

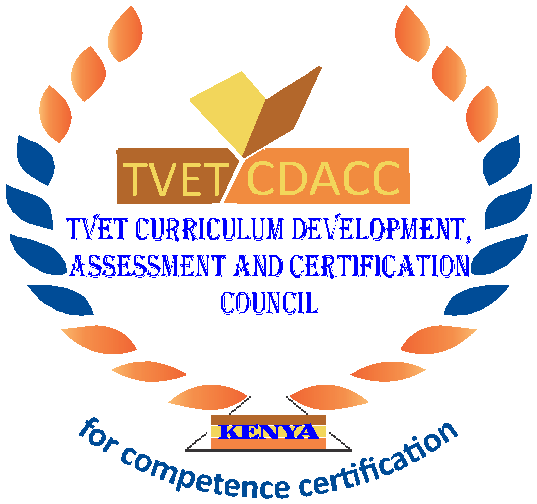
**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**WINE TECHNICIAN**

**LEVEL 5**



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’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programs.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for developing a competency-based curriculum for Wine Science level 5. These Occupational Standards will also be the basis for assessment of an individual for competence certification.

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

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

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

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Wine Science Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for a Wine Science technologist. These occupational standards will be the basis for development of competency-based curriculum for Wine Science Level 5. These Standards will also be the basis for assessment of an individual for competence certification.

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

I am grateful to the Council Members, Council Secretariat, Wine Science SSAC, expert workers and all those who participated in the development of these occupational standards.

**CHAIRPERSON, TVET CDACC**

# ACKNOWLEDGMENT

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

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

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

**CHAIRPERSON**

**WINE SCIENCE SECTOR SKILLS ADVISORY COMMITTEE**

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# ACRONYMS AND ABBREVIATIONS

AIDS Acquired Immune Deficiency Syndrome

HOS Applied Science

FB Wine Science

BC Basic Competency

CC Common Competency

CDACC Curriculum Development, Assessment and Certification Council

CR Core Competency

CU Curriculum

2D Two Dimensional

HIV Human Immuno-Deficiency Virus

ICT Information Communication Technology

LCD Liquid Crystal Display

NEMA National Environmental Management Authority

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PESTEL Political Economic Social Technological Environmental and Legal

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

SWOT Strengths Weaknesses Opportunities and Threats

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

HOS/OS/ FB/ BC/01/ 5/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# 

# OVERVIEW

Wine Technician Certificate level 5 qualification consists of competencies that a person must achieve to farm and harvest grapes, carry out wine making, carry out wine sommeliering consultants and perform wine service /wine bartending

The units of competency leading to Wine Technician certificate Level 5 qualification include the following seven basic and five core competencies:

**BASIC UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/FB/BC/01/5/A | Demonstrate communication skills |
| HOS/OS/FB/BC/02/5/A | Demonstrate numeracy skills |
| HOS/OS/FB/BC/03/5/A | Demonstrate digital literacy |
| HOS/OS/FB/BC/04/5/A | Demonstrate entrepreneurial skills |
| HOS/OS/FB/BC/05/5/A | Demonstrate employability skills |
| HOS/OS/FB/BC/06/5/A | Demonstrate environmental literacy |
| HOS/OS/FB/BC/07/5/A | Demonstrate occupational safety and health practices |

**COMMON UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/FB/CC/01/5/A | Apply wine basics |
| HOS/OS/FB/CC/02/5/A | Apply wine service |
| HOS/OS/FB/CC/03/5/A | Apply knowledge on wine growing regions |
| HOS/OS/FB/CC/04/5/A | Apply knowledge on wine health and social responsibilities |
| HOS/OS/FB/CC/05/5/A | Apply food and beverage operations |
| HOS/OS/FB/CC/06/5/A | Apply business of selling wine |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/FB/CR/01/5/A | Farm and harvest grapes |
| HOS/OS/FB/CR/02/5/A | Carry out wine making |
| HOS/OS/FB/CR/03/5/A | Carry out wine sommeliering consultants |
| HOS/OS/FB/CR/04/5/A | Perform wine service /wine bartending |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** HOS/OS/FB/BC/01/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organization.

**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. Meet communication needs of clients and colleagues | 1. Specific communication needs of clients and colleagues are identified and met based on workplace requirements 2. Different communication approaches are identified and applied according to clients’ needs 3. Conflict is identified and addressed as per the standards of the organization |
| 1. Contribute to the development of communication strategies | 1. Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as per organizations’ strategic plan 2. Channels of communication are established and reviewed based on the workplace needs 3. Communication training needs are identified and provided according to SOPs 4. Work related network and relationship are maintained based on workplace requirements 5. Negotiation and conflict resolution strategies are maintained as per the workplace procedures |
| 1. Conduct workplace interviews | 1. ***Communication strategies*** are identified and employed in ***interview situations*** based on workplace requirements 2. Records of interviews are made and maintained in accordance with organizational procedures 3. Effective questioning, listening and nonverbal communication techniques are used based on needs |
| 1. Facilitate group discussions | 1. Mechanisms to enhance ***effective group interaction*** are identified and implemented according to workplace requirements 2. Strategies to encourage group participation are identified and used as per organizations’ procedures 3. Meeting’s objectives and agenda are set and followed based on workplace requirements 4. Relevant information is provided and feedback obtained according to set protocols 5. Evaluation of group communication strategies is undertaken in accordance with workplace guidelines 6. Specific communication needs of individuals are identified and addressed as per individual needs |
| 1. Represent the organization | 1. Relevant presentation are researched and presented based on internal or external communication forums requirements Presentation is delivered in a clear and sequential manner as per the predetermined time 2. Presentation is made as per appropriate media 3. Difference views are respected based on workplace procedures 4. Written communication is done as per organizational standards 5. Inquiries are responded according to organizational standard |

**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. Communication strategies may include but not limited to: | * Language switch * Comprehension check * Repetition * Asking confirmation * Paraphrase * Clarification request * Translation * Restructuring * Approximation * Generalization |
| 1. Effective group interaction may include but not limited to: | * Identifying and evaluating what is occurring within an interaction in a non-judgmental way * Using active listening * Making decision about appropriate words, behavior * Putting together response which is culturally appropriate * Expressing an individual perspective * Expressing own philosophy, ideology and background and exploring impact with relevance to communication * Openness and flexibility in communication |
| 1. Interview situations may include but not limited to: | * Establishing rapport * Eliciting facts and information * Facilitating resolution of issues * Developing action plans * Diffusing potentially difficult situations |

**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:

* Active listening
* Giving/receiving feedback
* Interpretation of information
* Role boundaries setting
* Negotiation
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups and different styles of group leadership
* Communication skills relevant to client groups
* Flexibility in communication

**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. Met communication needs of clients and colleagues 2. Contributed to the development of communication strategies 3. Conducted interviews 4. Facilitated group discussions 5. Represented the organization |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 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/FB/BC/02/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate numeracy skills. it involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator.

**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. Calculate with whole numbers and familiar fractions, decimals and percentages for work | 1. Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted as per SOPs 2. Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended as per SOPs 3. Calculations which may involve a number of steps are performed as per SOPs 4. Calculations done with whole numbers and routine or familiar fractions, decimals and percentages as per SOPs 5. Conversion between equivalent forms of fractions, decimals and percentages is done as per SOPs 6. Order of operations is applied to solve multi-step calculations as per SOPs 7. Problem solving strategies are appropriately applied as per SOPs 8. Estimations are made to check reasonableness of problem-solving process, outcome and its appropriateness to the context and task as per SOPs 9. Formal and informal mathematical language and symbolism are used to communicate the result of the task as per SOPs. |
| 1. Estimate, measure, and calculate with routine metric measurements for work | 1. Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements 2. Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements 3. Measurements are estimated and made using correct units as per measurement manuals. 4. Estimations and calculations done as per routine measurements 5. Conversions performed routinely as per metric units 6. Problem solving processes are used to undertake the tasks as per workplace procedures. 7. Estimations are made to check reasonableness of problem-solving process, outcome and its appropriateness to the context and task as per workplace procedures 8. Information is recorded using mathematical language and symbols appropriate to discuss the task as per workplace procedures. |
| 1. Use routine maps and plans for work | 1. Features are identified in routine maps and plans as per SOPs 2. Symbols and keys in routine maps and plans are clearly explained as per SOPs 3. Orientation of map to North is identified and interpreted as per SOPs 4. Understanding of direction and location is clearly demonstrated as per SOPs 5. Simple scale is applied to estimate length of objects, or distance to location or object as per SOPs 6. Directions are given and received using both formal and informal language as per SOPs |
| 1. Interpret, draw and construct 2D and 3D shapes for work | 1. Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations in accordance with job specifications 2. The use and application of shapes elaborately explained as per SOPs 3. Formal and informal mathematical language and symbols used to describe and compare the features of two-dimensional shapes and routine three dimensional shapes as per workplace procedures. 4. Common angles identified in accordance with SOPs 5. Common angles in everyday objects are appropriately estimated as per SOPs 6. Formal and informal mathematical language are used to describe and compare common angles as per workplace procedures. 7. Common geometric instruments used to draw two dimensional shapes as per SOPs 8. Routine three dimensional objects constructed from given nets as per SOPs. |
| 1. Interpret routine tables, graphs and charts for work | 1. Routine tables, graphs and charts identified in predominately familiar texts and contexts as per tables and graph manuals 2. Common types of graphs and their different uses identified as per SOPs 3. Features of tables, graphs and charts identified as per workplace procedures 4. Information in routine tables, graphs and charts located and interpreted as per workplace procedures 5. Calculations are performed to interpret information as per SOPs 6. How statistics can inform and persuade interpretations is explained as per SOPs 7. Misleading statistical information is identified as per workplace procedures. 8. Information relevant to the workplace is discussed as per workplace procedures. |
| 1. Collect data and construct routine tables and graphs for work | 1. Features of common tables and graphs identified as per SOPs 2. Uses of ***different tables and graphs*** identified as per job specifications 3. Data and variables to be collected are determined as per workplace procedures. 4. The audience is determined as per the workplace procedures 5. Method of data collection is select as per job requirement 6. Data is collected as per SOPs 7. Information is collated in a table as per SOPs 8. Suitable scale and axes determined as per job specifications 9. Graph to present information is drafted and drawn as per SOPs 10. Data checked to ensure that it meets the expected results and context as per workplace procedures 11. Information is reported or discussed using formal and informal mathematical language as per workplace procedures |
| 1. Use basic functions of calculator | * 1. Keys are identified and used for ***basic functions on a calculator*** as per SOPs   2. Calculation is done using whole numbers, money and routine decimals and percentages as per SOPs   3. Calculation done with routine fractions and percentages as per SOPs   4. Order of operations is applied to solve multi-step calculations as per SOPs   5. Results are interpreted, displayed and recorded as per workplace procedures   6. Estimations are made to check reasonableness of problem-solving process, outcome and its appropriateness to the context and task as per workplace procedures   7. Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task as per workplace procedures. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Use basic functions of calculator may include but not limited to: | * Addition * Multiplication * Calculate ratios * Conversion of ratios into percentages |
| 1. Different tables and graphs may include but not limited to: | * Bar Graphs * Flow Charts * Pie Charts * Pictograph * Line Graphs * Time Series Graphs * Stem and Leaf Plot * Histogram * Dot Plot * Scatter plot |

**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. Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages 2. Estimated, measured and calculated with routine metric measurements 3. Applied simple scale to estimate length of objects or distance to location or object 4. Used formal and informal mathematical language to describe and compare common angles 5. Used common geometric instruments to draw two dimensional shapes 6. Collected data and constructed routine tables and graphs 7. Used basic functions of calculator correctly |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed in:   1. On the job 2. Off the job 3. 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/FB/BC/03/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

**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 appropriate computer software and hardware | 1. Concepts of ICT are determined in accordance with computer equipment 2. Classifications of computers are determined in accordance with manufacturers specification 3. ***Appropriate computer software*** is identified according to manufacturer’s specification 4. ***Appropriate computer hardware*** is identified according to manufacturer’s specification 5. Functions and commands ofoperating system are determined in accordance withmanufacturer’s specification |
| 1. Apply security measures to data, hardware, software in automated environment | 1. ***Data security and privacy are classified*** in accordance with the prevailing technology 2. ***Security threats*** areidentified, **and *control measures*** are applied in accordance with laws governing protection of ICT 3. Computer threats and crimes are detected in accordance with 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. ***Word processing concepts***are applied in resolving workplace tasks, report writing and documentation as per job requirements 2. ***Word processing utilities*** are applied in accordance with workplace procedures 3. Worksheet layout is prepared in accordance with work procedures 4. Worksheet is built and data manipulated in the worksheet in accordance with workplace procedures 5. Continuous data manipulated on worksheet is undertaken in accordance with work requirements 6. Database design and manipulation is undertaken in accordance with office procedures 7. Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures |
| 1. Apply internet and email in communication at workplace | 1. Electronic mail addresses are opened and applied in workplace communication in accordance with office policy 2. Office internet functions are defined and executed in accordance with office procedures 3. ***Network configuration*** is determined in accordance with office operations procedures 4. Official World Wide Web is installed and managed according to workplace procedures |
| 1. Apply desktop publishing in official assignments | 1. Desktop publishing functions and tools are identified in accordance with manufactures specifications 2. Desktop publishing tools are developed in accordance with work requirements 3. Desktop publishing tools are applied in accordance with workplace requirements 4. Typeset work is enhanced in accordance with workplace standards |
| 1. Prepare presentation packages | 1. Types of presentation packages are identified in accordance with office requirements 2. Slides are created and formulated in accordance with workplace procedures 3. Slides are edited and run in accordance with work procedures 4. Slides and handouts are printed according to work 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. Appropriate computer hardware may include but not limited to: | * Computer case * Monitor * keyboard * mouse |
| 1. Data security and privacy may include but not limited to: | * Confidentiality of data * Cloud computing * Integrity -but-curious data surfing |
| 1. Security and control measures may include but not limited to: | * Counter measures against cyber terrorism * Risk reduction * Cyber threat issues * Risk management * Pass wording |
| 1. Security threats may include but not limited to: | * Cyber terrorism * Hacking |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Software concept
* Functions of computer software and hardware
* Data security and privacy
* Computer security threats and control measures
* Technology underlying cyber-attacks and networks
* Cyber terrorism
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Microsoft suite

**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 and controlled security threats 2. Detected and protected computer crimes 3. Applied word processing in office tasks 4. Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 5. Opened electronic mail for office communication as per workplace procedure 6. Installed internet and World Wide Web for office tasks in accordance with office procedures 7. Integrated emerging issues in computer ICT applications 8. Applied laws governing protection of ICT |
| 1. Resource Implications | The following resources should be provided:   1. Tablets 2. Laptops 3. Desktop computers 4. Calculators 5. Internet 6. Smart phones 7. Operation Manuals |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written Test 2. Observation 3. Practical assignment 4. Interview/Oral Questioning |
| 1. Context of Assessment | Competency may be assessed in:   1. Off the job 2. On the job setting 3. Industrial attachment |
| 5. 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/FB/BC/04/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship, and self-employment, identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation, developing business innovative strategies and developing business plan.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** | **PERFORMANCE CRITERIA** |
| 1. Demonstrate understanding of an entrepreneur | 1. Entrepreneurs and Businesspersons are distinguished as per principles of entrepreneurship 2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship 3. Ways of becoming an entrepreneur are identified as per principles of Entrepreneurship 4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship 5. Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship |
| 1. Demonstrate understanding of Entrepreneurship and self-employment | 1. Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2. Importance of self-employment is analysed based on business procedures and strategies 3. ***Requirements for entry into self-employment*** are identified according to business procedures and strategies 4. Role of an Entrepreneur in business is determined according to business procedures and strategies 5. Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 6. Entrepreneurship culture in Kenya is explored as per business procedures and strategies 7. Born or made Entrepreneurs are distinguished as per entrepreneurial traits |
| 1. Identify Entrepreneurship opportunities | 1. Sources of business ideas are identified as per business procedures and strategies 2. Business ideas and opportunities are generated as per business procedures and strategies 3. Business life cycle is analysed as per business procedures and strategies 4. Legal aspects of business are identified as per procedures and strategies 5. Product demand is assessed as per market strategies 6. Types of ***business environment*** are identified and evaluated as per business procedures 7. Factors to consider when evaluating business environment are explored based on business procedure and strategies 8. Technology in business is incorporated as per best practice |
| 1. Create entrepreneurial awareness | 1. ***Forms of businesses*** are explored as per business procedures and strategies 2. Sources of business finance are identified as per business procedures and strategies 3. Factors in selecting source of business finance are identified as per business procedures and strategies 4. ***Governing policies*** on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies 5. Problems of starting and operating SSEs are explored as per business procedures and strategies |
| 1. Apply entrepreneurial motivation | 1. ***Internal and external motivation*** factors are determined in accordance with motivational theories 2. Self-assessment is carried out as per entrepreneurial orientation 3. Effective communications are carried out in accordance with communication principles 4. Entrepreneurial motivation is applied as per motivational theories |
| 1. Develop innovative business strategies | 1. Business innovation strategies are determined in accordance with the organization strategies 2. Creativity in business development is demonstrated in accordance with business strategies 3. ***Innovative business strategies*** are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Identified Business is described as per business procedures and strategies 2. Marketing plan is developed as per business plan format 3. Organizational/Management plan is prepared in accordance with business plan format 4. Production/operation plan in accordance with business plan format 5. Financial plan is prepared in accordance with the business plan format 6. Executive summary is prepared in accordance with business plan format 7. Business plan is presented as per best practice |

**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. Types of entrepreneurs may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. Characteristics of Entrepreneurs may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. Requirements for entry into self-employment may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. Internal and external motivation may include but not limited to: | * Interest * Passion * Freedom * Prestige * Rewards * Punishment * Enabling environment * Government policies |
| 1. Business environment may include but not limited to: | * External * Internal * Intermediate |
| 1. Forms of businesses may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. Governing policies may include but not limited to: | * Increasing scope for finance * Promoting cooperation between entrepreneurs and private sector * Reducing regulatory burden on entrepreneurs * Developing IT tools for entrepreneurs |
| 1. Innovative business strategies may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**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
* Management
* Problem-solving
* Root-cause analysis
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Decision making
* Business communication
* Change management
* Competition
* Risk
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care strategies
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion strategies
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Relevant developments in other industries
* Regional/ County business expansion 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. Distinguished entrepreneurs and business persons correctly 2. Identified ways of becoming an entrepreneur appropriately 3. Explored factors affecting entrepreneurship development appropriately 4. Analysed importance of self-employment accurately 5. Identified requirements for entry into self-employment correctly 6. Identified sources of business ideas correctly 7. GeneratedBusiness ideas and opportunities correctly 8. Analysed business life cycle accurately 9. Identified legal aspects of business correctly 10. Assessed product demand accurately 11. Determined Internal and external motivation factors appropriately 12. Carried out communications effectively 13. Identified sources of business finance correctly 14. Determined Governing policy on small scale enterprise appropriately 15. Explored problems of starting and operating SSEs effectively 16. Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 17. Prepared executive summary correctly 18. Determined business innovative strategies appropriately 19. Presented business plan effectively |
| 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 may be assessed through:   1. Written tests 2. Oral questions 3. Third party report 4. Interviews 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 EMPLOYABILITY SKILLS

**UNIT CODE:** HOS/OS/FB/BC/05/5/A

**UNIT DESCRIPTION**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading small teams, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing 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 interpersonal communication | 1. Writing skills are demonstrated as per communication policy 2. Negotiation and persuasion skills are demonstrated as per communication policy 3. Internal and external stakeholders’ needs are identified and interpreted as per the communication policy 4. Communication networks are established based on workplace policy 5. Information is shared as per communication policy |
| 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. Lead small teams | 1. Performance targets for the ***team*** are set based on organization’s objectives 2. Duties are assigned in accordance with the organization policy. 3. ***Forms of communication*** in a team are established according to organization’s policy. 4. Team performance is evaluated based on set targets as per workplace policy. 5. Conflicts are resolved between team members in line with organization policy. 6. Gender related issues are identified and mainstreamed in accordance workplace policy. 7. Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010. 8. Healthy relationships are developed and maintained in line with workplace. |
| 1. Plan and organize work | 1. Task requirements are identified as per the workplace objectives 2. Task is interpreted in accordance with safety (OHS ), environmental requirements and quality requirements 3. Work activity is organized with other involved personnel as per the SOPs 4. Resources are mobilized, allocated and utilized to meet project goals and deliverables. 5. Work activities are monitored and evaluated in line with organization procedures. 6. Job planning is documented in accordance with workplace requirements. 7. Time is managed achieve workplace set goals and objectives. |
| 1. Maintain professional growth and development | 1. Personal training needs are identified and assessed in line with the requirements of the job. 2. ***Training and career opportunities*** are identified and utilized based on job requirements. 3. Resources for training are mobilized and allocated based organizations and individual skills needs. 4. Licensees and certifications relevant to job and career are obtained and renewed as per policy. 5. Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives. 6. Recognitions are sought as proof of career advancement in line with professional requirements. |
| 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 problem solving skills | 1. Creative, innovative and practical solutions are developed based on the problem 2. Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job. 3. Team problems are solved as per the workplace guidelines 4. Problem solving strategies are applied as per the workplace guidelines 5. Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Demonstrate workplace ethics | 1. Policies and guidelines are observed as per the workplace requirements 2. Self-worth and professionalism is exercised in line with personal goals and organizational policies 3. Code of conduct is observed as per the workplace requirements 4. Integrity is demonstrated as per legal requirement |

**RANGE**

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

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Drug and substance abuse may include but not limited to: | Commonly abused   * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Feedback may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Relationships may include but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. Forms of communication may include but not limited to: | * Written * Visual * Verbal * Non verbal * Formal and informal |
| 1. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Personal growth may include but not limited to: | |  | | --- | | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance | |
| 1. Personal objectives may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Trainings and career opportunities may include but not limited to | * Participation in training programs * Technical * Supervisory * Managerial * Continuing Education * Serving as Resource Persons in conferences and workshops |
| 1. Resource may include but not limited to: | * Human * Financial * Hardware * Software |
| 1. Innovation may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues may include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |
| 1. Range of media for learning may include but not limited to: | * Mentoring * peer support and networking * IT and courses |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Critical thinking
* Observation
* Organizing
* Negotiation
* Monitoring
* Evaluation
* Record keeping
* Problem solving
* Decision Making
* Resource utilization
* Resource mobilization

**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
* Resources and allocating resources
* Organizing work
* Monitoring and evaluation
* Record keeping
* Workplace problems and how to deal with them
* Gender mainstreaming
* HIV and AIDS
* Drug and substance abuse
* Leadership
* 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 interpersonal communication 3. Demonstrated critical safe work habits 4. Led small teams 5. Planned and organized work 6. Maintained professional growth and development 7. Demonstrated workplace learning 8. Demonstrated problem solving skills 9. 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/FB/BC/06/5/A

**UNIT DESCRIPTION**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

**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 strictly followed according to environmental regulations and OSHS. 2. ***Disposal methods*** of hazardous wastes are followed always according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution control | 1. Environmental pollution ***control measures*** are compiled following standard protocol. 2. Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999 3. Methods for minimizing ***noise pollution*** is complied with based on Noise and Excessive Vibration Pollution and Control Regulations, 2009 |
| 1. Demonstrate sustainable resource use | 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 and reducing resource consumption are practiced as per the Environmental Management and Coordination Act 1999 |
| 1. Evaluate current practices in relation to resource usage | 1. Information on resource efficiency **systems and procedures** are collected and provided to the work group where appropriate. 2. Current resource usage is measured and recorded by members of the work group. 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 |
| 1. Implement specific environmental programs | 1. Programs/Activities are identified according to organizations policies and guidelines. 2. Individual roles/responsibilities are determined and performed based on the activities identified. 3. Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines 4. Stakeholders are consulted based on company guidelines |
| 1. Monitor activities on Environmental protection/Programs | 1. Activities are periodically monitored and evaluated according to the objectives of the environmental Program 2. Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations 3. Data gathered are analyzed based on evaluation requirements 4. Recommendations are submitted based on the findings 5. Management support systems are set/established to sustain and enhance the program 6. Environmental incidents are monitored and reported to concerned/proper authorities |

**RANGE**

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

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

**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:

* Observation
* Measuring
* Writing
* Communication
* Analytical
* Monitoring
* Evaluation

**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
* 3Rs principle
* 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.
* Measurement and recording of current resource usage
* Analysis current work processes to access information and data Analysis of data and information
* Identification of areas for improvement
* Resource consuming processes
* Determination of quantity and nature of resource consumed
* Analysis of resource flow of different parts of the resource flow process
* Use/conversion of resources
* Causes of low efficiency of use
* Increasing the efficiency of resource use
* Inspection of resource use plans
* Regulations/licensing requirements
* Determine benefit/cost for alternative resource sources
* Benefit/costs for different alternatives
* Components of proposals
* Criteria on ranking proposals
* Regulatory requirements
* Proposals for improving resource efficiency
* Implementation of resource efficiency plans
* Procedures in monitor implementation
* Adjustments of implementation plan
* Inspection of new resource usage

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Controlled environmental hazard 2. Controlled environmental pollution 3. Demonstrated sustainable resource use 4. Evaluated current practices in relation to resource usage 5. Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 6. Described industrial standard environmental practices according to the different environmental issues/concerns. 7. Resolved problems/ constraints encountered based on management standard procedures 8. Implemented and monitored environmental practices on a periodic basis as per company guidelines 9. Recommended solutions for the improvement of the Program 10. Monitored and reported to proper authorities any environmental incidents |
| 1. Resource Implications | The following resources should be provided:   1. Workplace with storage facilities 2. Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 3. PPE 4. Manuals and references 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 test 4. Interview/Third Party Reports 5. Portfolio of evidence |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** HOS/OS/FB/BC/07/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

**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 workplace hazards and risk | 1. ***Hazards*** in the workplace are identified ***based their indicators*** 2. Risks and hazards are evaluated based on legal requirements. 3. ***OSH concerns*** raised by workers are addressed as per legal requirements. |
| 1. Control OSH hazards | 1. Hazard prevention ***and control measures*** are implemented as per legal requirement. 2. Risk assessment is conductedand a risk matrix developed based on likely impact. 3. ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures. |
| 1. Implement OSH programs | 1. Company OSH program are identified, evaluated and reviewed based on legal requirements. 2. Company OSH programs are implemented as per legal requirements. 3. Workers are capacity built on OSH standards and procedures as per legal requirements 4. ***OSH-related records*** are maintained as per legal 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. Hazards may include but are not limited to: | * Physical hazards * Biological hazards * Chemical hazards * Ergonomics * Psychological factors * Physiological factors * Safety hazards * Unsafe workers’ act |
| 1. Indicators may include but are not limited to: | * Increased of incidents of accidents, injuries * Increased occurrence of sickness or health complaints/ symptoms * Common complaints of workers related to OSH * High absenteeism for work-related reasons |
| 1. Evaluation and/or work environment measurements may include but are not limited to: | * Health Audit * Safety Audit * Work Safety and Health Evaluation * Work Environment Measurements of Physical and Chemical Hazards |
| 1. OSH issues and/or concerns may include but are not limited to: | * Workers’ experience/observance on presence of work hazards * Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) * Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines |
| 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. Appropriate risk controls | * Eliminate the hazard altogether * Isolate the hazard from anyone who could be harmed * 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 |
| 1. Contingency measures may include but are not limited to: | * Evacuation * Isolation * Decontamination * Emergency personnel |
| 1. Emergency procedures may include but are not limited to: | * Fire drill * Earthquake drill * Basic life support/CPR * First aid * Spillage control * Decontamination of chemical and toxic * Disaster preparedness/management * Set of fire-extinguisher |
| 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-related Records may include but are not limited to: | * Medical/Health records * Incident/accident reports * Sickness notifications/sick leave application * OSH-related trainings obtained |

**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
* Presentation
* Risk assessment
* Evaluation
* Critical thinking
* Problem solving
* Negotiation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH Principles
* Occupational hazards/risks recognition
* OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
* National OSH regulations; company OSH policies and protocols
* Systematic gathering of OSH issues and concerns
* General OSH principles
* National OSH regulations
* Company OSH and recording protocols, procedures and policies/guidelines
* Training and/or counseling methodologies and 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. Identified hazards in the workplace based their indicators 2. Evaluated workplace hazards based on legal requirements. 3. Addressed OSH concerns raised by workers as per legal requirements. 4. Implemented hazard prevention and control measures as per legal requirement. 5. Conducted risk assessment as per legal requirement. 6. Developed risk matrix based on likely impact. 7. Recognized and established contingency measures in accordance with organization procedures. 8. Identified, evaluated and reviewed company OSH program based on legal requirements. 9. Implemented company OSH programs as per legal requirements. 10. Capacity built workers on OSH standards and procedures as per legal requirements 11. Maintained OSH-related records as per legal requirements. |
| 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. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 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. |

# COMMON UNITS OF COMPETENCY

# APPLY WINE BASICS

**UNIT CODE:** HOS/OS/FB/CC/01/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to apply wine basics. It involves demonstrating knowledge on wine and its origin, grapevine structure, genus Vitis, parts of a grape, noble grape varieties and characteristics, grape growing climatic and environmental conditions and vineyard activities. It also includes understanding grape growing terroir, soil types in wine growing, wine classification and production***,*** varietal characteristics and styles of wine, wine description, wine analysis technique, wine packaging and closures and factors determining wine prices.

**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. Demonstrate knowledge on wine definition, origin and history | * 1. Knowledge on wine definition is demonstrated as per production fruit used   2. Knowledge about history of grapes growing is demonstrated as per the medieval age |
| 1. Demonstrate knowledge of Grapevine structure | * 1. Knowledge of rootstock is demonstrated as per function on the grapevine   2. Knowledge of shoot system is demonstrated as per function on the grapevine   3. Knowledge of leaves is demonstrated as per function on the grapevine   4. Knowledge of buds is demonstrated as per function on the grapevine   5. Knowledge of lifecycle of a vine   6. Knowledge of vegetative phases |
| 1. Demonstrate knowledge of the Genus Vitis | * 1. Knowledge of Vitis Vinifera is demonstrated as per its species   2. Knowledge of Vitis Labrusca is demonstrated as per its species |
| 1. Demonstrate knowledge of parts of a grape | * 1. Knowledge of stalks is demonstrated as per their role in wine production   2. Knowledge of skins is demonstrated as per their purpose in wine production   3. Knowledge of yeasts and different strains is demonstrated as per their role in wine production   4. Knowledge of pulp is demonstrated as per its role in wine production   5. Knowledge of pips is demonstrated as per their role in wine production |
| 1. Demonstrate knowledge of noble grape varieties and characteristics | * 1. Knowledge of the various grape varietals demonstrated per their distinct behaviour to different climatic conditions   2. Knowledge of the various grape varietals demonstrated per their distinct behaviour to different soils   3. Knowledge of the various grape varietals demonstrated per their distinct yield performance   4. Knowledge of the various grape varietals demonstrated per their distinct tastes/primary aromas   5. Knowledge of the various grape varietals demonstrated per their aging potential |
| 1. Demonstrate knowledge of grape growing terroir | * 1. Knowledge of warmth as demonstrated by its influence on the grape   2. Knowledge of sunshine as demonstrated by its influence on the grape   3. Knowledge of macro, micro and meso climatic conditions as demonstrated by its influence on the grape   4. Knowledge of water (bodies) as demonstrated by its influence on the grape   5. Knowledge of soil nutrients as demonstrated by its influence on the grape   6. Knowledge of rainfall as demonstrated by its influence on the grape   7. Knowledge of altitude as demonstrated by its influence on the grape   8. Knowledge of wind as demonstrated by its influence on the grape   9. Knowledge of aspect as demonstrated by its influence on the grape   10. Knowledge of human factors demonstrated by its influence on the grape |
| 1. Demonstrate knowledge of vineyard activities | * 1. Knowledge of pruning as demonstrated per the viticulture practise of a region   2. Knowledge on vine training systems demonstrated per the viticulture practise of a region   3. Knowledge of irrigation as demonstrated per the viticulture practise of a region   4. Knowledge of fertilizer as demonstrated per the viticulture practise of a region   5. Knowledge of pest and diseases as demonstrated per the viticulture practise of a region   6. Knowledge of harvest seasons as demonstrated per the viticulture practise of a region |
| 1. Demonstrate knowledge of soil types in wine growing | * 1. Knowledge of drainage as demonstrated per viticulture standards   2. Knowledge of fertility as demonstrated per viticulture standards   3. Knowledge of nutrient and mineral requirements as demonstrated per viticulture standards   4. Knowledge of influence upon wine style and quality as demonstrated per viticulture standards |
| 1. Demonstrate knowledge of wine classification and production | * 1. Knowledge on still wines as demonstrated per production methods and consumption style   2. Knowledge of rose wines as demonstrated per production methods and consumption style   3. Knowledge on sparkling wines as determined per production methods and consumption style   4. Knowledge on fortified/aromatized wines as determined per production method and consumption style   5. Knowledge on dessert/sweet wines as determined per production method and consumption style |
| 1. Demonstrate knowledge of varietal characteristics and stylesof wine | * 1. Introduction and definitions of wine styles   2. Knowledge on tannic structure per varietal characteristic   3. Knowledge on acidity per varietal characteristic   4. Knowledge on primary, secondary and tertiary aromas per varietal characteristic   5. Knowledge on wine characteristics |
| 1. Demonstrate knowledge of wine description terminology | * 1. Knowledge on body as demonstrated per fruit character   2. Knowledge on alcohol as demonstrated per fruit character   3. Knowledge on acidity as demonstrated per fruit character   4. Knowledge on colour as demonstrated per fruit character   5. Knowledge on aroma as demonstrated per fruit character   6. Knowledge on quality as demonstrated per fruit character   7. Knowledge on tannin as demonstrated per fruit character   8. Knowledge on condition as demonstrated per fruit character |
| 1. Demonstrate knowledge of wine analysis technique | * 1. Knowledge of visual analysis demonstrated per sensory analysis   2. Knowledge of olfactory demonstrated per sensory analysis   3. Knowledge of gustative/palate analysis demonstrated per sensory analysis   4. Knowledge of final considerations   5. Analysis demonstrated per sensory analysis |
| 1. Demonstrate knowledge on wine packaging and closures | * 1. Knowledge on glass as demonstrated per it effect on wine quality   2. Knowledge on bag in box as demonstrated per it effect on wine quality   3. Knowledge on plastic as demonstrated per it effect on wine quality   4. Knowledge on closure as per style or type of wine(s) |
| 1. Demonstrate knowledge on factors determining wine prices | * 1. Knowledge on history as demonstrated per respective region   2. Knowledge on winemaking techniques as demonstrated per respective region   3. Knowledge on wine aging potential as demonstrated per respective grapes   4. Knowledge on laws and regulations as demonstrated per respective region   5. Knowledge on packaging as demonstrated per respective region   6. Knowledge on terroir as demonstrated per respective region |

**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.

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| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Wine origin may include but   are not limited to: | * Romania * Georgia * Iran/Mesopotamia * Greek |
| 1. Wine classification may   include but are not limited to: | * Still Wine * Sparkling Wine * Dessert Wine * Fortified Wine * Aromatized Wine |
| 1. Wine Quality may include   but are not limited to: | * Balance (acidity and fruit) * Length (how long the desired flavours linger on) * Intensity (how weak or strong a wine’s flavour is) * Complexity (how many characters can be defined in a single wine) * Expressiveness (is the wine expressive of the region it was grown?) |
| 1. Grape species may include   but are not limited to: | * Vitis Vinifera * Vitis Labrusca |
| 1. Grape varieties may include   but are not limited to: | * Red * Cabernet Sauvignon * Merlot * Pinot Noir * Malbec * White * Sauvignon Blanc * Riesling * Chardonnay * Chenion Blanc |

**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:

* Critical thinking
* Problem solving
* Passion driven
* Patient
* Creative
* Calm
* Informed

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Wine origin
* Wine regions (old and new)
* Wine classification
* Wine quality
* Grapes species and varieties

**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 | 1. Assessment requires evidence that the candidate: 2. Demonstrated knowledge on wine definition, origin and history 3. Demonstrated knowledge of Grapevine structure 4. Demonstrated knowledge of the Genus Vitis 5. Demonstrated knowledge of parts of a grape 6. Demonstrated knowledge of noble grape varieties and characteristics 7. Demonstrated knowledge of grape growing terroir 8. Demonstrated knowledge of vineyard activities 9. Demonstrated knowledge of soil types in wine growing 10. Demonstrated knowledge of wine classification and production 11. Demonstrated knowledge of varietal characteristics and styles of wine 12. Demonstrated knowledge of wine description terminology 13. Demonstrated knowledge of wine analysis technique 14. Demonstrated knowledge on wine packaging and closures 15. Demonstrated knowledge on factors determining wine prices |
| 1. Resource Implications | The following resources should be provided:   1. Computer 2. Projector 3. Flip chart/white board 4. Tasting mats 5. Wine glasses 6. Decanter 7. Fresh grapes 8. Cork screws 9. Water Jugs 10. Water glasses 11. Spit ons 12. Wine bottles |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# APPLY WINE SERVICE

**UNIT CODE:** HOS/OS/FB/CC/02/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to apply wine service. It involves demonstrating knowledge on wine storage, serving temperature, wine serving skills, opening wines, food and wine pairing. It also includes understanding wine faults**.**

**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. Demonstrate knowledge on wine storage | 1. Knowledge on temperature as demonstrated per wine type 2. Knowledge on lighting as demonstrated per its effect on the wine water 3. Knowledge on bottle positioning demonstrated per wine type 4. Knowledge on vacuum system demonstrated per preservation method |
| 1. Demonstrate knowledge on serving temperature | 1. Knowledge on optimum serving temperature as demonstrated per still red wine 2. Knowledge on optimum serving temperature as demonstrated per still white wine 3. Knowledge on optimum serving temperature as demonstrated per sparkling wine 4. Knowledge on optimum serving temperature as demonstrated per dessert wine 5. Knowledge on optimum serving temperature as demonstrated per rose’ wine 6. Knowledge on optimum serving temperature as demonstrated per fortified wine |
| 1. Demonstrate knowledge on wine service skills | 1. Knowledge on table set up demonstrated per respective work station 2. Knowledge on service sequence demonstrated per respective outlet 3. Knowledge on decanting demonstrated per type and age of wine 4. Knowledge on how to read a wine label |
| 1. Demonstrate knowledge on opening wine | 1. Knowledge on use cork screws as demonstrated per still wine opening standards 2. Knowledge on sparkling wine opening as demonstrated per standards 3. Knowledge on use of port tongs us demonstrated per set standards |
| 1. Demonstrate knowledge on food and wine pairing | * 1. Knowledge on sweetness in wine demonstrated per its effect on food   2. Knowledge on acidity in wine demonstrated per its effect on food   3. Knowledge on oak/tannins in wine demonstrated per its effect on food   4. Knowledge on complexity in wine demonstrated per its effect on food   5. Knowledge on fruitiness in wine demonstrated per its effect on food   6. Knowledge on alcohol level in wine demonstrated per its effect on food   7. Knowledge on sweetness in food demonstrated per its effect on wine   8. Knowledge on acidity in food demonstrated per its effect on wine   9. Knowledge on umami in food demonstrated per its effect on wine   10. Knowledge on salt in food demonstrated per its effect on wine   11. Knowledge on bitterness in food demonstrated per its effect on wine   12. Knowledge on pepper/heat in food demonstrated per its effect on wine   13. Knowledge on fat in food demonstrated per its effect on wine   14. Knowledge on flavour intensity in food demonstrated per its effect on wine |
| 1. Demonstrate knowledge of wine faults | 1. Knowledge on Wine faults during Pre-fermentation demonstrated per its effect on the fault 2. Knowledge on Wine faults during fermentation demonstrated per its effect on the fault 3. Knowledge on Wine faults during post-fermentation demonstrated per its effect on the fault 4. Knowledge on ways of preventing wine faults demonstrated per its effect on the fault |

**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.

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| --- | --- |
| **VARIABLE** | **RANGE** |
|  |  |

**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:

* Excellent taste skills
* Critical thinking
* Problem solving
* Passion driven
* Patient
* Creative
* Calm
* Informed

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Wine origin
* Wine regions (old and new)
* Wine classification
* Wine quality
* Grape’s species and varieties

**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 knowledge on wine storage   2. Demonstrated knowledge on serving temperature   3. Demonstrated knowledge on wine service skills   4. Demonstrated knowledge on opening wine   5. Demonstrated knowledge on food and wine pairing   6. Demonstrated knowledge of wine faults |
| 1. Resource Implications | The following resources should be provided:   * 1. Candle   2. Coolers   3. Chillers   4. Refrigerator   5. Ice cubes   6. Ice buckets   7. Tasting mats   8. Wine glasses   9. Decanter   10. Fresh grapes   11. Cork screws   12. Water Jugs   13. Water glasses   14. Spit ons   15. Wine bottles   16. Tongs |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# APPLY KNOWLEDGE ON WINE GROWING REGIONS

**UNIT CODE:** HOS/OS/FB/CC/03/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to apply knowledge on wine growing regions. It involves demonstrating knowledge noble grape varietal, key wine growing regions and wine laws and classification systems.

**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. Demonstrate knowledge of noble grape varietals | 1. Knowledge on Chardonnay as demonstrated per its character 2. Knowledge on Sauvignon blanc as demonstrated per its character 3. Knowledge on Riesling as demonstrated per its character 4. Knowledge on Chenin Blanc as demonstrated per its character 5. Knowledge on Merlot as demonstrated per its character 6. Knowledge on Shiraz/Syrah as demonstrated per its character 7. Knowledge on Cabernet Sauvignon as demonstrated per its character |
| 1. Demonstrate knowledge on key wine growing regions | 1. Knowledge on wine growing in France is demonstrated per its grapes growing regions 2. Knowledge on wine growing in Germany is demonstrated per its grapes growing regions 3. Knowledge on wine growing in USA is demonstrated per its grapes growing regions 4. Knowledge on wine growing in Spain is demonstrated per its grapes growing regions 5. Knowledge on wine growing in Italy is demonstrated per its grapes growing regions 6. Knowledge on wine growing in Portugal is demonstrated per its grapes growing regions 7. Knowledge on wine growing in Chile is demonstrated per its grapes growing regions 8. Knowledge on wine growing in Argentina is demonstrated per its grapes growing regions 9. Knowledge on wine growing in South Africa is demonstrated per its grapes growing regions 10. Knowledge on wine growing in New Zealand is demonstrated per its grapes growing regions 11. Knowledge on wine growing in Australia is demonstrated per its grapes growing regions |
| 1. Demonstrate knowledge of wine laws and classification systems | 1. Knowledge on Appellation d’Origine Contrôlée (AOC), IGP, Vin de Pays (VdP), Premier Cru demonstrated per each French wine growing region 2. Knowledge on Qualitätswein, Prädikatswein demonstrated per each German wine growing region 3. Knowledge on Qualitätswein, Prädikatswein demonstrated per each German wine growing region 4. Knowledge on DOCa, DO, Vino de la Tierra, demonstrated per each Spanish wine region 5. Knowledge on AVA’s demonstrated per each United States wine region |

**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** |
|  |  |
|  |  |

**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:

* Critical thinking
* Problem solving
* Passion driven
* Patient
* Creative
* Calm
* Informed

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* World map
* Wine map
* Wine regions (old and new)
* Wine classification
* Wine quality
* Grapes species and varieties

**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. Demonstrate knowledge of noble grape varietals 2. Demonstrate knowledge on key wine growing regions 3. Demonstrate knowledge of wine laws and classification systems |
| 1. Resource Implications | The following resources should be provided:   * 1. Wine world Maps   2. Reference books   3. Wine bottles from each wine region for tastings   4. Computer with internet access |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# APPLY KNOWLEDGE ON WINE HEALTH AND SOCIAL RESPONSIBILITIES

**UNIT CODE:** HOS/OS/FB/CC/04/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to apply knowledge on wine health and social responsibilities. It involves demonstrating knowledge of metabolism of alcohol, alcohol legislation, social effects of excess wine consumption and alcohol related complications.

**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. Demonstrate knowledge of Metabolism of Alcohol | 1. Knowledge of alcohol digestion/breakdown demonstrated per intake in the body 2. Knowledge of blood alcohol concentration demonstrated per ethanol intake |
| 1. Demonstrate knowledge of alcohol legislation | 1. Knowledge of legal drinking age demonstrated in respective wine producing regions 2. Knowledge of health warnings on wine labels demonstrated in respective wine producing regions |
| 1. Demonstrate knowledge of social effects of excess wine consumption | 1. Knowledge of addiction demonstrated per one’s intake 2. Knowledge of accidents demonstrated per lack of control 3. Knowledge of relationship breakdowns demonstrated per lack of control 4. Knowledge of self-dignity demonstrated per lack of control |
| 1. Demonstrate knowledge of alcohol related complications | 1. Knowledge of liver cirrhosis as demonstrated per intake amount in the body 2. Knowledge of liver cirrhosis as demonstrated per intake amount in the body 3. Knowledge of cardiac arrests as demonstrated per intake amount in the body 4. Knowledge of pancreatitis as demonstrated per intake amount in the body 5. Knowledge of ulcers as demonstrated per intake amount in the body 6. Knowledge of certain cancer types as demonstrated per intake amount in the body 7. Knowledge of sexual difficulties as demonstrated per intake amount in the body 8. Knowledge of alcohol addiction as demonstrated per intake amount in the body |

**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. Metabolism | * Alcohol intake and its apparent breakdown in the body |
| 1. Cirrhosis | * Liver disease caused by excessive alcohol consumption |

**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:

* Sobriety

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Wine laws existing in different parts of the wine producing regions

**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 knowledge of Metabolism of Alcohol 2. Demonstrated knowledge of alcohol legislation 3. Demonstrated knowledge of social effects of excess wine consumption 4. Demonstrated knowledge of alcohol related complications |
| 1. Resource Implications | The following resources should be provided:   * 1. Computer   2. Internet   3. Demonstration aids |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# APPLY FOOD AND BEVERAGE OPERATIONS

**UNIT CODE:** HOS/OS/FB/CC/05/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to apply food and beverage operations. It involves demonstrating knowledge on cost control, demonstrating knowledge on stock control and volume and profit concepts. It also includes demonstrating knowledge on Hazard analysis and critical control points (HACCP).

**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. Demonstrate knowledge on cost control | 1. Knowledge on definition of terms in costs is demonstrated as per the procedure 2. Knowledge on type of costs is demonstrated as per the procedure 3. Knowledge on significance of cost to sales relationship is demonstrated as per the procedure 4. Knowledge on cost to sales ratio relationship is demonstrated as per the procedure |
| 1. Demonstrate knowledge on stock control | 1. Knowledge on conditions of storage facilities and equipment is demonstrated as per the procedure 2. Knowledge on food and beverage arrangements is demonstrated as per the procedure 3. Knowledge on location and security of storage facility is demonstrated as per the procedure 4. Knowledge on stock ***management*** is demonstrated as per the procedure |
| 1. Demonstrate knowledge on volume and profit concepts | * 1. Knowledge on cost of sale is demonstrated as per the procedure   2. Knowledge on profit and profit margin is demonstrated as per the procedure   3. Knowledge on break even points is demonstrated as per the procedure   4. Knowledge on variable ***cost*** and ***fixed cost*** is demonstrated as per the procedure |
| 1. Demonstrate knowledge on Hazard analysis and critical control points (HACCP) | 1. Knowledge on HACCP Prerequisite demonstrated as per the procedure 2. Knowledge on hazard categories is demonstrated as per the procedure 3. Knowledge on HACCP plan is demonstrated as per the procedure 4. Knowledge on principles of HACCP is demonstrated as per the procedure |

**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**  may include but not limited to: |
| 1. Stock management may include but are not limited   to: | * Purchasing * Receiving * Inventing * Issuing |
| 1. Variable cost may include   but are not limited to: | * Transport * Labour |
| 1. Fixed cost may include   but are not limited to: | * Rent * Insurance * Repair and maintenance |
| 1. Hazard may include but   are not limited to: | * Chemical e.g., detergent, * Biological e.g., Bacteria, virus * Physical e.g., Stones, accidents |

**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:

* Critical thinking
* Problem solving
* Passion driven
* Patient
* Creative
* Calm
* Informed

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Cost control
* Stock control
* Profit and volume

**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 knowledge on cost control 2. Demonstrated knowledge on stock control 3. Demonstrated knowledge on volume and profit concepts 4. Demonstrated knowledge on Hazard analysis and critical control points (HACCP) 5. Knowledge on management of the hazards is demonstrated as per the procedure |
| 1. Resource Implications | The following resources should be provided:   1. Computer 2. Store 3. Software 4. Shelves |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# APPLY BUSINESS OF SELLING WINE

**UNIT CODE:** HOS/OS/FB/CC/06/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to apply business of selling wine. It involves demonstrating knowledge on wine marketing concepts, wine branding, wine treads and distribution channels.

**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. Demonstrate knowledge on wine marketing concepts | * 1. Knowledge on market mix (4P’s) is demonstrated per procedure   2. Knowledge on market analysis is demonstrated as per the procedure   3. Knowledge on market strategy is demonstrated as per the procedure   4. Knowledge on market strategy implementation and control is demonstrated as per the procedure   5. Knowledge on promotion and communication is demonstrated as per the procedure |
| 1. Demonstrate knowledge on wine branding | 1. Knowledge on target ***market*** is demonstrated as per the procedure 2. Knowledge on brand imaging is demonstrated as per the procedure 3. Knowledge on brand identity is demonstrated as per the procedure |
| 1. Demonstrate knowledge on wine treads | 1. Knowledge on global wine consumer treads is demonstrated as per the procedure 2. Knowledge on local wine consumer treads is demonstrated as per the procedure |
| 1. Demonstrate knowledge on distribution channels | 1. Knowledge on wine pricing consumer treads is demonstrated as per the procedure 2. Knowledge on sales channels consumer treads is demonstrated as per the procedure 3. Knowledge on tier system is demonstrated as per the procedure 4. Knowledge on importation and ***distribution channels*** is demonstrated as per the procedure |

**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**  may include but not limited to: |
| 1. Distribution channels may include but are not limited   to: | * On premise * Bars * Restaurants * Hotels * Catering * Off premise * Online * Wine shops * Supermarket |
| 1. Target market may include   but are not limited to: | * Age * Income * Wine knowledge |

**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:

* Critical thinking
* Problem solving
* Passion driven
* Patient
* Creative
* Calm
* Informed

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Computer
* Internet
* Stationary

**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 knowledge on wine marketing concepts 2. Demonstrated knowledge on wine branding 3. Demonstrated knowledge on wine treads 4. Demonstrated knowledge on distribution channels |
| 1. Resource Implications | The following resources should be provided:   1. Computer 2. Internet 3. Stationary |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CORE UNITS OF COMPETENCY

# FARM AND HARVEST GRAPES

**UNIT CODE:** HOS/OS/FB/CR/01/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to farm and harvest grapes. It involves analysing vineyard climate and topography, analysing vineyard soil, preparing vine yard, selecting and grafting rootstocks, planting grafted vine and carrying out vineyard practices. It also includes carrying out grape harvesting.

**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. Analyse vineyard climate and topography | 1. Knowledge on vineyard moisture demonstrated per time of the year 2. Knowledge on vineyard weather demonstrated per time of the year 3. Knowledge on vineyard warmth/temperature demonstrated per time of the year 4. Knowledge on vineyard sunlight demonstrated per time of the year 5. Knowledge on topography demonstrated per different vineyard landscapes/ terrain |
| 1. Analyse vineyard Soil | 1. Knowledge on vineyard soil type demonstrated per different wine regions and grape varietals 2. Knowledge on vineyard ***soil pH*** demonstrated per different wine regions and grape varietals 3. Knowledge on vineyard soil fertility demonstrated per different wine regions and grape varietals |
| 1. Prepare vine yard | * 1. Knowledge on vineyard ploughing is demonstrated per different wine regions and grape varietals   2. Knowledge on preparing vineyard planting contours is demonstrated per different wine regions and grape varietals |
| 1. Select and graft rootstocks | 1. Knowledge on grape varieties is demonstrated per different wine regions and grape varietals 2. Knowledge on vine rootstock is demonstrated per grape variety and regions 3. Knowledge of vine grafting is demonstrated per grape variety and regions |
| 1. Plant grafted vine | 1. Knowledge of vine spacing is demonstrated per grape variety and regions 2. Knowledge of vine positioning is demonstrated per grape variety and regions 3. Knowledge of vine depth is demonstrated per grape variety and regions |
| 1. Carry out Vineyard Practice | * 1. Knowledge of vine irrigation is demonstrated per grape variety and regions   2. Knowledge of vine pruning is demonstrated per grape variety and regions   3. Knowledge of vine pest and diseases control is demonstrated per grape variety and regions   4. Knowledge of vineyard weed control is demonstrated per grape variety and regions   5. Knowledge of vine training systems is demonstrated per grape variety and regions   6. Knowledge of alternative vineyard practices is demonstrated per grape variety and regions |
| 1. Carry out grape harvesting | 1. Knowledge of grape maturity is demonstrated per grape variety and regions 2. Knowledge of grape sugar level is demonstrated per grape variety and regions 3. Knowledge of grape acid level is demonstrated per grape variety and regions 4. Knowledge of grape harvesting tools and equipment is demonstrated per grape variety and regions 5. Knowledge of grape harvesting time is demonstrated per grape variety and regions 6. Knowledge of grape harvesting season is demonstrated per grape variety and regions 7. Knowledge of grape harvesting season is demonstrated per grape variety and regions |

**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**  may include but not limited to: |
| 1. Vineyard Practice may include but are not limited to | * Pruning * Disease and pest control * Irrigation * Weed control |
| 1. Soil Ph may include but   are not limited to: | * Soil acidity * Soil alkalinity |

**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:

* Critical thinking
* Problem solving
* Passion driven
* Patient
* Creative
* Calm
* Informed

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Vine cycle
* Vine growth
* Vine pruning
* Vineyard climate
* Vineyard weather
* Vine diseases and pests
* Vineyard soil
* Vineyard topography
* Bearing wood selection
* Training options and systems
* Vine planning density and row spacing

**EVIDENCE GUIDE**

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

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| --- | --- | --- |
| 1. Critical Aspects of Competency | | 1. Assessment requires evidence that the candidate: 2. Knowledge on vineyard weather demonstrated per time of the year 3. Knowledge on topography demonstrated per different vineyard landscapes/ terrain 4. Knowledge on vineyard soil pH demonstrated per different wine regions and grape varietals 5. Knowledge on preparing vineyard planting contours is demonstrated per different wine regions and grape varietals 6. Knowledge on grape varieties is demonstrated per different wine regions and grape varietals 7. Knowledge of vine grafting is demonstrated per grape variety and regions 8. Knowledge of vine spacing is demonstrated per grape variety and regions 9. Knowledge of vine pruning is demonstrated per grape variety and regions 10. Knowledge of vine pest and diseases control is demonstrated per grape variety and regions 11. Knowledge of grape maturity is demonstrated per grape variety and regions 12. Knowledge of grape harvesting time is demonstrated per grape variety and regions 13. Knowledge of grape harvesting season is demonstrated per grape variety and regions |
| 1. Resource Implications | The following resources should be provided:   * 1. Tractors   2. Vine yard   3. Vine’s rootstocks   4. Fertilizers   5. Pruning equipment   6. Pesticide | |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio | |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. | |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. | |

# CARRY OUT WINE MAKING/FERMENTATION/ VINIFICATION

**UNIT CODE:** HOS/OS/FB/CR/02/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to carry out wine making. It involves determining winery location, design and equipment, performing Pre-fermentation practices, performing vinification process for grape wine and perform vinification process for other fruits wine. It also includes determining wine closures (cork/screw cap) and carrying out wine bottling and labelling.

**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. Determine Winery location, design and equipment | 1. Winery is location is determined as per the proximity to the vineyard (s) 2. Winery is location is determined as per the available infrastructure 3. Winery is design is determined as per production capacity 4. Winery is design is determined as per the equipment available |
| 1. Perform Pre-fermentation Practices | 1. Sorting is performed as per undesirable materials 2. Destemming is performed as per the stem 3. Crushing is performed as per the set standard 4. De-juicing is performed as per the desired flavours 5. Pressing is done as per the juice available 6. Must clarification is performed as per the desirable fruit character 7. Pulping is done for other fruits as per the fruit 8. Amelioration/Chaptalisation is done for other fruit as per the fruit 9. An antioxidant is added for bananas as per the procedure |
| 1. Perform vinification process for grape wine | 1. The ***must*** is put into the fermentation tanks as per the desired wine character 2. Maceration is done as per the desired wine style 3. Yeast is added to the juice, if need be, as per the desired wine character 4. The must is punched/pumped over as per the procedures 5. The must is filtered as per the desired wine type 6. The juice is fermented as per the wine style 7. The juice is racked as per the wine style 8. Stabilization is done as per the grape type and desired flavour 9. Maturation is done as per the wine style 10. Blending is performed as per the desired wine style, taste and character. |
| 1. Perform vinification process for other fruits wine | 1. The must from other fruits is put into fermentation tank as per the procedure 2. The temperature is controlled as per the fruit must 3. Total soluble solids are monitored as per the fruit 4. Amelioration is done as per the brix and percentage alcohol content required 5. The filtration is done to stop fermentation as per the alcohol requirement |
| 1. Determine wine closures (cork/screw cap) | 1. Wine cork is determined as per the grape type and vintage 2. Screw cap is determined as per the grape type and vintage |
| 1. Carry out wine bottling and labelling | 1. The type of the bottle is determined as per the wine style 2. Bottling is done as per the wine maturity and age 3. Sealing is done as per the desired closure 4. Labelling is done as per the set region regulation |

**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**  may include but not limited to: |
| 1. Must may include but is not limited to: | * By-product of pressing a grape |
| 1. Pre-fermentation may include but are not limited to | * Destemming * Sorting * Crushing |

**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:

* Critical thinking
* Problem solving
* Passion driven
* Patient
* Creative
* Informed

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Wine Fermentation
* Wine bottling
* Wine labelling
* Wine closures
* Winery machinery
* Winery location

**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. Winery is location is determined as per the proximity to the vineyard (s) 2. Winery is design is determined as per the equipment available 3. Sorting is performed as per undesirable materials 4. Must clarification is performed as per the desirable fruit character 5. The must is put into the fermentation tanks as per the desired wine character 6. Stabilization is done as per the grape type and desired flavour 7. Blending is performed as per the desired wine style, taste and character. 8. Bottling is done as per the wine maturity and age 9. Sealing is done as per the desired closure 10. Labelling is done as per the set region regulation |
| 1. Resource Implications | The following resources should be provided:   * 1. Winery   2. Bottling and packaging   3. Labels   4. Corks/screw caps |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CARRY OUT WINE SOMMELIERING/ CONSULTANT

**UNIT CODE:** HOS/OS/FB/CC/01/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to carry out wine sommeliering/consultant. It involves carrying out wine evaluation and creating customer wine list, performing food and wine pairing, performing wine etiquette training and managing wine cellar/store. It also includes carrying out wine promotions.

**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. Carry out wine evaluation and Create customer wine list | 1. Carry out wine tasting as per the wine need 2. Carry out wine description as per the wine The wine list is prepared as per the cuisine offered 3. The wine list is prepared as per the wine price point 4. The wine list is prepared as per the availability |
| 1. Perform food and wine pairing | 1. The number of courses is determined as per the course menu 2. Pair food and wine as per the cuisine offered 3. Presented and serve the paired win as per the orders |
| 1. Perform wine etiquette training | 1. Content is determined as per the Audience request 2. Venue preparation is done as per the audience and pricing 3. Content is determined per the time allocated 4. Wines for use are determined as per the price, availability and purpose 5. Teaching aids are prepared as per the training content 6. Wine faults is determined as per the wine opening characteristics |
| 1. Manage wine cellar/Store | 1. Wine store temperature is determined as per types of wine 2. Wine category is determined as per wines from different region 3. Shelf space is determined per size of respective bottles and packaging 4. Wine storage is determined per intensity of lighting in the room 5. Cellar management determined per amount of noise or ambience 6. Cellar management determined as per strong odours/smell 7. Storage space determined as per ventilation and aeration of room 8. Carry out wine inventory as per the wine list |
| 1. Carry out wine promotions | 1. Determine wine promotion strategy as per product offering and pricing 2. Develop wine Promotion Messages as per desired strategy 3. Carry out wine Promotions as per respective regions laws |

**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**  may include but not limited to: |
| 1. Wine evaluation may include but is not limited to | * Rating of wine |
| 1. Wine list may include but is not limited to | * Wine menu |

**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:

* Critical thinking
* Problem solving
* Passion driven
* Patient
* Creative

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Wine origin
* Wine regions (old and new)
* Wine classification
* Wine quality
* Grape’s species and varieties
* Label interpretation
* Food characteristics and spicing

**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. Carry out wine tasting as per the wine need 2. The wine list is prepared as per the availability 3. Wines for use are determined as per the price, availability and purpose 4. Wine store temperature is determined as per types of wine 5. Carry out wine inventory as per the wine list 6. promotion determined as per product offering and pricing |
| 1. Resource Implications | The following resources should be provided:   * 1. Computer   2. Projector   3. Flip chart/white board   4. Tasting mats   5. Wine glasses   6. Decanter   7. Cork screws   8. Waiter cloth   9. Tasting glasses |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PERFORM WINE SERVICE/ WINE BARTENDING

**UNIT CODE:** HOS/OS/FB/CC/01/5/A

**UNIT DESCRIPTION:**

This unit describes the competencies required to perform wine service/wine bartending. It involves preparing wine work station, receiving and sitting wine customer, obtaining customer request/ order, preparing and presenting customer order and billing and receiving customer payments. It also entails managing wine inventory.

**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 wine work station | 1. The work station stock level is checked and re-stocked as per the work place procedures 2. The work station is cleaned as per the work place standard 3. The work tools and equipment are prepared as per the work place procedures |
| 1. Receive and sit wine customer | 1. The customer is welcomed as per the work place procedures 2. The customer is offered a sit a per the customer booking |
| 1. Obtain customer request/ order | 1. The customer is offered the wine menu as per work place procedure 2. The order is taken from the customer as per the procedure 3. The wine waiter/barman repeats the order as per work place procedures |
| 1. Prepare and present customer order | 1. The waiter prepares the order as per the work place procedures. 2. The waiter does the table setup as per the wine type ordered 3. The waiter presents the order as per work station procedure 4. The wine waiter/barman confirms the order as per work place procedures 5. The waiter serves a little wine for tasting as per the procedures 6. The waiter serves the wine as per the work place procedures 7. The customer complain is handled as per the work place procedures 8. The waiter clears the table as per work place procedure |
| 1. Bill and Receive customer payments | 1. The waiters present bill to customer as per work place policy 2. The customer table is reset as per the workplace procedures |
| 1. Manage Wine inventory | 1. The wine Inventory is taken as per wine list 2. The wine cellar is restocked as per the work place procedures |

**RANGE**

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

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Wine work station may include but are not limited to | * Wine presentation tools * Service table * Cloths * Decanters * Ice buckets |
| 1. Wine inventory may include but is not limited to | * Stock taking of available and depleted wines |

**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:

* Attention to detail
* Problem solving
* Passion driven
* Efficient
* Creative
* Informed

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Wine origin
* Wine regions (old and new)
* Wine classification
* Wine quality
* Grape’s species and varieties
* Wine vendors and available wines per respective market
* Wine cellar storage conditions

**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. The work station is cleaned as per the work place standard 2. The customer is offered the menu as per work place procedure 3. The waiter presents starters as per work station procedures 4. The waiter presents the main meal as per work place procedure 5. The waiter prompts payment method as per work place policy 6. The inventory determined as per available stock in market 7. The work tools are prepared as per the work place procedures 8. The work station is stocked as per the work place procedures |
| 1. Resource Implications | The following resources should be provided:   * 1. Payment systems   2. Service table   3. Cloths   4. Wine list   5. Service Cloth   6. Note book and pen   7. Wine glasses   8. Decanter   9. Cork screws   10. Jugs   11. Wine bottles   12. Wine cooler |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Third party 5. Case study 6. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. Industrial attachment   Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |