



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

FOOD PRODUCTION (CULINARY ARTS) TECHNICIAN

LEVEL 3



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint, Vision 2030 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). 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.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency based curriculum for culinary artist. 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 food production sector.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION**

PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification in TVET. This called for shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Hospitality Sector Skills Advisory Committee (SSAC). These standards will be the bases for development of competency based curriculum for Food Production (culinary Arts) level 3.

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

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

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CHAIRMAN, TVET CDACC**

ACKNOWLEDGMENT

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

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

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

CHAIRMAN

HOSPITALITY SECTOR SKILLS ADVISORY COMMITTEE

Table of Contents

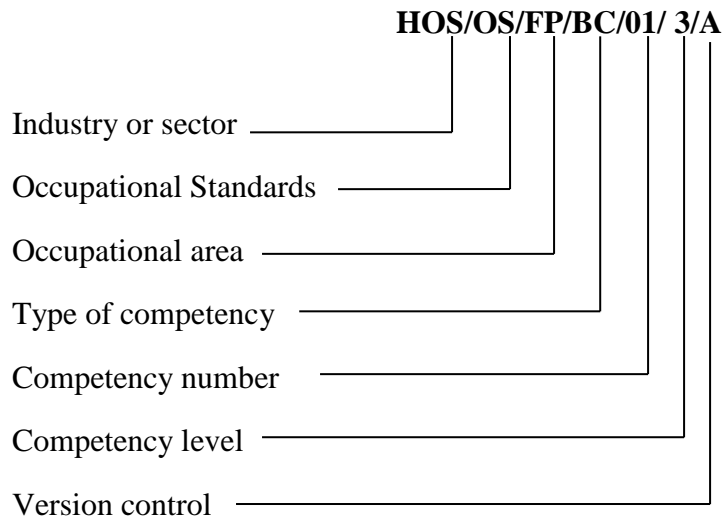
FOREWORD	ii
PREFACE	iii
ACKNOWLEDGMENT	iv
ACRONYMS	iii
QUALIFICATION	Error! Bookmark not defined.
BASIC UNITS OF COMPETENCY	2
DEMONSTRATE COMMUNICATION SKILLS	2
DEMONSTRATE NUMERACY SKILL	Error! Bookmark not defined.
DEMONSTRATE DIGITAL LITERACY	Error! Bookmark not defined.
DEMONSTRATE ENTREPRENEURIAL SKILLS	Error! Bookmark not defined.
DEMONSTRATE EMPLOYABILITY SKILLS ...	Error! Bookmark not defined.
DEMONSTRATE ENVIRONMENTAL LITERACY	Error! Bookmark not defined.
DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES	Error!
Bookmark not defined.	
CORE COMPETENCIES	33
PREPARE STOCKS	33
PREPARE VEGETABLES, STARCHES AND SOUPS.....	37
PREPARE SALADS AND SALAD DRESSINGS	41
PREPARE HOT AND COLD BEVERAGES	45
BUTCHERY	49
PREPARE MEATS, FISH, SEA FOODS AND POULTRY AND SAUCES	54
PREPARE PASTRY AND BREADS.....	59

ACRONYMS

BC	: Basic Competency
CR	: Core Competency
CDACC	: Curriculum Development Assessment and Certification Council
FP	: Food production
HOS	: Hospitality
CBET	: Competency Based Education and Training
OS	: Occupational Standard
OSHA	: Occupation Safety and Health Act
SSAC	: Sector Skill Advisory Committee

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KEY TO UNIT CODE



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OVERVIEW

The Food Production Level Three Level 3 qualification consists of competencies that a person must achieve to plan, prepare, cook, present and disseminate various hot and cold products, including vegetables, stocks, soups, salads & dressings and meats, fish & sea food, poultry and sauces, hot & cold beverages.

The Units of Competency comprising this qualification include the following:

BASIC UNITS OF COMPETENCY

Unit Code	Unit Title
HOS/OS/FP /BC/01/3	Communication skills
HOS/OS/FP/BC/02/3	Numeracy skills
HOS/OS/FP/BC/03/3	Digital literacy
HOS/OS/FP/BC/04/3	Entrepreneurial skills
HOS/OS/FP/BC/05/3	Employability skills
HOS/OS/FP/BC/06/3	Environmental literacy
HOS/OS/FP/BC/07/3	Occupational safety and health practices

CORE UNITS OF COMPETENCY

Unit Code	Unit Title
HOS/OS/FP/CR/01/3	Prepare stocks
HOS/OS/FP/CR/02/3	Prepare vegetables, starches and soups
HOS/OS/FP/CR/03/3	Prepare salads
HOS/OS/FP/CR/04/3	Prepare hot and cold beverages
HOS/OS/FP/CR/05/3	Butchery
HOS/OS/FP/CR/06/3	Prepare meats and sauces
HOS/OS/FP/CR/07/3	Prepares pastries and bread

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <i>appropriate sources</i> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <i>medium</i> is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and <i>storage</i> of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Speak English at a basic operational level	2.1 Simple conversations on familiar topics with work colleagues is participated 2.2 Simple verbal instructions or requests are responded to according to workplace guidelines

	<p>2.3 Simple requests are made in accordance with workplace procedure</p> <p>2.4 Routine procedures are described in accordance with workplace policy</p> <p>2.5 Likes, dislikes and preferences are expressed</p> <p>2.6 Different forms of expression in English are identified</p>
3. Participate in workplace meetings and discussions	<p>3.1 Team meetings are attended on time</p> <p>3.2 Own opinions are clearly expressed and those of others are listened to without interruption</p> <p>3.3 Meeting inputs are consistent with the meeting purpose and established <i>protocols</i></p> <p>3.4 Workplace interactions are conducted in a courteous manner</p> <p>3.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to</p> <p>3.6 Meetings outcomes are interpreted and implemented</p>
4. Complete relevant work-related documents	<p>4.1 Range of forms relating to conditions of employment are completed accurately and legibly</p> <p>4.2 Workplace data is recorded on standard workplace forms and documents</p> <p>4.3 Basic mathematical processes are used for routine calculations</p> <p>4.4 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>4.5 Reporting requirements to supervisor are completed according to organizational guidelines</p>

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. <i>Appropriate Sources</i> include but not limited to:	<ul style="list-style-type: none"> • Various department heads, • organization documents
2. <i>Medium</i> include but not limited to:	Method of communication <ul style="list-style-type: none"> • Physical media • Mechanical media (everything that is not No. 1)
3. <i>Routine procedures</i> include but not limited to:	<ul style="list-style-type: none"> • Day to day activities
4. <i>Protocols</i> include but not limited to:	<ul style="list-style-type: none"> • Procedures for doing a task
5. <i>Workplace interactions</i> include but not limited to:	<ul style="list-style-type: none"> • Official inter relations

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Analytical
- Listening
- Attention to detail
- Communication
- Report writing
- Interpretation
- Basic Information Technology (IT)

Required Knowledge

The individual needs to demonstrate knowledge of:

- Minutes
- Meetings

- Report writing

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using communication equipment 1.3 Spoken English at a basic operational level 1.4 Made use of relevant terms as an aid to transfer information effectively 1.5 Conveyed information effectively adopting the formal or informal communication
2. Resource Implications	<ul style="list-style-type: none"> 2.1 Telephone 2.2 Writing materials 2.3 Internet
3. Methods of Assessment	<ul style="list-style-type: none"> 3.1 Direct Observation 3.2 Oral interview and written test
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.