cold and frozen desserts.   2. Ingredients are identified and selected as per the recipe.   3. The ingredients for preparing cold desserts are weighed and measured as per the recipe.   4. ***Types of cold desserts***  are prepared as per the recipe   5. Cold desserts are served on appropriate equipment. |
| 1. Prepare sweet sauces | * 1. Select type and size of equipment suitable to prepare sauces..   2. Ingredients are identified and selected as per the recipe.   3. The ingredients for preparing sweet sauces are weighed and measured as per the recipe.   4. ***Types of sweet sauces***  are as per the recipe.   5. Sweet sauce is served with the appropriate cakes. |

**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. ***Types of hot desserts*** iclude but not limited to: | * Fritters eg. Banana and pineapple * Puddings eg bread and butter |
| 1. ***Cold Desserts*** include but not ;limited to: | * Jellies * Fruit mixtures |

**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 tools and equipment selection and their use
* Ingredients for making desserts
* Desserts presentation techniques
* Technical skills e.g. mixing. Chilling, whisking
* Cleaning methods (scrubbing, cleaning with cold/warm water, use of sanitizer)
* Use of working tools and equipment
* Creativity/Innovation
* Hygiene (personal grooming, kitchen and food hygiene)
* Presentation
* Communication
* Interpersonal relations

**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
* Time management
* Efficient workflow
* Food product knowledge
* Quality control
* Costing and cost control
* Portion control
* Purchase specification
* Sugar and salt and their substitutes
* Allergens (gluten free & nut allergy, milk intolerance)
* Nutrition and dietetics
* Garbage management
* Food trends (organic products, molecular gastronomy)
* Hospitality law
* Professional ethics
* Ingredients for desserts

**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. Identified tools and equipment for preparing desserts.   2. Identified ingredients for preparing desserts.   3. Sanitised the working area and surfaces as they worked.   4. Checked the quality of the ingedients by using quality standards ie. colour, smell, texture and freshness.   5. Preheated the ovens to the required temperatures as per the recipe.   6. Started, operated, monitored and adjusted ovens to achieve required quality outcomes.   7. Demonstrated ability to observe hygiene in the kitchen/ food safety procedures.   8. Demonstrated ability to apply safe work practices and identify OHS hazards and controls.   9. Demonstrated ability to safely shut down ovens.   10. Managed the waste appropriately.   11. Stored the desserts as required.   12. Presented the desserts as per the recipe. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped kitchen.   2. A working environment meeting the OSHA standards.   3. A variety of ingredients. |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written tests   3. Oral questions   4. Assignments   5. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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 SANDWICHES

**UNIT CODE:** HOS/OS/FP/CR/010/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present various sandwiches. It requires the ability to prepare toasted, club, book maker, and tripple decker, open and monsieur/madame sandwiches.

**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. 1. Prepare toasted sandwiches | * 1. ***Types of samdwiches*** identified as per the recipes.   2. Equipment suitable to prepare sandwiches are identified and selected as per the recipe.   3. Ingredients are identified and selected as per the recipe.   4. Toasted sandwichis prepared as per the recipe   5. Sandwiches are garnished with array of salad as recommednded.   6. Toasted sandwiches are served hot as per the recipe or customer specifications |
| * + 1. 2. Prepare open sandwiches | * 1. Equipment suitable to prepare sandwiches are identified and selected as per the recipe.   2. Ingredients are identified and selected as per the recipe.   3. Open sandwiches sandwich isprepared as per the recipe.   4. Open sandwiches are garnished with a rray of salad as recommednded.   5. Open sandwiches sandwiches are served hot as per the recipe or customer specifications |
| * + 1. 3. Prepare closed sandwiches | * 1. Equipment suitable to prepare sandwiches are identified and selected as per the recipe.   2. Ingredients are identified and selected as per the recipe.   3. Closed sandwich isprepared as per the recipe.   4. Closed sandwiches are garnished as recomended.   5. Closed sandwiches are served hot as per the recipe or customer specifications |

**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. ***Types of samdwiches*** may include but not limited to: | * Open * Closed * Toasted |

**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 skills
* Vegetable cuts
* Cleaning methods
* Use of working tools and equipment
* Creativity/Innovation
* Garnishing
* Communication
* Interpersonal relations

**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
* Time management
* Efficient workflow
* Culture and religion (kosher, halal, vegans)
* Food product knowledge
* Quality control
* Costing and cost control
* Storage of sandwiches
* Portion control
* Purchase specification
* Fats and oils
* Seasonings (Sugar, salt. Herbs and spices)
* Types of cheese
* Nutrition and dietetics
* Garbage management
* Food trends (organic products, molecular gastronomy)
* Hospitality law
* Professional ethics

**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. Identified tools and equipment for preparing sandwiches.   2. Identified ingredients for preparing sandwiches.   3. Prepared a variety of sandwiches as per the recipe.   4. Demonstrated ability to apply safe work practices and identify OHS hazards and controls.   5. Garnished sandwiches with array of salads.   6. Served the prepared sandwiches hot as per the recipe or as per customer specifications.   7. Managed waste effectively.   8. Communicated effectively.   9. Demonstrated a positive attitude.   10. Managed time effectively. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped safe kitchen.   2. A working environment meeting the OSHA standards.   3. A variety of ingredients. |
| 3. Method of Assessment | Competency may be assessed through   * 1. Direct observation using a checklist   2. Written tests   3. Oral questions   4. Assignments   5. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. 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 BEVERAGES

**UNIT CODE:** HOS/OS/FP/CR/011/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan, prepare and present hot and cold beverages. It involves preparing ingredients for beverages, assembling cutlery glassware and crockery.

**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*** ***and materials*** assembed as per the recipe.   3. ***Hot and cold beverage ingredients*** assembled as per the recipe. |
| 1. Prepare hot beverages e.g. coffee, tea, cocoa milk drinks | * 1. Select type and size of equipment suitable to prepare hot beverages.   2. Ingredients identified and selected as per the recipe.   3. Weigh and measure ingredients according to recipe.   4. Hygiene and procedures are observed as per HACCP   5. Recommended ***methods of preparing*** ***hot beverages*** are used as per the recipe.   6. Quality, taste, aroma, colour strength, temperature and appearance for each drink is prepared as per the recipe.   7. Beverages are presented according to standard operating procedures and style of service.   8. Hot and beverages are stored as per the recipe. |
| 1. Prepare cold beverages | * 1. Select type and size of equipment suitable to prepare cold beverages.   2. Ingredients identified and selected as per the recipe.   3. Weigh and measure ingredients according to recipe.   4. Hygiene and procedures are observed as per HACCP   5. Cold beverages are prepared as per the recipe .   6. Chilling done (optional) as per the recipe.   7. A range of fruit cocktails is prepared as per the recipe.   8. Beverages are presented according to standard operating procedures and style of service.   9. Consistency (Flavour, temperature, serving standards) in the cold beverage preparation is adhered to. |
| 1. Prepare energy drinks | * 1. Select type and size of equipment suitable to prepare energy drinks.   2. Ingredients identified and selected as per the recipe.   3. Weigh and measure ingredients according to recipe.   4. Hygiene and procedures are observed as per HACCP.   5. Energy drinks are prepared as per the recipe.   6. Chilling done (optional) as per the recipe.   7. A range of energy drinks is prepared as per the recipe   8. Energy drinks are presented according to standard operating procedures and style of service.   9. ***Consistency (Flavour, temperature, serving standards)*** is adhered to. |
| 1. Prepare health drinks | * 1. Select type and size of equipment suitable to prepare ***health drinks.***   2. Ingredients identified and selected as per the recipe.   3. Weigh and measure ingredients according to recipe.   4. Hygiene and procedures are observed as per HACCP.   5. Health drinks are prepared as per the recipe.   6. Chilling (optional) done as per the recipe.   7. A range of health drinks is prepared as per the recipe.   8. Health drinks are presented according to standard operating procedures and style of service.   9. Consistency 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. ***Consistency*** may include but not limited to: | * Flavour * Temperature * Serving standards |
| 1. ***Hot beverages ingredients may include but not limited to:*** | * Tea * Coffee * Chocolate * Sugar/honey/sweeteners |
| * + - * 1. 3. Methods of preparing hot beverages may include but not limited to: | * Brewing * Infusing |
| * + - * 1. 4. ***Beverage equipment and materials***   may include but not limited to: | * Percolators and urns * Drip filter systems * Blenders * Fridges * Juicers * Milkshake machines * Teapots * Cutlery and crockery * Glassware * Filter papers |
| * + - * 1. 5. ***Preparation procedures may include but not limited to:*** | * Decanting * Blending * Brewing * Juicing * Mixing * Shaking * Stirring |
| * + - * 1. 6. ***Cold beverage ingredients*** may include but not limited to: | * Fruits * Vegetables * Ice cubes * Milk * Yoghurt * Ice cream |
| * + - * 1. 7. ***Health Drinks*** may include but not limited to: | * Dawa * Detox |

**Required Skills**

The individual needs to demonstrate the following skills:

* Kitchen tools and equipment selection and their use
* Ingredients for making beverages
* Presentation techniques
* Technical skills e.g. mixing, chilling, blending, whisking,
* Decorating
* Cleaning methods (scrubbing, cleaning with cold/warm water, use of sanitizer)
* Use of working tools and equipment
* Creativity/Innovation
* Hygiene (personal grooming, kitchen and food hygiene)
* Communication.
* Interpersonal relations.

**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
* Preserving beverages
* Emerging trends
* Time management
* Efficient workflow
* Culture and religion (kosher, halal, vegans)
* Food product knowledge
* Quality control
* Costing and cost control
* Portion control
* Purchase specification
* Seasoning (Sugar, salt, herbs and spices)
* Nutrition and dietetics
* Garbage management
* Food trends (organic products, molecular gastronomy)
* Hospitality law
* Professional ethics
* Healthy eating
* Ingredients for beverages

E**VIDENCE 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 and assembled equipment for preparing beverages.   2. Identified and selected beverage ingredients.   3. Weighed and measured ingredients according to recipe.   4. Observed hygiene procedures as per HACCP.   5. Prepared hot beverages using recommended methods of brewing and infusing as per the recipe.   6. Maintained the quality, taste, aroma, colour strength, temperature and appearance for each drink.   7. Presented the beverages as per the recipe.   8. Worked with speed and efficiency to deal with numerous service tasks simultaneously.   9. Managed waste effectively.   10. Communicated effectively.   11. Demonstrated a positive attitude.   12. Managed time effectively. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Fully equipped safe kitchen.   2. A working environment meeting the OSHA standards.   3. A variety of beverage ingredients. |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Direct observation using a checklist   2. Written tests   3. Oral questions   4. Assignments   5. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. |
| * + - * 1. 4. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |