

**TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL (TVET CDACC)**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**PASTRY COOK ARTISAN**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

First published 2018

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010. 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 shall be competency based, curriculum development shall be industry led, certification shall be based on demonstration of competence and mode of delivery shall allow for multiple entry and exit in TVET programmes.

It is against this background that these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Pastry Cook. These Occupational Standards will also be the bases 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 Hospitality industries growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

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

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with the Hospitality and Tourism Advisory Committee (SSAC have developed these Occupational Standards for Pastry Cook Level 4.

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

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

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. EngTech.**

**CHAIRMAN, TVET CDACC**

# ACKNOWLEDGMENT

These occupational standards have been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing these standards, significant involvement and support was received from various organisations.

I appreciate the funding of the Government of Canada and its implementing partner Colleges and Institutes Canada (CICan) which enabled the development of these standards through the Kenya Education for Employment Program (KEFEP).

I also appreciate the Kenya Coast National Polytechnic and its Canadian technical partners from Camosun College who collaborated to identify industry skills gaps and develop these standards.

I recognize with appreciation the role of industry partners including the National Polytechnic’s Industry Advisory Committee and the national Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in these standards. I also thank all stakeholders in the sector for their valuable input and all those who participated in the process of developing these standards.

I am convinced that these standards will go a long way in ensuring that workers in this sector acquire competencies that will enable them to perform their work more efficiently.

**Dr. LAWRENCE GUANTAI M’ITONGA, PhD**

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ACRONYMS

CDACC Curriculum Development, Assessment and Certification Council

KNQA Kenya National Qualification Authority

KNQF Kenya National Qualification Framework

OSHS Occupational Safety and Health Standards

PPE Personal Protective Equipment

TVET Technical and Vocational Education an

# KEY TO UNIT CODE

HOS/OS/PC/BC/01/4/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version Control

# OVERVIEW

Pastry Cook Level 4 qualification consists of competencies that a person must achieve to enable him/her to equip individuals with the competencies required to practice as Pastry Cooks in the modern baking and pastry sector with the ability to prepare and decorate a variety of baked and dessert products.

The units of competency comprising Pastry Cook level IV qualification include the following Basic, Common, and Core competencies.

**BASIC COMPETENCIES**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/PC/BC/01/4/A | Demonstrate Communication skills |
| HOS/OS/PC/BC/02/4/A | Demonstrate Numeracy SKILLS |
| HOS/OS/PC/BC/03/4/A | Demonstrate Digital Literacy |
| HOS/OS/PC/BC/04/4/A | Demonstrate Entrepreneurial Skills |
| HOS/OS/PC/BC/05/4/A | Demonstrate Employability Skills |
| HOS/OS/PC/BC/06/4/A | Demonstrate Environmental Literacy |
| HOS/OS/PC/BC/07/4/A | Demonstrate Occupational Safety and Health |

**COMMON COMPETENCIES**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/PC/CC/01/4/A | Managing the Guest Experience |
| HOS/OS/PC/CC/02/4/A | Tourism and Hospitality Marketing Experiences |
| HOS/OS/PC/CC/03/4/A | Sustainable Tourism |
| HOS/OS/PC/CC/04/4/A | Demonstrate Risk Management Skills |
| HOS/OS/PC/CC/05/4/A | Hospitality and Tourism Career Pathways |

**CORE COMPETENCIES**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/PC/CR/01/4/A | Prepare Breads and Rolls |
| HOS/OS/PC/CR/01/4/A | Prepare Puff, Flaky, Suet, and Choux Pastry and Pastry Products |
| HOS/OS/PC/CR/02/4/A | Prepare Cakes, Desserts, and Sauces |
| HOS/OS/PC/CR/03/4/A | Prepare Biscuits and Cookies |
| HOS/OS/PC/CR/04/4/A | Ice and Decorate a Variety of Celebration Cakes |
| HOS/OS/PC/CR/05/4/A | Prepare Ice-Creams and Sorbets |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Obtain and convey workplace information | 1. Specific and relevant information is accessed from ***appropriate sources*** based on standard procedures 2. Effective questioning, active listening and speaking skills are used to gather and convey information based on communication needs 3. Appropriate ***medium*** is used to transfer information and ideas in accordance with workplace guidelines 4. Appropriate non- verbal communication is used as per the communication needs 5. Appropriate lines of communicationwith supervisors and colleagues are identified and followed based on workplace requirements 6. Location and storage of information is undertaken according to workplace procedures    1. Personal interaction is carried out clearly and concisely according to workplace requirements |
| 1. Complete relevant work-related documents | * 1. Range of forms relating to conditions of employment are completed according to workplace procedures   2. Workplace data is recorded based on workplace requirements   3. Errors in recording information are identified and acted upon in accordance with workplace policies   4. Reporting requirements are completed according to organizational guidelines |
| 1. Communicate information about workplace processes | 1. Information sources are identified according to workplace procedures 2. ***Methods of communication*** are selected based on workplace guidelines 3. Multiple operations are communicated according to workplace structure 4. Work-related questions are asked and responded based on set protocols 5. Information is selected and organized according to workplace requirements 6. Verbal and written reporting is undertaken as per workplace requirements 7. Communication is maintained according to workplace standards |
| 1. Lead workplace discussions | 1. Response to workplace issues is sought and provided as per workplace protocol 2. Constructive contributions are made based on ***workplace discussions*** 3. Workplace objectives and action plan are communicated according to workplace requirements |
| 1. Identify and communicate issues arising in the workplace | 1. Issues and problems are identified as per workplace guidelines 2. Problems and issues in the workplace are organized according to workplace operations 3. Dialogue is initiated with appropriate personnel as per workplace structure 4. Problems and issues raised are communicated as per the workplace reporting procedures |

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Active listening
* Interpretation
* Negotiation
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Dealt with a range of communication/information at one time 2. Made constructive contributions in workplace issues 3. Sought workplace issues effectively 4. Responded to workplace issues promptly 5. Presented information clearly and effectively in written form 6. Used appropriate sources of information 7. Asked appropriate questions 8. Provided accurate information |
| 1. Resource Implications | 1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | 1. Third-party reports 2. Portfolio 3. Interview 4. Written tests 5. Observation 6. Oral questioning |
| 1. Context of Assessment | Competency may be assessed   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE NUMERACY SKILLS

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

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

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Simple fractions, decimals and percentages are correctly identified and interpreted   2. Performed a limited range of calculations using the 4 operations   3. Performed calculations using familiar units of measurement   4. Recognised common symbols and keys in familiar maps, plans and diagrams   5. Constructed simple tables and graphs using familiar data   6. Identified and interpret information in familiar tables, graphs and charts |
| 1. Resource Implications | 1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written Test 2. Interview 3. Oral Questioning |
| 1. Context of Assessment | Competency may be assessed   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE DIGITAL LITERACY

**UNIT CODE:** HOS/OS/PC/BC/03/4/A

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Identify computer software and hardware | * 1. ***Appropriate computer software*** is identified according to manufacturer’s specification   2. ***Appropriate computer hardware*** is identified according to manufacturer’s specification |
| 1. Apply security measures to data, hardware, software | * 1. ***Data security and privacy are classified*** in accordance with the technological situation   2. ***Security and control measures*** are applied in accordance with laws governing protection of ICT   3. Computer threats and crimes are detected as per information security management guidelines.   4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | * 1. Basic word processing concepts are applied in resolving workplace tasks   2. Word processing utilities are applied in accordance with workplace procedures   3. Data is manipulated on worksheet in accordance with office procedures |
| 1. Apply internet and email in communication at workplace | * 1. Electronic mail is applied in workplace communication in accordance with office procedures   2. Office internet functions are defined and executed in accordance with office procedures   3. Network configuration and uses are determined in accordance with office operations procedures |

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Interpretation
* Typing
* Communication
* Computing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

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

# DEMONSTRATE ENTREPRENEURIAL SKILLS

**UNIT CODE:** HOS/OS/PC/BC/04/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required demonstrate entrepreneurial skills. It involvescreating and maintaining small scale business, establishing small scale business customer base, managing small scale business and growing/ expanding small scale business.

**ELEMENTS AND PERFORMANCE CRITERIA**

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

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Marketing
* Advertising
* Basic bookkeeping
* Accounting
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Generation and evaluation of business ideas
* Legal requirements for starting a small business
* SWOT/ PESTEL analysis
* Occupational Safety and Health
* Public relations concepts
* Business plan
* Business financing
* Marketing strategies
* Business management and control
* Production/ operation process
* Product promotion strategies
* Market and feasibility studies
* Business ethics
* Building customer relations
* Business models and strategies
* Types and categories of businesses
* Business internal controls
* Relevant national and local legislation and regulations
* Basic quality control and assurance concepts
* Building relations with customer and employees
* Building competitive advantage of the enterprise
* Business growth strategies

**EVIDENCE GUIDE**

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

|  |  |  |
| --- | --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   |  | | --- | | 1. Demonstrated entrepreneurial skills 2. Demonstrate competencies to create a small-scale business 3. Demonstrated ability to conceptualize and plan a micro/small business 4. Grew customer base for the small-scale business 5. Demonstrated ability to manage/operate a micro/small-scale business 6. Demonstrated competencies to grow a micro/small-scale business | |
| 1. Resource Implications | |  | | --- | | The following resources should be provided: |  1. Assessment location 2. Case studies on micro/small-scale enterprises 3. Assessment materials |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   |  |  | | --- | --- | | 1. Written tests 2. Observation 3. Oral questioning 4. Portfolio 5. Projects |  | |
| 1. Context of Assessment | Competency may be assessed   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE EMPLOYABILITY SKILLS

**UNIT CODE:** HOS/OS/PC/BC/05/4/A

**UNIT DESCRIPTON**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

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

**RANGE**

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

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Personal objectives may include but not limited to: | 1. Long term 2. Short term 3. Broad 4. Specific |
| 1. Feedback may include but not limited to: | 1. Verbal 2. Written 3. Informal 4. Formal |
| 1. Team may include but not limited to: | 1. Small work group 2. Staff in a section/department 3. Inter-agency group |
| 1. Drug and substance abuse may include but not limited to: | 1. Alcohol 2. Tobacco 3. Miraa 4. Over-the-counter drugs 5. Cocaine 6. Bhang 7. Glue |
| 1. Emerging issues may include but not limited to: | 1. Terrorism 2. Social media 3. National cohesion 4. Open offices |
| 1. Range of media for learning may include but not limited to: | 1. Mentoring 2. peer support and networking 3. IT and courses |
| 1. Innovation may include but not limited to: | 1. New ideas 2. Original ideas 3. Different ideas 4. Methods/procedures 5. Processes 6. New tools |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

1. Communication
2. Interpersonal
3. Critical thinking
4. Observation
5. Organizing
6. Record keeping
7. Problem solving
8. Decision Making
9. Resource utilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

1. Work values and ethics
2. Company policies
3. Company operations, procedures and standards
4. Occupational Health and safety procedures
5. Fundamental rights at work
6. Personal hygiene practices
7. Workplace communication
8. Concept of time
9. Time management
10. Decision making
11. Types of resources
12. Work planning
13. Record keeping
14. Workplace problems and how to deal with them
15. Assertiveness
16. Team work
17. HIV and AIDS
18. Drug and substance abuse
19. Safe work habits
20. Professional growth and development
21. Technology in the workplace
22. Emerging issues
    * Social media
    * Terrorism
    * National cohesion

**EVIDENCE GUIDE**

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

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

# DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: HOS/OS/PC/BC/06/4/A

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Control environmental hazard | * 1. Storage methods for environmentally hazardous materials are followed according to environmental regulations and OSHS.   2. Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS.   3. ***PPE*** is used according to OSHS. |
| 1. Control environmental pollution | * 1. ***Environmental pollution*** ***control measures*** are compiled following standard protocol.   2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999   3. Methods for minimizing noise pollution complied following environmental regulations. |
| 1. Demonstrate sustainable use of resource s | * 1. Methods for minimizing wastage are complied with.   2. ***Waste management procedures*** are employed following principles of 3Rs (Reduce, Reuse, Recycle)   3. Methods for economizing or reducing resource consumption are practiced. |
| 1. Evaluate current practices in relation to resource usage | * 1. Information on resource efficiency ***systems and procedures*** are collected and provided as per work groups/sector   2. ***Current resource usage*** is measured and recorded as per work group/sector   3. Current purchasing strategies are analyzed and recorded according to industry procedures.   4. Current work processes to access information and data is analyzed following enterprise protocol. |
| 1. Identify environmental legislations/conventions for environmental concerns | 1. Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact 2. Industrial standard/environmental practices are described according to the different environmental concerns |

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Storage methods of environmentally hazardous materials
* Disposal methods of hazardous wastes
* Usage of PPE Environmental regulations
* OSHS
* Types of pollution
* Environmental pollution control measures
* Different solid wastes
* Solid waste management
* Different noise pollution
* Methods of minimizing noise pollution
* Solid Waste Act
* Methods of minimizing wastage
* Waste management procedures
* Economizing of resource consumption
* Principle of 3Rs
* Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Types of workplace environmental hazards
* Environmental regulations
* Environmental regulations applying to the enterprise.
* Procedures for assessing compliance with environmental regulations.
* Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis current work processes to access information and data Analysis of data and information

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Controlled environmental hazards 2. Controlled environmental pollution 3. Demonstrated sustainable resource use 4. Evaluated current practices in relation to resource usage |
| 1. Resource Implications | The following resources should be provided:   * 1. Workplace with storage facilities   2. Tools, materials and equipment relevant to the tasks (e.g. cleaning tools, cleaning materials, trash bags, etc.)   3. PPEs   4. Manuals and references   5. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection   6. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written tests 4. Third party reports 5. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE OCUPATIONAL SAFETY AND HEALTH PRACTICES

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Adhere to workplace procedures for hazards and risk prevention | 1. Arrangement of work area and items in accordance with   workplace procedures requirements   1. Work standards and procedures are followed based on instructions 2. ***Prevention and control measures*** are applied based on instructions |
| 1. Participate in arrangements for workplace safety and health maintenance | 1. Orientations on ***OSH requirements and regulations*** is undertaken in line with policy. 2. Feedback on occupational health and safety are provided as per workplace instructions. 3. Workplace procedures for reporting hazards, incidents, injuries and sickness are adhered to as per workplace policy. 4. ***OSH-related training needs*** are identified and proposed as per workplace policy. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Prevention and control measures may include but are not limited to: | * Eliminate the hazard * Isolate the hazard * Substitute the hazard with a safer alternative * Use administrative controls to reduce the risk * Use engineering controls to reduce the risk * Use personal protective equipment * Safety, Health and Work Environment Evaluation * Periodic and/or special medical examinations of workers |
| 1. Safety gears /PPE (Personal Protective Equipment’s) may include but are not limited to: | * Arm/Hand guard, gloves * Eye protection (goggles, shield) * Hearing protection (ear muffs, ear plugs) * Hair Net/cap/bonnet * Hard hat * Face protection (mask, shield) * Apron/Gown/coverall/jump suit * Anti-static suits * High-visibility reflective vest |
| 1. Incidents and emergencies may include but are not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| 1. OSH requirements / regulations may include but are not limited to: | * Building code * Permit to Operate |
| 1. OSH-related trainings may include but are not limited to: | * Safety Orientations relevant to tasks * Safe and Correct Operation of Tools and Equipment * Health Orientations/trainings * Prevention and Control of OSH Hazards in the workplace * Chemical Handling * Safety Trainings * Prevention and Control of Work-related Injuries and Illness * Basic First-aid Trainings * Emergency Response Trainings * Trainings on use of fire-extinguisher |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Arranged work area and items in accordance with 2. workplace procedures requirements 3. Followed work standards and procedures based on instructions 4. Applied ***Prevention and control measures*** based on instructions 5. Undertook orientations on ***OSH requirements and regulations*** in line with policy. 6. Provided feedback on occupational health and safety as per workplace instructions. 7. Adhered to workplace procedures for reporting hazards, incidents, injuries and sickness to as per workplace policy. 8. Identified and proposed ***OSH-related training needs*** as per workplace policy. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral questioning 2. Portfolio of evidence 3. Third Party Reports 4. Written tests |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# COMMON COMPETENCIES

# MANAGING THE GUEST EXPERIENCE

**UNIT CODE:** HOS/OS/PC/CC/01/4/A

**UNIT DESCRIPTION**

This unit covers competencies required to manage a positive guest experience. It involves welcoming and identifying guests’ needs, offering service to guest and handling guests’ queries. It also involves handling guests’ special needs, guest feedback and any arising complaints/conflicts.

**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. Welcome the guest | 1. Guests are greeted according to standards. 2. Verbal and ***non-verbal communication*** skills are synchronized and applied in accordance with standards. 3. Enquiry of guests’ details is made as per guest standards. 4. Guests are registered as per guest standards. 5. Guests’ details are recorded as per workplace policy. |
| 2. Identify and meet guests’ urgent needs | 1. Inquire and establish guests’ need based on information provided. 2. Guests’ needs are prioritized based on urgency. 3. Guests’ urgent needs are addressed. 4. ***Special guests’*** needs are met as per guest quality standards. |
| 3. Offer required guests’ service | 3.1 Guests’ needs are promptly attended to in line with standards.  3.2 Guests’ complaints are attended to as per guest quality standards.  3.2 Rapport is established and maintained with customer to enable efficient service delivery.  3.3 Opportunity to enhance quality of service is taken as per workplace policy.  3.4 Guest feedback summary is prepared and disseminated as per workplace policy. |
| 4. Implement a loyalty programme | 1. Guests’ feedback is collected, analyzed and shared as per guest standards 2. Guests’ database is maintained as per guest standards. 3. Guests’ are followed up for future business. . |

**RANGE OF VARIABLES**

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. Non-verbal communication | May include but not limited to:   * body language * dress and accessories * gestures and mannerisms * voice tonality and volume * use of space * culturally specific communication customs and practices |
| 2. Interpersonal skills | May include but not limited to:   * interactive communication * public relation * good working attitude * sincerity * pleasant disposition * effective communication skills |
| 3. Special guests | May include but not limited to:   * those with a disability * those with special cultural or language needs * unaccompanied children * parents with young children * pregnant women |

**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 skills
* People skills
* Time management
* Work culture
* Telephone handling skills
* Complaints handling skills
* Conflict resolution skills
* Negotiation skills
* Analytical skills
* Problem solving
* Critical thinking

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Communication
* Telephone etiquette
* Guest relations
* Loyalty programme development procedures
* Attributes of guest relations staff
* Conflict resolution techniques
* Negotiation techniques
* Problem solving process
* Safety and security procedures
* Inquiry techniques

**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. Welcomed guests courteously   2. Identified guests needs accurately   3. Attended to guests’ needs promptly   4. Established and maintained rapport with guest   5. Enhance quality of service to guests   6. Complied with industry practices and procedures   7. Used interactive communication with guests and colleagues   8. Complied with occupational, health and safety practices   9. Promoted public relation   10. Demonstrated familiarity with company facilities, products and services   11. Demonstrated ability to work effectively with others   12. Applied telephone etiquette   13. Handled customer complaints within limit of individual responsibility |
| 2. Assessment Resource Implications | The following resources should be provided:   * 1. A functional hotel, Tourism Operator, food and beverage front of house operation.   2. An institution with a functional hotel. |
| 3. Methods of Assessment | Competency in this unit must be assessed through:   * 1. Written tests   2. Observation   3. Oral tests   4. Interviewed   5. Third party report |
| 4. Context of Assessment | 1. Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 2. Assessment activities are carried out through CDACC's accredited assessment center |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# TOURISM AND HOSPITALITY MARKETING EXPERIENCES

UNIT CODE: HOS/OS/PC/CC/02/4/A

**UNIT DESCRIPTION:** This unit describes the competencies required to develop and market tourism and Hospitality experiences. It involves conducting feasibility studies, developing marketing strategies and marketing plans, promoting products and services, performing post experience marketing activities. It also entails implementing recommendations of the tour and travel marketing report. It applies in the Tourism and travel Industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomeswhich make the workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***(Bold and italicised terms are elaborated in the Range)*** |
| --- | --- |
| 1. Conduct feasibility study for a tourism or hospitality experience | 1. Target markets are identified and selected as per their growth potential and the organisation`s strategic plan. 2. Customer profiles are created and maintained as per available data on customer preferences. 3. Market is segmented based on customer profiles and organization objectives. 4. ***Products*** are developed to match the market segments based on organisation`s objectives. |
| 1. Develop marketing strategies | 1. Marketing objectives, consistent with the organisation’s business plan, are identified and prioritised 2. Marketing strategies are identified and developed in-line with the organisation`s business plan and financial potential 3. Marketing strategy is adopted and documented based on organization objectives. |
| 1. Develop a marketing plan | * 1. Marketing schedules are developed for the identified market segments in-line with the marketing strategy.   2. ***Resources for implementation of marketing plans*** are identified from historical data and business projections.   3. Marketing schedules are implemented in line with the marketing strategy.   4. Implementation and performance of the marketing plan is monitored and evaluated against milestones and budgets.  1. Significant variances in performance against the developed marketing plan are addressed in line with organisational policies. |
| 1. Develop new products and services for promotion | * 1. ***Features of experiences*** to be promoted are identified based on their unique selling points.   2. Resources for promotional activities are identified from the budget and their availability secured.   3. ***Methods of promotion*** are identified based on resources available.   4. ***Promotional materials*** are developed based on products identified unique selling points.   5. Logistics for promotional activities are identified as per the type of promotional activity.   6. Promotional activitiesare organised and implemented based on budget and target market preferences.   7. Promotional activities are evaluated and revised based on their performance.   8. Promotional activities are conducted in due regard to sustainable tourism.  1. Tour products are sold based on customers’ needs as per SOPs. |
| 1. Monitor the marketing channels | 1. Measure how effective each distribution channel has been. 2. Performance indicators are identified 3. Recommendations in marketing reports are acted upon based marketing strategy. |
| 1. Apply promotional strategy | 1. Internal ***feedback mechanisms*** are developed 2. Measure the effectiveness of the promotional strategy 3. Demonstrate skills required for managing a promotional campaign |

**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. Customer profiles | * Demographic:   1. name,   2. address,   3. occupation,   4. age   5. nationality * Psychographic:   1. introverts,   2. extroverts |
| 1. Tour and travel products | * Special interest tours, * Group tours, * Individual tours, * Group inclusive tour, * Ground transport, * Car hire, conferences, * Business travel, * Tour packages * Airline seats (economy, business, first class), * Hotel rooms (standard, deluxe, suites, economy) |
| 1. Promotional Activities | * One-off, * Series, |
| 1. Promotional materials | * Brochures, * Posters, * Cards, * Labels, * Leaflets, * Multi-media * Web-based |
| 1. Resources for implementation of marketing plans | * Financial, * Logistical, * Human*,* |
| 1. Features of tour and travel products | * Comfort Levels, * Ambience, * Experience |
| 1. Methods of promotion | * Web based methods, * Branding, * Personal selling, * Direct marketing, * Special offers, * Electronic media, * Word of mouth, * Trade shows and exhibitions |
| 1. Promotional materials | * Brochures, * Flyers, * Corporate ware * Banners |

**REQUIRED SKILLS AND KNOWLEDGE**

**Required Skills:**

* Communication
* Marketing
* Selling
* Interpersonal relationship
* Risk assessment
* Analytical
* Decision making
* Problem solving
* ICT skills
* Negotiation
* Report writing
* Organizational
* Leadership
* Teamwork
* Persuasion
* Planning
* Control
* Numeracy

**Required knowledge:**

* Tourism destination knowledge
* Principles and methods of marketing
* Legal aspects of tourism
* Components of tourism products
* Range of tourism suppliers
* Customer knowledge
* Service standards
* Principles of sustainable tourism
* Feedback mechanisms
* Promotion of the tour products
* Tourism source markets

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | ***Assessment requires evidence that the candidate:***   1. Identified and selected Target markets appropriately 2. Created and maintained Customer profiles correctly. 3. Segmented Market appropriately. 4. Developedproducts effectively. 5. Identified and prioritised Marketing objectives appropriately. 6. Identified and developed Marketing strategies appropriately 7. Facilitated the adoption and documentation of the Marketing strategy 8. Appropriately developed Marketing schedules. 9. Effectively Identified Resources for implementation of marketing plans 10. Facilitated implementation of Marketing schedules 11. Appropriately monitored and evaluated the implementation and performance of the marketing plan 12. Appropriately addressed Significant variances in marketing plan performance 13. Identified Features of tour products to be promoted correctly 14. Identified and secured availability Resources for promotional activities from the budget 15. Appropriately identifiedMethods of promotion are based on resources available. 16. Effectively developed Promotional materials 17. Appropriately identified Logistics for promotional activities 18. Appropriately organised and implemented Promotional Activities 19. Effectively evaluated and reviewed Promotional Activities 20. Demonstrated understanding of sustainable tourism. 21. Sold tour products effectively. 22. Prepared marketing reports. 23. Implemented marketing report recommendations |
| 1. Resource implications | 1. A functional tour operations office 2. An institution with fully equipped simulated training tour operations office |
| 1. Methods of Assessment | ***Competency may be assessed through:***   1. Verbal questioning 2. Project 3. Observation 4. Third party report 5. Interview 6. Written test |
| 1. Context of Assessment | Competency may be assessed individually   1. On-the-job 2. Off-the-job 3. Workplace experience |
| 1. Guidance information for assessment | This unit may be assessed on an integrated basis with others within this occupational sector |

# SUSTAINABLE TOURISM

**UNIT CODE:** HOS/OS/PC/CC/03/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to successfully apply the social, environmental, and economic pillars of sustainability. It involves demonstrating the ability to sustain social aspects of development, the ability to sustain environmental aspects of development and the ability to sustain economic aspects of development.

**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 the ability to sustain social aspects of development | * 1. Understand the key components of sustainable development   2. Examine reasons for social exclusion in the community   3. Enhance change for social inclusion   4. Strengthen social inclusion |
| 1. Demonstrate the ability to sustain environmental aspects of development | * 1. Understand aspects of sustainable development   2. Accurately point out causes of environmental damage   3. Improve environmental conservation |
| 1. Demonstrate the ability to sustain economic aspects of development | * 1. Understand aspects of sustainable development   2. Influence change for economic growth   3. Support sustainable economic growth |

**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. Social aspects of sustainability | May include but not limited to:   * Reasons for social exclusion * Gender * Age * Social status and position * Sexual orientation * Change for inclusion * Change mindset * Cultural orientation change * Strengthening social inclusion |
| 1. Environmental aspects of development | May include but not limited to:   * Causes of environmental damage * Wastage * Illegal dumping * Use of polythene bags * Deforestation and illegal logging * Environmental conservation * Reusable energy * Firm legislation |
| 1. Economic aspects of development | * Change for economic growth * Incorporate sustainability in courses * Pathway to growth in courses * Sustainable economic growth |

**REQUIRED SKILLS AND KNOWLEDGE**

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

Assessment requires evidence that the candidate:

**Required Skills**

* Identifying causes of environmental damage
* Improving environmental conservation
* Influencing change for economic growth
* Identifying strategies to support sustainable economic growth

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Theoretical understanding of aspects of sustainable development
* Historic background on the social exclusion in the community
* Demonstrated knowledge of change for social inclusion
* Implementing strategies for Strengthening social inclusion

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated the ability to sustain social aspects of development 2. Demonstrated the ability to sustain environmental aspects of development 3. Demonstrated the ability to sustain economic aspects of development |
| 1. Resource Implications. | The following resources should be provided:   * 1. Workplace or assessment location.   2. Risk management personal records.   3. Risk impact assessment records |
| 1. Methods of Assessment. | Competency may be assessed through:   1. Portfolio assessment. 2. Interview. 3. Case Study/Situation. 4. Observation/demonstration and oral questioning. |
| 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. |

# DEMOSTRATE RISK MANAGEMENT SKILLS

**UNIT CODE:** HOS/CU/PC/CC/04/4/A

**UNIT DESCRIPTION**

This unit describes the competencies required to demonstrate risk management skills in hospitality and tourism industry. It involves identifying and categorizing risks, developing analysis of risks and risk control methods, implementing a risk management system, monitoring and evaluating the implementation of a risk management system and preparing reports on risk management.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| * + - 1. Identify and classify risks | 1. Sources of risks in hospitality and tourism industry are identified 2. Risks in hospitality and tourism industry are categorized as per the type of the risk 3. Risk management is described in context of hospitality and tourism |
| 1. Develop analysis of risks and risk control methods | * 1. Risk management criteria is analyzed and determined   2. Risk management process is determined   3. Risk management procedures are determined   4. Risk control techniques in the hospitality and tourism industry are determined.   5. Risk management criteria, process, procedures and risk control techniques in the hospitality and tourism industry are evaluated and selected according to the analysis performed. |
| 1. Develop analysis resources use | 1. All resources required for the risk control are identified 2. Quantity and nature of resources is determined 3. Resource flow is analyzed through different parts of the risk control methods |
| 1. Implement risk management system | * 1. Risk management implementation plan is developed   2. The social-economic scope of the risk management implementation plan is determined   3. Objectives of stakeholders are identified   4. Activities of stakeholders are identified based on objectives of stakeholders   5. Individual roles/responsibilities are determined and performed based on the activities identified   6. The risk management implementation plan is communicated to stakeholders. |
| 1. Monitor and evaluate implementation of risk management system | 1. Risk management monitoring and evaluation tools are developed 2. Implementation plans are reviewed 3. Risk management implementation plan, procedures and risk control techniques are monitored and evaluated 4. Activities are periodically monitored and evaluated according to the objectives of the stakeholders. 5. Feedback from stakeholders is gathered and considered for improvement of the risk management system based on consultations. 6. Data gathered is analyzed based on evaluation requirements 7. Recommendations are submitted based on the findings 8. Management support systems are set/ established to sustain and enhance the risk management system. 9. Risk management responses are monitored, evaluated and reported to concerned/ proper authorities. |
| 1. Prepare reports on risk management | * 1. Risk management reports are prepared depending on the risks identification, analysis, control, monitoring, and evaluation findings   2. Risk management reports are evaluated and disseminated   3. Impact assessment is carried out   4. Report recommendations are implemented to increase efficiency and effectiveness of the risk management system |

**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. Sources of risks in hospitality and tourism industry may include but not limited to: | * + Physical environment- natural advertise such as floods, earthquakes, hurricanes, landslides etc. leading to loss of life and property   + Social environment: - human behavior, values, norms, standards, culture and state of social behavior involve crimes, improper conduct, civil unrest, strikes, riots   + Political environment: - Acts of war, global trade, sudden changes in policies can be a source of risks   + Operational environment: - unfavorable working conditions, inadequate skills and knowledge, failures of installation and production processes, inadequate resources and facilities   + Economic environment: - economic recession or currency rates, credit rates or credit policies, improper management of liquidity/cash flow, inadequate knowledge on resource utilization   + Legal environment: - civil legislation, fines,   + Cognitive environment: - perception and conceptualization of risks, inability to identify, classify and manage risks. |
| 1. Categories of risks may include but not limited to: | * + Physical risks   + Human risks   + Financial resource exposure |
| 1. Risk management criteria/considerations may include but limited to: | * + How organizational resources are threatened   + Adverse effects that can prevent an organization from achieving its goals   + Favorable possibilities |
| 1. Risk management process may include but not limited to: | * Identification of risks in a selected domain of interest * Planning – develop a risk management plan * Mapping out: - * The social scope of the risk management * Identity objectives of stakeholders * Basis upon which the risks will be evaluated (indicators) * Defining a framework for activity and an agenda for identification * Developing analysis of risks involved in the process: quantitative and qualitative risk analysis * Mitigation or solution of risks using available technological, human and organizational resources * Monitoring and controlling risk management system * Preparation of reports and records * Maintaining records |
| 1. Risk management procedures may include but limited to: | * Identifying possible sources of risks together with the circumstances needed to activate these risk factors * Determining the direct and indirect consequences of risk assumption * Measuring specific risk factors * Determining the critical limits and deciding on mitigation actions * Classification of risk factors into: * Insignificant risks that can be overlooked * Substantial risks that can be put into consideration in applying risk control methods * Risks under observation for future consideration |
| 1. Techniques of risk control may include but not limited to: | * Risk avoidance and isolation * Risk reduction including preventive and repressive techniques; and categories of risk reduction; * Physical safety precautions (security guards, CCTV, security and fire alarms, * Staff training (such as safety and security training, customer care training) * Security and indemnity procedures (contingency planning, quality control, guarantees of payment,) * Transfer of operations/re-location of risks * Risk retention- passive and active, intentional and unintentional * Transferring financial liability/insurance transfer * Repartition/atomisation/ risk distribution/spreading the risk |
| 1. Analysis of resources required in risk control may include but not limited to: | * Quantity and nature of the physical resources * Quantity and nature of human resources * Quantity and nature of financial resources |
| 1. Implementation of sustainable risk management system may include but not limited to: | * Objectives of stakeholders * Execution of activities of stakeholders * Individual roles/responsibilities based on activities of stakeholders * Organizational policies and procedures related to risk management * Communication of implementation plan to stakeholders |
| 1. onitoring and evaluation of risk management system may include but not limited to: | * Monitoring and evaluating the risk management controls in the following areas: * Heating ventilation and air conditioning –systems and procedures * Boiler plant and water - systems and procedures * Engineering services- systems and procedures * Chillers and refrigeration - Systems and procedures * Power and distribution and energy management- systems and procedures * Electrical safety-extension cords and fittings, fittings and outlets, powered machines and portable tools, residue current devices, switchboards, inspection and testing, work practices (systems and procedures) * Waste and environmental management- systems and facilities * Incident response, management, recording and investigations * Security operations and systems * Insurances * Risk management in purchasing and receiving * Closed circuits TV and alarm systems * Food and beverage services and kitchen operations * Fire safety systems, procedures and equipment * Housekeeping and cleaning operations * Laundry operations and facilities * Loading dock/receiving operations * Lifts, escalators, walkways * Valet and other parking spaces * Children’s facilities and child minding * Luggage handling and storage facilities * Fitness and health facilities * Swimming pools, beachfronts and spas * Documented safety procedures and protocols * Sporting facilities and services * Gardens, terraces and grounds * Guests rooms and floor safety * Emergency planning and preparedness * Guest and occupational safety committee * Training- life and general safety * Quality management system and management commitment |
| 1. Risk management reports and records may include and not limited to: | * Risks analysis reports and records * Risk control reports and records * Impact assessment reports and records * Monitoring and evaluation reports and records |

**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:

* Skills on preliminary identification of workplace risks
* Knowledge management.
* Critical thinking skills.
* Observation skills.
* Coordinating skills.
* Communication skills.
* Interpersonal skills.
* Troubleshooting skills.
* Presentation skills.
* Training skills.

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General Risk Management Principles.
* Risks recognition.
* Risks management organizations providing services on risk control and evaluation.
* National risk management regulations;
* Organizational/company/establishment/property policies and protocols.
* Systematic gathering of risk management issues and concerns.
* Company/organizational/establishment/property and recording protocols, procedures and policies/guidelines.
* Training and/or counselling 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.

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| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identifies risks in the workplace and/or its indicators. 2. Requests for analysis and evaluation of risks in the workplace. 3. Gathers risk management issues and/or concerns raised by workers. 4. Identifies and implements prevention and control measures for specific risks. 5. Recommends appropriate risk controls based on result of risk control evaluation and risk control issues gathered. 6. Establish contingency measures, including emergency procedures in accordance with organization procedures. 7. Provides information to work team about company risk management program, procedures and policies/guidelines. 8. Participates in the implementation of risk management procedures and policies/guidelines. 9. Trains and advises team members on risk management standards and procedures. 10. Implements procedures for maintaining risk management -related records. |
| 1. Resource Implications. | The following resources should be provided:  2.1 Workplace or assessment location.  2.2 Risk management personal records.   * + Risk impact assessment records |
| 1. Methods of Assessment. | Competency may be assessed through:  3.1 Portfolio assessment.  3.2 Interview.  3.3 Case Study/Situation.  3.4 Observation/demonstration and oral questioning. |
| 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. |

**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:

* Skills on preliminary identification of workplace risks
* Knowledge management.
* Critical thinking skills.
* Observation skills.
* Coordinating skills.
* Communication skills.
* Interpersonal skills.
* Troubleshooting skills.
* Presentation skills.
* Training skills.

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General Risk Management Principles.
* Risks recognition.
* Risks management organizations providing services on risk control and evaluation.
* National risk management regulations;
* Organizational/company/establishment/property policies and protocols.
* Systematic gathering of risk management issues and concerns.
* Company/organizational/establishment/property and recording protocols, procedures and policies/guidelines.
* Training and/or counselling methodologies and strategies.

# HOSPITALITY AND TOURISM CAREER PATHWAYS

**UNIT CODE:** HOS/OS/PC/CC/05/4/A

**UNIT DESCRIPTION**

This unit describes the competencies required to promote career pathways. It involves applying features of career pathways in hospitality and tourism, implementing the FOUR C’s with focus on core skills in curriculum, monitoring the implementation of interventions in career pathways and understanding competencies required by employers globally.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| **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. Apply features of career pathways from the hospitality and Tourism Industry | 1. Understand the Kenyan Education system and available training programs 2. Understand the relationship between gaining hospitality industry experience and receiving a formal education in hospitality 3. Organize a career plan that allows integrates experience and formal education 4. Integrate into a personal career plan the support needed for building a successful career in hospitality such as mentors, career advisors, and industry professional’s |
| 1. Implement the FOUR C’s with focus on core skills in curriculum | * 1. Demonstrate professional communication skills   2. Practice team collaboration skills   3. Demonstrate critical thinking and problem-solving skills   4. Practice creativity skills   5. Understand personal core values |
| 1. Monitor implementation of interventions in career pathways | 1. Develop Entrepreneurial thinking skills 2. Develop a personal Career plan 3. Integrate a workplace training program 4. Develop a skills training plan 5. Demonstrate career networking skills 6. Develop formal job evaluation tools 7. Demonstrate effective workplace coaching skills |
| 1. Describe competencies required by employers globally | 1. Understand a variety leadership styles 2. Demonstrate cross cultural competence in the workplace 3. Demonstrate teamwork skills 4. Demonstrate understanding an understanding of diversity in the workplace 5. Demonstrate positive interpersonal skills |

**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. Communication includes but is not limited to: | * Written * Non- Verbal * Formal * Informal * Videos * Feedback * Listening skills |
| 1. Workplace relationships includes but is not limited to: | 1. Interpersonal 2. Open 3. Conflict 4. Addressing workplace conflict 5. Professional values 6. Professional Attitudes 7. Team based relationships 8. Professional Attitudes |
| 1. Team Work includes but is not limited to: | 1. Team projects 2. working with industry partners 3. Dealing with team conflict |

**REQUIRED SKILLS AND KNOWLEDGE**

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

Assessment requires evidence that the candidate:

**Required Skills**

* Demonstrating workplace professional Communication skills
* Identifying personal career goals
* Demonstrating problem solving skills
* Developing a personal career plan
* Demonstrating personal leadership
* Demonstrate professional workplace skills
* Demonstrate collaboration skills
* Critical thinking
* Develop strategies for working in culturally diverse environments

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Theoretical understanding of Career development
* Understanding the concepts of writing personal career goals
* Demonstrated knowledge of hospitality and tourism career progression pathways
* Implementing strategies for developing a career progression
* Understanding how to be an effective member of a team
* Research hospitality organizations culture and values
* Understanding career progression
* Understand cross-cultural differences in a workplace setting

# CORE COMPETENCIES

# PREPARE BREADS AND ROLLS

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

**UNIT DESCRIPTION**

This unit specifies the competencies required by a pastry cook to successfully demonstrate the preparation, production, and finishing of breads and rolls. It involves mise en place, dough preparation, shaping, traying/tinning, proofing, baking, cooling, packaging and post production tasks.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **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 bread and roll making pastry section | 1. Workspace, equipment’s and tools identified as per the type of bread 2. Workspace, tools and equipment’s cleaned as per hygiene standards |
| 1. Select and weigh breads and rolls ingredients | 1. Required recipe should be read and understood 2. Ingredients in the production of breads are selected as per recipe 3. Ingredients are accurately weighed as per recipe 4. 2.4 ***Health and safety*** procedures are followed as per the Safety and Hygiene Rules. |
| 1. Mix all ingredients into a smooth dough | 1. All powdered ingredients mixed into a bowl as per recipe 2. Wet ingredients added as per recipe 3. Mixture kneaded into a smooth dough |
| 1. Shape breads and rolls dough | * 1. Breads and rolls doughs shaped as per the product   2. Bread and rolls doughs are tinned/trayed as per the product   3. Correct oven temperature set as per recipe   4. Doughs are brushed with egg as per recipe |
| 1. Proof breads and rolls doughs | 1. Breads and rolls dough proofed in warm environment as per recipe 2. Proofed bread and rolls brushed with egg 3. Breads and rolls ***garnished*** appropriately as per preference |
| 1. Bake breads and rolls | * 1. Proofed doughs placed in pre-heated oven as per recipe   2. Oven temperatures and baking time observed as per recipe |
| 1. Cool and Package bread and rolls | * 1. Baked product safely removed from the oven as per safety standards   2. Bread and rolls placed on a cooling rack in a well-ventilated area as per recipe   3. Product Packaged and labeled |
| 1. Perform post production tasks | * 1. Workspaces, tools and equipment’s cleaned as per hygiene standards   2. Produced items and remaining ingredients are documented as per policy   3. Summary report submitted to management as per policy |

**RANGE**

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

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Bakeries and pastry sections can be found in the following places | May include but are not limited to:   * Hotels * Resorts * Lodges * Supermarkets * Boarding Schools * Small home- based business * Camps * Commercial bakeries |
| 1. Garnishes | May include but not limited to;   * Sim Sim Seeds * Oats * Currants * Sultanas |
| 1. Recipes | May include but are not limited to:   * Standard recipes  1. Basic recipes 2. Self-developed recipes 3. Historic recipes 4. Consistence units of weights and measures |
| 1. Ingredients | May include but are not limited to:   * Different types of flour * Different types of yeast * Different types of fat * Different types of recipe modifications * Different types of flavor enhancers (such as sugar, Salt, Cinnamon) |
| 1. Environments | * Amount of moisture in local atmosphere * Altitude |
| 1. Equipment | * Types of ovens available * Size of bread tins * Size of mixers available * Availability of small bakery equipment * Accuracy of weighing scales * Availability of cooling racks |
| 1. Health and Safety | * Clean equipment * Personal Hygiene * Well maintained equipment * Professional food handling practices * Trained in the correct use of equipment * Awareness of hygiene and safety procedures |
| 1. Powdered ingredients | May include but not limited to;   * + Flour   + Yeast   + Sugar   + Salt   + Icing sugar |

**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:

1. Read and understand recipes
2. Identify ingredients
3. Communication skills
4. Accuracy in measuring and weighing
5. Organizational skills
6. Interpersonal skills
7. Health and safety skills
8. Safely use equipment
9. Bread mixing skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Ingredients used in the production of bread
* Health and safety
* Scientific interaction of ingredients
* Baking formulas
* Recipe conversions
* Types of tools and equipment
* Faults and their causes in baking products

**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. Correctly identified the ingredients   2. Accurately weighed and measured the ingredients   3. Worked safely   4. Demonstrated organizational skills   5. Mixed bread dough   6. Set correct oven temperature   7. Proofed bread   8. Accurately portioned bread   9. Ensure that bread is correctly baked   10. Cooled and stored finished bread products |
| 2. Resource Implications | The following resources must be provided:   * 1. Workplace or assessment location (pastry section, bakeshop etc.)   2. Ingredients and recipe   2.3 Tools and equipment  2.4 Writing materials |
| 3. Methods of Assessment | Competency in this unit may be assessed through:   * Practical test * Workplace portfolio * Observation * Written test * Oral Questioning |
| 4. 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. |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace, and job role is recommended. |

# PREPARE PUFF, FLAKY, SUET, CHOUX PASTRY AND PASTRY PRODUCTS

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

**UNIT DESCRIPTION**

This unit specifies the competencies required by a Pastry Cook to prepare Puff, Flaky, Suet and Choux pastry. It involves setting up a pastry section in a clean and organized manner, accurately selecting and weighing ingredients, preparing pastries, preparing pastry fillings, understanding pastries baking temperatures, and the cooling and safe storage of baked pastry products.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **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 pastry production section | 1. Workspace, equipment’s and tools are identified as per the type of bread 2. Workspace, tools and equipment’s are cleaned as per hygiene standards |
| 1. Select and weigh breads and rolls ingredients | * 1. Required ***recipe*** should be read and understood   2. I***ngredients*** in the production of pastries are selected as per recipe   3. Ingredients are accurately weighed as per recipe   4. H***ealth and safety*** procedures are followed as per the Safety and Hygiene Rules. |
| 1. Mix and shape pastries, e.g. puff, flaky, suet, and choux | 1. Oven temperatures set to appropriate temperature as per recipe 2. Mixing and preparation procedures followed as per individual recipe. 3. Pastries shaped as per individual product. |
| 1. Prepare pastry filling and products | 1. Fillings cooked and cooled as per product 2. Pastry products sealed as per product 3. Products tinned/trayed as per product 4. 4.4 Products brushed with egg |
| 1. Bake/deep fry the pastry product | 1. Pastry products placed into the oven or fryer for the required time as per recipe 2. Oven temperature and baking time observed as per the recipe |
| 1. Cool, garnish and package pastry product | * 1. Pastry products removed from the oven or fryer as per safety regulation   2. Pastry products placed on a cooling rack in a well-ventilated area   3. Pastries garnished as per the product   4. Product packaged appropriately |
| 1. Perform post production tasks | * 1. Workspaces, tools and equipment’s cleaned as per hygiene standards   2. Produced items and remaining ingredients are documented as per policy   3. Summary report submitted to management as per policy |

**RANGE**

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

|  |  |
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| **VARIABLE** | **RANGE** |
| 1. Bakeries and pastry sections can be found in the following places | May include but are not limited to:   * Hotels * Resorts * Lodges * Supermarkets * Boarding Schools * Small home-based businesses * Camps * Commercial bakeries |
| 2. Recipes | May include but are not limited to:   * Standard recipes * Basic recipes * Self-developed recipes * Historic recipes * Consistent units of weights of measure |
| 3. Ingredients | May include   * Different types of flour * Different types of fats * Different types of recipe modifications * Different types of flavor enhancers (such as Sugar, Salt, Cinnamon) |
| 4. Environments | * Amount of moisture in local atmosphere * Altitude |
| 5. Equipment | * Types of oven available * Size of mixers available * Availability of small bakery equipment * Accuracy of weighing scales * Availability of cooling racks * Fryers |
| 6. Health and Safety | * Clean equipment * Personal Hygiene * Well maintained equipment * Professional food handling practices * Trained in the correct use of equipment * Awareness of Hygiene and safety procedures |
| 7. Pastries | May include but not limited to:   * Puff * Flaky * Suet * Choux |
| 8. Pastry filling | May include but not limited to:   * Meats * Vegetables * Jam * Fresh cream * Cooking chocolate * Fruits * Custards |

**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:

* Read and understand recipes
* Identify ingredients
* Communication skills
* Accuracy in measuring and weighing
* Organizational skills
* Interpersonal skills
* Health and safety skills
* Safely use equipment
* Pastry mixing skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Ingredients used in the production of pastry
* Health and safety
* Scientific interaction of ingredients
* Baking formulas
* Recipe conversions
* Types of tools and equipment
* Faults and their causes in the production of pastry
* Different types of methods for producing pastry

**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 | Assessment requires evidence that the candidate:   * 1. Correctly identified the ingredients   2. Accurately weighed and measured the ingredients   3. Worked safely   4. Demonstrated organizational skills   5. Followed recipe method   6. Set correct oven temperature   7. Ensured that pasty products are correctly baked   8. Stored the finished pastry products |
| 2. Resource Implications | The following resources must be provided:  2.1 Workplace or assessment location  2.2 Ingredients and recipe  2.3 Tools and equipment  2.4 Writing materials |
| 3. Methods of Assessment | Competency in this unit may be assessed through:  3.1 Practical test  3.2 Workplace portfolio  3.3 Observation  3.4 Written test  Oral questioning |
| 4. 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. |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PREPARE CAKES, DESSERTS AND SAUCES

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

**UNIT DESCRIPTION**

This unit specifies the competencies required by a Pastry cook to successfully demonstrate the preparation, production, and finishing of cakes, desserts, and sauces. This includes the preparation of a pastry section, weighing of ingredients, preparation of cakes, preparation of desserts and sauces, baking and cooling of cakes and desserts.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **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 pastry production section | 1.1 Workspace, equipment’s and tools are identified as per the type of bread  1.2 Workspace, tools and equipment’s are cleaned as per hygiene standards |
| 2. Select and weigh cakes, desserts and sauces ingredients | 2.1 Required ***recipe*** should be read and understood  2.2 I***ngredients*** in the production of pastries are selected as per recipe  2.3 Ingredients are accurately weighed as per recipe  2.4 H***ealth and safety*** procedures are followed as per the Safety and Hygiene Rules. |
| 3. Prepare cakes, desserts | 3.1 Recipe read and understood as per product  3.2 Ingredients weighed accurately as per the recipe  3.3 Cakes and desserts prepared as per individual recipe |
| 4. Bake cakes and desserts | 4.1 Oven temperatures and baking time observed as per the recipe  4.2 Correct procedures and ***recipes*** for preparing a specific type of cakes and desserts are followed as per individual recipe |
| 5. Prepare sauces | 5.1 Correct procedure for preparing sauces followed as per recipe  5.2 Sauce allowed to cool as per production procedure |
| 6. Finish and package cakes | 6.1 Place the cakes on a cooling rack in a well-ventilated area  6.2 Product packaged as per business requirements |
| 7. Perform post production tasks | 7.1 Workspaces, tools and equipment’s cleaned as per hygiene standards  7.2 Produced items and remaining ingredients are documented as per policy  7.3 Summary report submitted to management as per policy |

**RANGE**

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

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Bakeries and pastry sections can be found in the following places | May include but are not limited to:   * Hotels * Resorts * Lodges * Supermarkets * Boarding Schools * Small home-based businesses * Camps * Commercial bakeries |
| 1. Recipes | May include but are not limited to:   * Standard recipes * Basic recipes * Self-developed recipes * Historic recipes * Consistent units of weights of measure |
| 1. Ingredients | May include   * Different types of flour * Different types of sugar * Different types of fat * Different varieties of eggs * Different types of recipe modifications * Different types of flavor enhancers (such as sugar, salt, spices) |
| 1. Environments | * Amount of moisture in local atmosphere * Altitude |
| 1. Equipment | * Types of oven available * Size of cake tins * Size of mixers available * Availability of small bakery equipment * Accuracy of weighing scales * Availability of cooling racks |
| 1. Health and Safety | * Clean equipment * Personal Hygiene * Well maintained equipment * Professional food handling practices * Trained in the correct use of equipment * Awareness of hygiene and safety procedures |

**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:

* Read and understand recipes
* Identify ingredients
* Communication skills
* Accuracy in measuring and weighing
* Organizational skills
* Interpersonal skills
* Health and safety skills
* Safely use equipment
* Cake mixing skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Ingredients used in the production of cakes
* Health and safety
* Scientific interaction of ingredients
* Baking formulas
* Recipe conversions
* Types of tools and equipment
* Faults and their causes in the production of cakes
* Different types of methods for producing cakes

**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:   * Correctly identified the ingredients * Accurately weighed and measured the ingredients * Worked safely * Demonstrated organizational skills * Followed recipe method * Set correct oven temperature * Ensured that cake products are correctly baked * Stored the finished cake and dessert products |
| 2. Resource Implications | The following resources must be provided:   * Workplace or assessment location * Ingredients and recipe * Tools and equipment * Writing materials |
| 3. Methods of Assessment | Competency in this unit may be assessed through:   * Practical test * Workplace portfolio * Observation * Written test |
| 4. 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. |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PREPARE BISCUITS AND COOKIES

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

**UNIT DESCRIPTION**

This unit specifies the competencies required by a Pastry Cook to produce biscuits and cookies. It involves setting up a pastry section in a clean and organized manner, accurately selecting and weighing ingredients, preparing biscuit and cookie mixtures, preparing Pinwheel Cookies, understanding cookie baking temperatures, and the cooling and safe storage of baked cookies and biscuits

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **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 biscuit and cookies production section | 1. Workspace, equipment’s and tools are identified as per the type of biscuit and cookie 2. 1.2 Workspace, tools and equipment’s are cleaned as per hygiene standards |
| 1. Select and weigh biscuits and cookies ingredients | 1. Required recipe read and understood 2. Ingredients in the production of biscuits selected as per recipe 3. Ingredients accurately weighed as per recipe 4. 2.3 Health and safety procedures are followed as per the Safety and Hygiene Rules. |
| 1. Prepare basic biscuits and cookies | 1. All ingredients mixed into dough for biscuits and cookies as per recipe 2. Consistency of the dough corrected as per recipe |
| 1. Shape biscuits and cookies | 1. Dough shaped into the required sizes as per product 2. Dough placed on greased baking sheets as per baking procedure |
| 1. Bake the biscuits and cookies | 1. Correct oven temperature and baking time observed as per recipe 2. ***Biscuits/cookies*** removed from oven as per safety regulations |
| 1. Biscuits and cookies cooled | 6.1 Biscuits/cookies placed on a cooling rack in a well-ventilated area  6.2 Product packaged as per establishment policy |
| 1. Perform post production tasks | 7.1 Workspaces, tools and equipment’s cleaned as per hygiene standards  7.2 Produced items and remaining ingredients are documented as per policy  7.3 Summary report submitted to management as per policy |

**RANGE**

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

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Bakeries and pastry sections can be found in the following places | May include but are not limited to:  1.1 Hotels  1.2 Resorts  1.3 Lodges  1.4 Supermarkets  1.5 Boarding Schools  1.6 Small home-based businesses  1.7 Camps  1.8 Commercial bakeries |
| 2. Recipes | May include but are not limited to:  2.1 Standard recipes  2.2 Basic recipes  2.3 Self-developed recipes  2.4 Historic recipes  2.5 Consistent units of weights of measure |
| 3. Ingredients | May include  3.1 Different types of flour  3.2 Different types of sugar  3.3 Different types of fat  3.4 Different varieties of eggs  3.5 Different types of recipe modification  3.6 Different types of flavor enhancers (Such as sugar, salt, spices) |
| 4. Environments | 4.1 Amount of moisture in local atmosphere  4.2 Altitude |
| 5. Equipment | 5.1 Types of oven available  5.2 Size of cookie pans or sheets  5.3 Size of mixers available  5.4 Availability of small bakery equipment  5.5 Accuracy of weighing scales  5.6 Availability of cooling racks  5.7 Undependable bakeshop equipment |
| 6. Health and Safety | 6.1 Clean equipment  6.2 Personal Hygiene  6.3 Well maintained equipment  6.4 Professional food handling practices  6.5 Trained in the correct use of equipment  6.6 Awareness of safety procedures |
| 7. Biscuits and cookies | May include but not limited to;  7.1 Pinwheel biscuits  7.2 Coconut biscuits  7.3 Chocolate biscuits  7.4 Ginger biscuits  7.5 Sand star cookies  7.6 Chocolate chip cookies |

**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:

* Read and understand recipes
* Identify ingredients
* Communication skills
* Accuracy in measuring and weighing
* Organizational skills
* Interpersonal skills
* Health and safety skills
* Safely use equipment
* Cookie and biscuit mixing skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Ingredients used in the production of cakes
* Health and safety
* Scientific interaction of ingredients
* Baking formulas
* Recipe conversions
* Types of tools and equipment
* Faults and there causes in the production of cakes
* Different types of methods for producing cakes

**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 | Assessment requires evidence that the candidate:   * Correctly identified the ingredients * Accurately weighed and measured the ingredients * Worked safely * Demonstrated organizational skills * Followed recipe method * Set correct oven temperature * Ensured that cookies and biscuits are correctly baked * Stored the finished pastry products |
| 2.Resource Implications | The following resources must be provided:   * Workplace or assessment location * Ingredients and recipe * Tools and equipment * Writing materials |
| 3. Methods of Assessment | Competency in this unit may be assessed through:   * Practical test * Workplace portfolio * Observation * Written test * Oral questioning |
| 4. 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. |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# ICE AND DECORATE VARIETY OF CELEBRATION CAKES

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

**UNIT DESCRIPTION**

This unit specifies the competencies required by a Pastry Cook to decorate a variety of celebration cakes. It involves the preparation and setup of the cake decoration section. Selecting and weighing of ingredients, preparing icings, icing cakes, decorating cakes, packaging and storing of decorated cakes and performing post production tasks.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **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 cake decoration pastry section | 1. Workspace, equipment’s and tools are identified as per the type of icing 2. Workspace, tools and equipment’s are cleaned as per hygiene standards |
| 1. Select and weigh cake decoration ingredients | 1. Required recipe read and understood 2. Ingredients in the preparation of icing selected as per recipe 3. Ingredients accurately weighed as per recipe 4. Health and safety procedures are followed as per the Safety and Hygiene Rules. |
| 1. Prepare different types of icing | * 1. As per individual recipe use appropriate method of icing preparation   2. Correct consistency should be observed as per type of icing |
| 1. Decorate cakes | 1. Variety of techniques applied as per type of icing 2. Creativity observed as per client’s specifications |
| 1. Package product | 1. Decorated cake well packaged for presentation as per occasion |
| 1. Perform post production tasks | 1. Workspaces, tools and equipment’s cleaned as per hygiene standards 2. Produced items and remaining ingredients are documented as per policy 3. Summary report submitted to management as per policy |

**RANGE**

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

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Bakeries and pastry sections can be found in the following places | May include but are not limited to:   * Hotels * Resorts * Lodges * Supermarkets * Boarding Schools * Small home-based businesses * Camps * Commercial bakeries |
| 1. Recipes | May include but are not limited to:   * Standard recipes * Basic recipes * Self-developed recipes * Historic recipes * Consistent units of weights of measure |
| 1. Ingredients | May include:   * Different types of chocolate available * Different types of fats and creams * Different types of recipe modifications * Different types of flavor enhancers (such as sugar, Salt) |
| 1. Environments | * Amount of moisture in local atmosphere * Altitude |
| 1. Equipment | * Separate area for decorating and finishing cakes * Correct decorating equipment available * Size of mixers available |
| 1. Health and Safety | * Clean equipment * Personal Hygiene * Well maintained equipment * Professional food handling practices * Trained in the correct use of equipment * Awareness of Hygiene and safety procedures |
| 1. Types of icing | May include but not limited to:   * Fondant * Buttercream * Royal icing |

**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:

* Identification of the ingredients used in the production of, Butter icing, Royal Icing, Fondant, Chocolate Icing and Ganache
* Health and safety
* Baking formulas
* Recipe conversions
* Use of tools and equipment
* Faults and their causes in the production of icings, buttercreams, fondants and ganache
* The required methods for producing icings, buttercreams, fondants and ganache

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Ingredients used in the production of Butter Icings, Buttercreams, Fondants, Chocolate Icing, and ganache
* Health and safety
* Scientific interaction of ingredients
* Baking formulas
* Recipe conversions
* Types of tools and equipment
* Faults and their causes in the production of icings, buttercreams, fondants and ganache
* Different types of methods for producing icings, buttercreams, fondants and ganache

**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. Read and understood the associated recipe   2. Correctly identified the ingredients   3. Accurately weighed and measured the ingredients   4. Worked safely   5. Demonstrated organizational skills   6. Followed recipe method   7. Demonstrated safe use of a knife   8. Followed the correct procedure for using a piping bag and icing equipment   9. Correctly stored iced and decorated cakes |
| 1. Resource Implications | The following resources must be provided:   * 1. Workplace or assessment location   2. Ingredients and recipe   3. Tools and equipment   4. Writing materials |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Practical test 2. Workplace portfolio 3. Observation 4. Written test 5. Oral Questioning |
| 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. |

# PREPARE ICE-CREAMS AND SORBETS

**UNIT CODE:** HOS/OS/PC/CR/06/4/A

**UNIT DESCRIPTION**

This unit describes the competencies required for a pastry cook to successfully demonstrate the preparation and production of ice-creams and sorbets. This includes preparing ice-creams and sorbets in the pastry section, weighing ingredients, packaging, and preforming post production tasks.

**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 ice creams and sorbets pastry section | 1. Workspace, equipment’s and tools are identified as per the type of Ice creams and sorbets 2. Workspace, tools and equipment’s are cleaned as per hygiene standards |
| 1. Select and weigh Ice creams and sorbets ingredients | 1. Required recipe read and understood 2. Ingredients selected in the preparation of Ice- Cream and Sorbet as per recipe 3. Ingredients accurately weighed as per recipe 4. ***Health and safety*** procedures are followed as per the Safety and Hygiene Rules. |
| 1. Select and weigh ice-creams and sorbets ingredients | 1. Select the correct ingredients and equipment 2. Accurately weigh and measure the ingredients |
| 1. Prepare ice-cream | 1. Ensure that the correct process for producing the ice-cream recipe is accurately followed 2. Ensure that the correct process for using the ice-cream machine is followed |
| 1. Prepare sorbet | 1. Ensure that the correct process for producing the sorbet recipe is accurately followed 2. Ensure that that the correct process for using the sorbet machine is followed |
| 1. Package and refrigerate | 1. Cool and package 2. Safely store ice-creams and sorbets |
| 1. Post production tasks | * 1. Workspaces, tools and equipment’s cleaned as per hygiene standards   2. Produced items and remaining ingredients are documented as per policy   3. Summary report submitted to management as per policy |

**RANGE**

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

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Bakeries and pastry sections can be found in the following places | May include but are not limited to:   * Hotels * Resorts * Lodges * Supermarkets * Boarding Schools * Small home-based businesses * Camps * Commercial bakeries |
| 2. Recipes | May include but are not limited to:   * Standard recipes * Basic recipes * Self-developed recipes * Historic recipes * Consistent units of weights of measure |
| 3. Ingredients | May include   * Different types of fruits * Different types of creams * Different varieties of eggs * Different types of recipe modifications * Different types of flavor enhancers (Such as sugar, seasonal fruits, liquors) |
| 4. Environments | * Amount of moisture in local atmosphere * Variance in local temperatures |
| 5. Equipment | * Types of ice-cream and sorbet maker machines available * Size of ice-cream molds * Availability of small bakery equipment * Accuracy of weighing scales * Availability of freezer storage space |
| 6. Health and Safety | * Clean equipment * Personal Hygiene * Well maintained equipment * Professional food handling practices * Trained in the correct use of equipment * Awareness of hygiene and safety procedures |

**\**

**REQUIRED SKILLS AND KNOWLEDGE**

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

Assessment requires evidence that the candidate:

**Required Skills**

* Read and understood the associated recipe
* Correctly identified the ingredients
* Accurately weighed and measured the ingredients
* Worked safely
* Demonstrated organizational skills
* Followed recipe method
* Correctly demonstrates basic techniques required in the production of ice-creams and sorbets
* Correctly demonstrates the storage of ice-creams and sorbets

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Basic theory associated with the production of ice-creams and sorbets
* Historic background on the origins of ice-creams and sorbets
* Health and safety procedures
* Scientific interaction of ingredients
* Types of tools and equipment

**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:  1.1 Read and understood the associated recipe  1.2 Correctly identified the ingredients  1.3 Accurately weighed and measured the ingredients  1.4 Worked safely  1.5 Demonstrated organizational skills  1.6 Followed the correct recipe method  1.7 Demonstrated correct storage of ice-creams and sorbets |
| 1. Resource Implications | The following resources must be provided:  2.1 Workplace or assessment location  2.2 Ingredients and recipe  2.3 Tools and equipment   * 1. Writing materials |
| 1. Methods of Assessment | The following resources must be provided:  3.1 Workplace or assessment location  3.2 Ingredients and recipe  3.3 Tools and equipment  3.4 Writing materials |
| 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. |