



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.

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

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Table of Contents

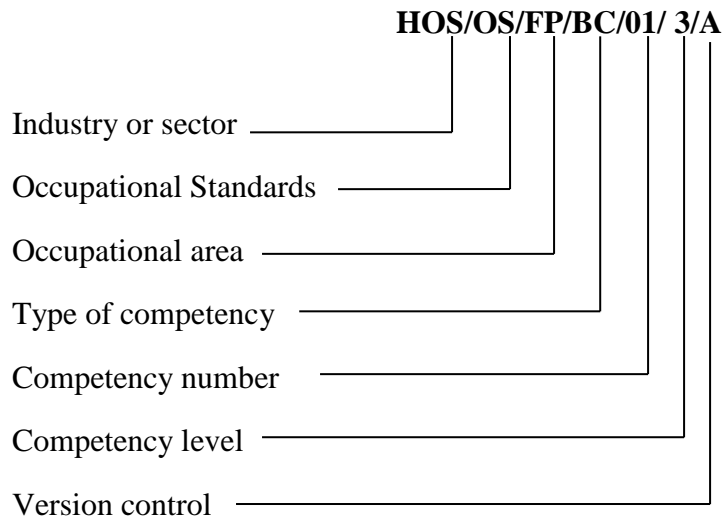
FOREWORD	ii
PREFACE	iii
ACKNOWLEDGMENT	iv
ACRONYMS	iii
QUALIFICATION	Error! Bookmark not defined.
BASIC UNITS OF COMPETENCY	2
DEMONSTRATE COMMUNICATION SKILLS	2
DEMONSTRATE NUMERACY SKILL	Error! Bookmark not defined.
DEMONSTRATE DIGITAL LITERACY	Error! Bookmark not defined.
DEMONSTRATE ENTREPRENEURIAL 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.

DEMONSTRATE NUMERACY SKILLS

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

UNIT DESCRIPTION

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and locate specific Information in highly familiar tables, graphs and charts for work.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. <i>Bold and italicized terms are elaborated in the Range</i>
1. Use whole numbers and money up to one hundred thousand for work	1.1 Whole numbers and money amount up to 100,000 in highly familiar workplace documents and tasks are named and read 1.2 Understanding of place value and the role of zero is demonstrate 1.3 Halves are recognised and understood in workplace 1.4 Whole numbers and money amounting up to 100,000 are organised in size order and are compared 1.5 Counting done in number groups 1.6 Addition and subtraction of whole numbers and money up to 100,000 done in accordance with workplace requirement 1.7 Links between operations of addition and subtraction are clearly described 1.8 Reasonableness of outcome with prompting and support is checked 1.9 Numerical information is recorded, and the result of the task is communicated using informal language and symbolism

<p>2. Locate, compare and use highly familiar measurement for work</p>	<p>2.1 Measurements in highly familiar workplace documents and tasks are located</p> <p>2.2 Different units of measurements and their uses are identified</p> <p>2.3 The comparative relationship between the units of measurement identified</p> <p>2.4 Understanding of conservation of amounts is demonstrated</p> <p>2.5 Informal language is used to compare measurements</p> <p>2.6 Digital time is well read and am and pm used in reference to time</p> <p>2.7 Calendar used appropriately to record information</p> <p>2.8 Basic measurement information is well read and recorded</p> <p>2.9 Additions and subtraction of simple quantities done in workplace</p>
<p>3. Use highly familiar maps and diagrams for work</p>	<p>3.1 Familiar items or places are in highly familiar maps and diagrams</p> <p>3.2 Simple symbols and pictorial representations are identified in highly familiar maps and diagrams</p> <p>3.3 Simple oral directions are given to locate objects</p> <p>3.4 Simple oral directions followed to locate objects</p> <p>3.5 Understanding of informal directional language is demonstrated</p>
<p>4. Identify and use some common 2D shapes for work</p>	<p>4.1 Familiar two-dimensional shapes are identified and named</p> <p>4.2 Common objects are described in terms of size and shape</p> <p>4.3 Common, every day, informal language is used to compare objects</p> <p>4.4 Common objects are grouped based on shape, size, colour and features</p>

<p>5. Locate specific Information in highly familiar tables, graphs and charts for work</p>	<p>5.1 Features of simple tables identified 5.2 Specific numerical information located in highly familiar tables using grid movement (up and down columns and across rows) and key 5.3 Numerical information and data in highly familiar tables compared using appropriate informal language 5.4 Information related to relevant workplace tasks 5.5 Features of simple graphs and charts identified 5.6 Specific numerical information located in highly familiar graphs and charts 5.7 Numerical information and data compared using appropriate informal language</p>
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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
<p>1. <i>Measuring instruments</i> include but not limited to:</p>	<ul style="list-style-type: none"> • Rulers • Watches/clocks • Scales • Thermometers • AVO meter
<p>2. <i>Common two - dimensional shapes</i> May include but not limited to:</p>	<ul style="list-style-type: none"> • Round/circle • Square • Rectangular • Triangle

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Applying Fundamental operations (addition, subtraction, division, multiplication)
- Using calculator
- Using different measuring tools

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: 1.1 Measured objects or materials as per job requirements 1.2 Used calculator to perform the four fundamental operations 1.3 Performed calculations involving money up to one hundred thousand 1.4 Performed conversions between hours, minutes and seconds 1.5 Calculated area and volume of regular shapes 1.6 Created tables and graphs to represent and interpret information
2. Resource Implications	2.1 Calculator 2.2 Basic measuring instruments
3. Methods of Assessment	Competency may be assessed through: 3.1 Written Test 3.2 Interview/Oral Questioning

	3.3 Demonstration
4. Context of Assessment	Competency may be assessed in an off the job setting
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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DEMONSTRATE DIGITAL LITERACY

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

UNIT DESCRIPTION

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication and performing work related tasks at the work place.

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. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify computer software and hardware	1.1 <i>Computer software</i> are identified according to manufacturer's specification 1.2 <i>Appropriate computer hardware</i> is identified according to manufacturer's specification
2. Apply security measures to data, hardware, software	2.1 <i>Data security and privacy are classified</i> in accordance with the technological situation 2.2 <i>Security and control measures</i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected. 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	3.1 Basic <i>word processing concepts</i> are applied in resolving workplace tasks 3.2 <i>Word processing utilities</i> are applied in accordance with workplace procedures 3.3 Data is manipulated on worksheet in accordance with office procedures
4. Apply internet and email in communication at workplace	4.1 Electronic mail is applied in workplace communication in accordance with office procedures 4.2 Office internet functions are defined and executed in accordance with office procedures 4.3 <i>Network configuration</i> 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. Computer software may include but not limited to:	1.1 A collection of instructions that enable the user to interact with a <i>computer</i> , its hardware, or perform tasks. 1.2 Computer tools that will help <i>computer</i> users interact with the hardware in a <i>computer</i> .
2. Computer hardware may include but not limited to:	Collection of physical parts of a computer system. This includes the computer case, monitor, keyboard, and mouse and all the parts inside the computer case, such as the hard disk drive, motherboard, video card,
3. Data security and privacy may include but not limited to:	3.1 Confidentiality 3.2 Cloud computing 1.4 Confidentiality 1.5 Cyber terrorism 1.6 Integrity -but-curious data serving
4. Security and control measures may include but not limited to:	4.1 Countermeasures and risk reduction 4.2 Cyber threat issues 4.3 Risk management
5. Word processing concepts may include but not limited to:	Using a special program to create, edit, and print documents
6. Network configuration may include but not limited to:	Organizing and maintaining information on the components of a computer network

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Analytical skills

- Interpretation
- Typing
- Communication
- Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
- Using calculator
- Basic ICT skills

Required Knowledge

The individual needs to demonstrate knowledge of:

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

- ✓ Challenges posed by emerging trends and issues

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified input, output, CPU and storage media devices of computers in accordance to computer specification 1.2 Identified concepts, types and functions of computer software according to operation manual 1.3 Identified and controlled security threats 1.4 Detected and protected computer crimes 1.5 Applied word processing in office tasks 1.6 Prepared work sheet and applied data to the cells in accordance to workplace procedures 1.7 Used Electronic Mail for office communication as per workplace procedure 1.8 Applied internet and World Wide Web for office tasks in accordance with office procedures 1.9 Applied laws governing protection of ICT
2. Resource Implications	<ul style="list-style-type: none"> 2.1 Smartphones 2.2 Tablets 2.3 Laptops 2.4 Desktop computers 2.5 Calculators 2.6 Internet 2.7 Operation Manuals
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Demonstration 3.3 Practical assignment 3.4 Interview/Oral Questioning 3.5 Demonstration
4. Context of Assessment	<p>Competency may be assessed in an off and on the job setting</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENTREPRENEURIAL SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Develop entrepreneurial culture	1.1 Entrepreneurship terminologies are defined following established procedures. 1.2 Contribution of entrepreneurship towards national development is identified in accordance to national development goals 1.3 Self-employment benefit are identified and emphasized to help create a positive attitude 1.4 Cultural factors that promote or inhibit entrepreneurial development are identified and emphasis made on entrepreneurial promotion 1.5 Ways of managing factors that inhibit development of entrepreneurial culture are identified in accordance with cultural background and national social economic situation
2. Identify entrepreneurial opportunities	2.1 Myths associated with entrepreneurship, types of entrepreneurs and characteristics of entrepreneurship are determined in accordance with the set procedures 2.2 Identification of sources of business ideas , generation of business ideas is undertaken in accordance with the existing procedure 2.3 Evaluation of business opportunities is undertaken according to prevailing office procedures 2.4 Competencies are matched with business opportunities in accordance with business practices.

<p>3. Start a small business</p>	<p>3.1 Factors to consider when starting a small business are identified according to business sector.</p> <p>3.2 Forms of business ownership are identified and procedure of starting a small business stipulated according to relevant legal requirements</p> <p>3.3 Procedure of starting a small business is identified as per the legal requirements</p> <p>3.4 Challenges faced when starting a small business are identified and mitigating factors provided for in accordance prevailing legal and regulatory requirement</p> <p>3.5 Resource requirement for a small business are specified according to nature of business</p> <p>3.6 Business life cycle is projected as per the nature of business and national social economic situation</p>
<p>4. Operate a small business</p>	<p>4.1 Relevant terms are defined in accordance with the set rules</p> <p>4.2 Small business record is maintained in accordance with office procedures</p> <p>4.3 Business support services are set up in accordance with the nature and size of business</p> <p>4.4 Marketing activities are effected according to the nature and size of business</p> <p>4.5 Small enterprise business plan is prepared depending on the size and nature of business and the client specification</p> <p>4.6 Small business resources are run for efficiency and profitability</p> <p>4.7 Small business records are kept for decision making purposes</p> <p>4.8 Word processing concepts are applied in the management of small business according to office procedures</p> <p>4.9 Basic computer application software and emerging trends and concerns are applied in small business management in accordance with office procedures</p>
<p>5. Grow a small business</p>	<p>5.1 Methods of growing/expanding a small business are identified and implemented in accordance with growth schedule</p> <p>5.2 Resources for growing small business are identified and implementing</p> <p>5.3 Small business growth plans are prepared according to growth schedule</p> <p>5.4 ICT and small business growth schedule is prepared in accordance with office procedures</p>

	<p>5.5 Use of computers and technology is incorporated in small scale business growth schedule in accordance with technological trends</p> <p>5.6 Social media is used for business growth and profitability</p> <p>5.7 Emerging issues and trends are considered in accordance with business growth schedule and activities</p> <p>5.8 Community interest is built in product/service according to growth plan</p> <p>5.9 Business communication is enhanced according to business communication plan and profitability</p> <p>5.10 Basic business growth strategies are identified and implemented for increased profitability</p> <p>5.11 Word processing concepts are applied in growing of small business according to office procedures</p> <p>5.12 Basic computer application software, programming and emerging trends and concerns are applied in small business growth in accordance with office procedures for growth and profitability</p>
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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. <i>Entrepreneurship terminologies</i> include but not limited to:	<ul style="list-style-type: none"> • Intrapreneurship • Enterprise • Business vision. Mission, core values, objectives
2. <i>Sources of business ideas</i> include but not limited to:	<ul style="list-style-type: none"> • Brainstorming • Personal hobbies • Newspapers, magazines, • Friends and relatives • Accounting/Administrative work • Modern trends and concerns
3. <i>Forms of business ownership</i> include but not limited to:	<ul style="list-style-type: none"> • Sole proprietorship • Partnership • Limited Company • Unlimited Company

4. Resource requirement include but not limited to:	<ul style="list-style-type: none"> • Human, equipment, finance
5. Business life cycle include but not limited to:	<ul style="list-style-type: none"> • Start-up, growth, expansion and decline of a business
6. Relevant terms include but not limited to:	<ul style="list-style-type: none"> • Seed capital, business startup
7. Marketing activities include but not limited to:	<ul style="list-style-type: none"> • Digital marketing, social media marketing

REQUIRED SKILLS AND KNOWLEDGE

Required Skills

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

The individual needs to demonstrate the following skills:

- Individual marketing skills
- Using basic advertising (posters/ tarpaulins, flyers, social media,
- Basic bookkeeping/ accounting skills
- Communication skills

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business 1.4 Demonstrated basic marketing skills
2. Resource Implications	The following resources should be provided: 2.1 Case problems on micro/small-scale enterprises 2.2 Materials and location relevant to the proposed activity and tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case problems 3.2 Oral Questioning 3.3 Portfolio
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

DEMONSTRATE EMPLOYABILITY SKILLS

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

UNIT DESCRIPTION

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	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. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotions are handled as per workplace requirements 1.3 Assertiveness is developed and maintained based on the requirements of the job. 1.4 Accountability and responsibility for own actions are demonstrated. 1.5 Self-esteem and a positive self-image are developed and maintained. 1.6 Time management, attendance and punctuality are observed as per the organization policy. 1.7 Interpersonal communication demonstrated 1.8 Information is shared as per communication structure
2. Demonstrate critical safe work habits	2.1 Stress is managed in accordance with workplace procedures. 2.2 Punctuality and time consciousness is demonstrated in line with workplace policy. 2.3 <i>Feedback</i> on performance is collected based on established <i>team</i> learning process 2.4 Abstinence from <i>drug and substance abuse</i> is observed as per workplace policy. 2.5 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.

	<p>2.6 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>2.7 Emerging issues are dealt with in accordance with organization policy.</p>
3. Demonstrate workplace learning	<p>3.1 Personal training needs are identified in line with the requirements of the job</p> <p>3.2 Learning opportunities are identified based on job requirement and in line with organization policy.</p> <p>3.3 Contribution to the learning community at the workplace is carried out.</p> <p>3.4 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>3.5 Enthusiasm for ongoing learning is demonstrated</p> <p>3.6 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>3.7 Awareness of personal role in workplace innovation is demonstrated.</p>
4. Demonstrate workplace ethics	<p>4.1 Policies and guidelines are observed as per the workplace requirements</p> <p>4.2 Self-worth and profession is exercised in line with personal goals and organizational policies</p> <p>4.3 Code of conduct is observed as per the workplace requirements</p> <p>4.4 Commitment to jurisdictional laws is demonstrated as per the workplace requirements</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.

Range	Variable
1. Drug and substance abuse include but not limited to:	<p>Commonly abused</p> <ul style="list-style-type: none"> • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang

	<ul style="list-style-type: none"> • Glue
2. <i>Feedback</i> includes but not limited to:	<ul style="list-style-type: none"> • Verbal • Written • Informal • Formal
3. <i>Team</i> include but not limited to:	<ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group
4. <i>Innovation</i> include but not limited to:	<ul style="list-style-type: none"> • New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
5. <i>Emerging issues</i> include but not limited to:	<ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Personal hygiene practices
- Intra and Interpersonal skills
- Communication skills
- Knowledge management
- Interpersonal skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills
- Record keeping skills
- Problem solving skills

- Decision Making skills
- Resource utilization skills
- Resource mobilization skills

Required Knowledge

The individual needs to demonstrate knowledge of:

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

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- 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: 1.1 Conducted self-management 1.2 Demonstrated critical safe work habits 1.3 Demonstrated workplace learning 1.4 Demonstrated workplace ethics
2. Resource Implications	The following resources should be provided: 2.1 Case studies/scenarios
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral Interview 3.2 Observation 3.3 Third Party Reports 3.4 Written
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENVIRONMENTAL LITERACY

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

UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control and comply with workplace sustainable resource use.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Control environmental hazard	1.1 <i>Storage and handling methods</i> for environmentally <i>hazardous</i> materials are strictly followed according to environmental regulations and OSHS. 1.2 <i>Disposal methods</i> of hazardous wastes are followed at all times according to environmental regulations and OSHS. 1.3 <i>PPE</i> is used according to OSHS.
2. Control environmental Pollution	2.1 <i>Environmental pollution control measures</i> are complied with following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <i>noise pollution</i> complied following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with. 3.2 <i>Waste management procedures</i> are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing <i>resource</i> consumption are practiced.

RANGE

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

Variable	Range
1. <i>PPE</i> include but are not limited to:	<ul style="list-style-type: none">• Mask• Gloves• Goggles• Safety hat• Overall• Hearing protector
2. <i>Environmental pollution control measures</i> include but are not limited to:	<ul style="list-style-type: none">• Methods for minimizing or stopping spread and ingestion of airborne particles• Methods for minimizing or stopping spread and ingestion of gases and fumes• Methods for minimizing or stopping spread and ingestion of liquid wastes
2 <i>Waste management procedures</i> include but are not limited to:	<ul style="list-style-type: none">• Sorting• Storing of items• Recycling of items• 3.3 Disposal of items
3 <i>Resources</i> include but are not limited to:	<ul style="list-style-type: none">• Electric• Water• Fuel• Telecommunications• Supplies• Materials
4 <i>Workplace environmental hazards</i> include but are not limited to:	<ul style="list-style-type: none">• Biological hazards• Chemical and dust hazards• Physical hazards

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Following storage methods of environmentally hazardous materials

- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS
- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use
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2. Resource Implications	The following resources should be provided: 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 2.3 PPE 2.4 Manuals and references
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination
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.

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DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

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

UNIT DESCRIPTION

This unit specifies the competencies required to practice and promote safety and health at work.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
<p>1. Prepare to practice safety and health at work</p>	<p>1.1 Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations are emphasized</p> <p>1.2 Benefits of implementing an occupational safety and health program are identified</p> <p>1.3 <i>Safety requirements/ regulations</i> of own work and of other workers are familiarized</p> <p>1.4 Workplace standards and procedures for incidents and Emergencies are determined</p> <p>1.5 <i>Prevention and control measures</i>, including use of <i>safety gears/PPE</i> (Personal Protective Equipment) to avoid accident, injuries and sickness are identified</p>
<p>2. Comply and promote compliance of workers to organization's occupational safety and health instructions and requirements</p>	<p>2.1 Safety instructions and safety signs are followed and disseminated to co-workers</p> <p>2.2 Safe handling of tools, equipment and materials is learned and shared with co-workers</p> <p>2.3 Execution of own work and of co-workers is monitored in according to safe work procedures</p> <p>2.4 Use of safe guards and safety devices is monitored</p> <p>2.5 Hazards, incidents, injuries and sickness in the workplace are reported properly following standards and procedures</p>

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. <i>Safety requirements / regulations</i> include but are not limited to:	<ul style="list-style-type: none"> • Building code • Permit to Operate • Occupational Safety and Health Standards
2. <i>Incidents and emergencie</i> include but are not limited to:	<ul style="list-style-type: none"> • Chemical spills • Equipment/vehicle accidents • Explosion • Fire • Gas leak • Injury to personnel • Structural collapse • Toxic and/or flammable vapors emission
3. <i>Prevention and control measures</i> include but are not limited to:	<ul style="list-style-type: none"> • Eliminate the hazard (i.e., get rid of the dangerous machine) • Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) • Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) • Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) • Use engineering controls to reduce the risk (i.e. use safety guards to machine) • Use personal protective equipment • Safety, Health and Work Environment Evaluation • Periodic and/or special medical examinations of workers
4. <i>Safety devices/ PPEs</i> (personal protective equipment) include but are not limited to:	<ul style="list-style-type: none"> • Arm/Hand guard, gloves • Eye protection (goggles, shield) • Hearing protection (ear muffs, ear plugs) • Hair Net/cap/bonnet • Hard hat • Face protection (mask, shield) • Apron/Gown/coverall/jump suit • Anti-static suits • High-visibility reflective vest

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Communication skills
- Knowledge management
- Interpersonal skills
- Troubleshooting skills
- Critical thinking skills
- Observation skills
- Monitoring skills
- Reporting skills

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Emphasizes awareness of OSH legislations 1.2 Identifies benefits of implementing OSH program
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	<p>1.3 Identifies safety requirements of own work and of co-workers</p> <p>1.4 Identifies and shares with co-workers OSH control measures and emergency plan in the workplace</p> <p>1.5 Identifies and shares with co-workers the control measures to prevent accident, injuries and sickness</p> <p>1.6 Follows and disseminate to co-workers the safety instructions and safety signs at work</p> <p>1.7 Learns and shares with co-workers the learnings on safe handling of tools, equipment and materials</p> <p>1.8 Monitors safe execution of own work and of co-workers</p> <p>1.9 Monitors compliance to safety measures</p> <p>1.10 Reports hazards, incidents, injuries and sickness following workplace procedures</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Facilities, materials tools and equipment necessary for the activity</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation/Demonstration with oral questioning</p> <p>3.2 Third party report</p>
4. Context of Assessment	<p>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.</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

CORE COMPETENCIES

REPARE STOCKS

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

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present stock. It involves prepare vegetable stock, prepare chicken stocks, prepare beef/lamb stock, prepare fish stocks.

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. <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare vegetable stock	1.1 Ingredients are assembled as per the recipe specifications 1.2 Freshness and quality is checked as per the SOPs. 1.3 Hygienic standards and procedures are observed while cleaning. 1.4 <i>Prepare vegetable</i> stocks e.g. chop, cut 1.5 <i>Cooking method</i> is applied to vegetable stock according to recipe specifications 1.6 Vegetable stock is strained as per the recipe 1.7 Vegetable stock is cooled as per the recipe 1.8 Store/use as per the specifications
2. Prepare chicken stocks	2.1 Ingredients are assembled as per the recipe chicken stock specifications 2.2 Freshness and quality is checked as per the SOPs. 2.3 Ingredients are selected as per the Hygienic standards 2.4 Prepare chicken stocks ingredients as per the recipe 2.5 Cook the stock according to recipe specifications 2.6 Boil ingredients with vegetables and simmer 2.7 The stock is strained as per the recipe 2.8 Chicken stock is cooled 2.9 Store/use as per the specifications
3. Prepare beef/lamb Stock	3.1 Ingredients are assembled as per the recipe

	<p>3.2 Ingredients are selected as per the hygienic standards.</p> <p>3.3 Freshness and quality is checked as per the SOPs.</p> <p>3.4 Lamb/beef bones are prepared as per the specifications</p> <p>3.5 Cook the stock according to recipe specifications</p> <p>3.6 Beef stock is strained as per the recipe</p> <p>3.7 Beef stock is cooled</p> <p>3.8 Store/use beef sock as per the specifications</p>
4. Prepare fish stocks	<p>4.1 Ingredients are assembled as per the recipe fish stock specifications</p> <p>4.2 Freshness and quality is checked as per the SOPs</p> <p>4.3 Ingredients are selected as per the hygienic standards</p> <p>4.4 Fish stock ingredients are blanched as per the recipe</p> <p>4.5 Boil fish stock ingredients and simmer</p> <p>4.6 Fish stock is strained as per the recipe</p> <p>4.7 Fish stock is cooled</p> <p>4.8 Store/use fish sock as per the specifications</p>

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. Prepared vegetables include but not limited to:	<ul style="list-style-type: none"> • Peeling • Cutting • Trimming • De-stocking • Chopping • Turning • Shredding • Slicing
2. Cooking method include but not limited to:	<ul style="list-style-type: none"> • Boiling • Frying • Sauté

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

1.1	HACCP- Hazard Analysis of Critical Control Points
1.2	SOPs - Standard Operating Procedures
1.3	OHS-Occupational Health and Safety
1.4	Product knowledge
1.5	Meat and vegetables varieties
1.6	Food safety and hygiene
1.8	Quality and control and waste management
1.9	Proper storage
1.10	Purchase specification
1.12	Processed foods
1.14	Herbs and spices
1.15	Fats and oils
1.15	Sugar and salt
1.16	Allergens (gluten free & nut allergy, milk intolerance)
1.17	Special needs
1.18	Garnishes
1.19	Professional ethics

FOUNDATION SKILLS

<i>The individual needs to demonstrate the following fundamental skills</i>	
Communication Numeracy Interpersonal relations	Computer literacy First aid Time Management

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated the ability to manage time effectively. 1.2 Demonstrated ability to adhere to the recipe. 1.3 Demonstrated expertise in using various cooking methods in preparing vegetables and stocks 1.4 Demonstrated ability to manage waste and control. 1.5 Demonstrated ability to handle equipment. 1.6 Demonstrated ability to communicate effectively. 1.7 Demonstrated positive attitude.
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped safe kitchen 2.2 Proper working equipment 2.3 A working environment meeting the OSHA standards 2.4 A variety of ingredients
3. Method of Assessment	Competency may be assessed through: 3.1 Direct observation using a checklist 3.2 Written or oral questions to test knowledge 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

PREPARE VEGETABLES, STARCHES AND SOUPS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Assemble the ingredients	1.1. Familiarize with <i>events</i> of the day 1.2. Stock levels is checked 1.3. Requisitions is made as per the recipes 1.4. Ingredients are collected as per the recipes 1.5. Store the ingredients in accessible chefs ladder
2. Assemble working equipment	2.1. Clean and sanitize the work surfaces as per HACCP 2.2. Test equipment as per SOPs 2.3. Report defaults to the supervisor as per the SOPs 2.4. Assemble small kitchen equipment e.g. knives, spoons, <i>probes</i> 2.5. Assemble <i>cleaning materials</i>
3. Prepare vegetables	3.1 FIFO procedures are followed. 1.1 Freshness and quality (where applicable) is checked as per the SOPs. 3.2 The vegetables are washed under running water as per HACCP standards 3.3 Vegetables are <i>prepared as per recipe</i> 3.4 Vegetables are stored under the right temperature 3.5 Present/dispense vegetable as per recipe and style of service.
4. Prepare starches	4.1 Starches are cleaned and rinsed (where necessary) (e.g. potatoes, green bananas, rice). 4.2 Starches are <i>prepared as per specification</i> .

	<p>4.3 Starches are cooked as per the recipe.</p> <p>4.4 Present/dispense starches as per recipe and style of service.</p> <p>4.5 Required temperatures are maintained as per the SOPs.</p>
5. Prepare soups	<p>3.6 FIFO procedures are followed.</p> <p>1.1 Ingredients are assembled (e.g. tomatoes, onions, leeks celery, carrots, potatoes, herbs, spices, <i>mirepoix</i>, and cream).</p> <p>1.2 Soup is prepared as per the recipe.</p> <p>1.3 Present/dispense meats as per recipe and style of service.</p>

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. <i>Events</i> include but not limited to:	<ul style="list-style-type: none"> • Wedding • Anniversaries • Birthdays • Parties
3. <i>Probes</i> include but not limited to:	<ul style="list-style-type: none"> • Device used to take food temperature
4. <i>Cleaning materials</i> include but not limited to:	<ul style="list-style-type: none"> • Sanitizers • Protective gears • Sponge • Kitchen towel • Disinfectant • Cleaning detergents
5. <i>Vegetables prepared as per specifications</i> include but not limited to:	<ul style="list-style-type: none"> • Peeling • Cutting • Trimming • Chopping • Turning • Shredding • Slicing • Blanching • Grilling

	<ul style="list-style-type: none"> • Steaming
6. <i>Mirepoix</i>	<ul style="list-style-type: none"> • Rough cut vegetables

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

1.1	HACCP- Hazard Analysis of Critical Control Points
1.2	SOPs - Standard Operating Procedures
1.3	OHS-Occupational Health and Safety
1.4	Product knowledge
1.5	Vegetables varieties
1.6	Food safety and hygiene
1.8	Quality and control and waste management
1.9	Proper storage
1.10	Purchase specification
1.12	Processed foods
1.14	Herbs and spices
1.15	Fats and oils
1.15	Sugar and salt
1.16	Allergens (gluten free & nut allergy, milk intolerance)
1.17	Special needs

1.18	Garnishes
1.19	Professional ethics

FOUNDATION SKILLS

<i>The individual needs to demonstrate the following fundamental skills</i>	
Communication Numeracy Interpersonal relations	Computer literacy First aid Time Management

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated the ability to manage time effectively. 1.2 Demonstrated ability to adhere to the recipe. 1.3 Demonstrated expertise in using various cooking methods in preparing vegetables, starches and soups. 1.4 Demonstrated ability to manage waste and control. 1.5 Demonstrated ability to handle equipment. 1.6 Demonstrated ability to communicate effectively. 1.7 Demonstrated positive attitude.
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped safe kitchen 2.2 Proper working equipment 2.3 A working environment meeting the OSHA standards 2.4 A variety of ingredients
3. Method of Assessment	Competency may be assessed through: 3.1 Direct observation using a checklist 3.2 Written or oral questions to test knowledge 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

PREPARE SALADS AND SALAD DRESSINGS

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

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present salads. It requires the ability to do mis-en -place, wash and sanitize, spin (remove excess water), arrange and prepare salad dressings.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Mis-en -place (pre-prepare) ingredients for salad	1.1 Equipment are assembled according to the recipe 1.2 FIFO procedures are followed. 1.3 <i>Salad ingredients</i> are assembled per the recipe 1.4 Working area is organized and cleaned as per HACCP and SOPs
2. Wash and sanitize the vegetables	2.1 Freshness and quality is checked as per the SOPs. 2.2 Ingredient are washed, rinsed and sanitized (where necessary) as per the three container system. 2.3 Exces water is removed e.g by spinning, patting dry or placing in a strainer.
3. Arrange the vegetables	3.1 Equipment is selected for the salad arrangement as per the recipe. 3.2 Vegetables are arranged/displayed creatively and dispensed 3.3 Vegetables are arranged in well labelled equipment for storage (where necessary).
4. Prepare salad dressings	4.1 FIFO procedures are followed. 4.2 <i>Salad dressing ingredients</i> are identified and selected as per the recipe. 4.3 Dressings are prepared as per the recipe. 4.4 Present/dispense salads as per recipe and style of service.

RANGE

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

Variable	Range
1. <i>Salad ingredients</i> include but not limited to:	<ul style="list-style-type: none">• Lettuce• Cucumber• Onions• Tomatoes• Carrots• Cabbage• Assorted sweet capsicums
2. <i>Salad dressing ingredients</i> include but not limited to:	<ul style="list-style-type: none">• Sunflower oil,• Black peper• Vinegar• Mayonnaise• Parsley• Onions• Tomato ketchup• Cappers• Sweet peppers• Green chilli• Oil e.g olive, coconut

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

1.1	HACCP- Hazard Analysis of Critical Control Points
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1.2	SOPs - Standard Operating Procedures
1.3	OHS-Occupational Health and Safety
1.4	Product knowledge
1.5	Fruits and vegetables varieties
1.6	Food safety and hygiene
1.8	Quality and control and waste management
1.9	Proper storage
1.10	Purchase specification
1.12	Processed foods
1.14	Herbs and spices
1.15	Oils
1.15	Sugar and salt
1.16	Allergens (gluten free & nut allergy, milk intolerance)
1.17	Special needs
1.18	Garnishes
1.19	Professional ethics

FOUNDATION SKILLS

<i>The individual needs to demonstrate the following fundamental skills</i>	
Communication Numeracy Interpersonal relations	Computer literacy First aid Time Management

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated ability to assemble equipment according to the menu 1.2 Demonstrated ability to assemble salad ingredients as per the menu 1.3 Prepared salad dressings and dressed the salads as per the menu 1.4 Demonstrated ability to serve fresh salads 1.5 Demonstrated ability to follow storage procedures
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	1.6 Demonstrated ability identify safe food for consumption
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped safe kitchen 2.2 Proper working equipment 2.3 A working environment meeting the OSHA standards 2.4 A variety of ingredients
3. Method of Assessment	Competency may be assessed through: 3.1 Direct observation using a checklist 3.2 Written or oral questions to test knowledge. 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

PREPARE HOT AND COLD BEVERAGES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare ingredients and equipment for hot beverages	1.1 The working area is organised and cleaned as per the HACCP and SOPs. 1.2 <i>Beverage equipment</i> are assembled as per the recipe. 1.3 <i>Hot beverage ingredients</i> are assembled as per the recipe.
2. Prepare hot beverages	2.1 FIFO procedures are followed 2.2 <i>Consistency</i> in the hot beverage preparation is adhered to. 2.3 Hot beverage <i>preparation procedures</i> are adhered to. 2.4 Capability to deliver the beverage within the time lines is adhered to.
3. Prepare cold beverages	3.1 Consistency (Flavour, temperature, serving standards) in the hot beverage preparation is adhered to. 3.2 Cold beverage preparation procedures are adhered to. 3.3 Capability to deliver the beverage within the time lines is adhered to.

RANGE

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

Variable	Range
7. <i>Consistency</i> include but not limited to:	<ul style="list-style-type: none"> • Flavour • Temperature • Serving standards

<p>8. <i>Hot beverages ingredients</i> include but not limited to:</p>	<ul style="list-style-type: none"> • Tea • Coffee • Chocolate • Sugar/honey/sweeteners
<p>9. <i>Beverage Equipment</i> include but not limited to:</p>	<ul style="list-style-type: none"> • Percolators and urns • Drip filter systems • Blenders • Fridges • Juicers • Milkshake machines • Teapots • cutlery and crockery • Glassware
<p>10. <i>Preparation procedures</i> include but not limited to:</p>	<ul style="list-style-type: none"> • Decanting • Blending • Brewing • Juicing • Mixing • Shaking • Stirring
<p>5. <i>Cold beverage ingredients</i> include but not limited to:</p>	<ul style="list-style-type: none"> • Fruits • Vegetables • Ice cubes

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

1.1	HACCP- Hazard Analysis of Critical Control Points
1.2	SOPs - Standard Operating Procedures
1.3	OHS-Occupational Health and Safety
1.4	Product knowledge
1.5	Fruits and vegetables varieties
1.6	Variety of beverages
1.7	Food safety and hygiene
1.8	Quality and control and waste management
1.9	Proper storage
1.10	Purchase specification
1.12	Herbs and spices
1.13	Sugar/honey/ sweeteners
1.14	Allergens
1.15	Special needs/dietary
1.16	Garnishes and decorations
1.17	Professional ethics
1.18	Guest relations
1.19	Measurements

FOUNDATION SKILLS

<i>The individual needs to demonstrate the following fundamental skills</i>	
Communication Numeracy Interpersonal relations	Computer literacy First aid Time Management

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 Demonstrated ability to assemble equipment for preparing beverages 1.2 Demonstrated ability to select and use beverage ingredients 1.3 Demonstrated ability to present beverages 1.4 Used the correct equipment, ingredients and standard measures 1.5 Worked with speed and efficiency to deal with numerous service tasks simultaneously 1.6 Served major types of hot beverages
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped safe kitchen 2.2 Proper working equipment 2.3 A working environment meeting the OSHA standards 2.4 A variety of beverage ingredients
3. Method of Assessment	Competency may be assessed through: 3.1 Direct observation using a checklist 3.2 Written or oral questions to test knowledge. 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

BUTCHERY

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1) Clean and sanitize the working area	1.2 Cleaning equipment/materials are identified as per the HACCP and SOPs 1.3 Working area surfaces are cleaned and sanitized.
2) Assemble the working equipment	2.1 Working equipment is identified as per the recipe 2.2 Working equipment are assembled as per the SOPs
3) Prepare butchers meats (beef, lamb, mutton, game, pork)	3.1 Identify meats based on menu and recipe. 3.2 FIFO procedures are followed. 3.3 The ingredients of the day are requested and received. 3.4 Thawing (where applicable) is done adhering to HACCP and SOPs. 3.5 Freshness and quality is checked as per the SOPs. 3.6 The quality of the meat is checked using quality standards 3.7 Meats are prepared as per the menu specifications (observe HACCP guidelines) 3.8 Meats are stored under recommended temperatures
4) Prepare fish and sea food	4.1 FIFO procedures are followed. 4.2 Fish and sea food are prepared using specified knives and colour coded chopping boards 4.3 Thawing (where applicable) is done adhering to HACCP and SOPs. 4.4 Freshness and quality is checked as per the SOPs.

	<p>4.5 Scaling/shelling of fish and sea food (where applicable) is done as per the quality and safety standards.</p> <p>4.6 The fish and sea food is deboned (filleting) as per the recipe.</p> <p>4.7 Fish and sea food is portioned and stored at the recommended temperatures.</p> <p>4.8 Fish and sea food is segregated from other foods to avoid cross contamination.</p>
5) Prepare poultry	<p>5.1 FIFO procedures are followed as per the SOPs.</p> <p>5.2 Poultry is prepared using specified knives and colour coded chopping boards.</p> <p>5.3 Thawing (where applicable) is done adhering to HACCP and SOPs.</p> <p>5.4 Freshness and quality is checked as per the SOPs.</p> <p>5.5 Poultry is prepared as per the recipe.</p>

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. <i>Working equipment</i> include but not limited to:	<ul style="list-style-type: none"> • Knives • Chopping boards • Meat bats • Cleavers • Thermometers • Files (Sharpener) • Clip boards • Bone saw • Sanitizing buckets • Cleaning brushes • Mincer • Skewers • Gloves

2. Quality standards include but not limited to:	<ul style="list-style-type: none"> • Colour • Smell • Texture
3. Specifications include but not limited to:	<ul style="list-style-type: none"> • Drum sticks • Chicken breasts • Chicken wings • Whole roast chicken

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Knife skills
- Vegetable cuts
- Cleaning methods (scrubbing, cleaning with cold/warm water, use of vegetable wash)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Personal grooming
- Seasonings
- Assessment of meat quality

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

1.1	Hazard Analysis of Critical Control Points (HACCP)
1.2	Standard Operating Procedure (SOP)
1.3	Occupational Safety and Health (OHS)
1.4	Work place procedures
1.5	Efficient workflow
1.6	Pre preparation of meat
1.7	Time management
1.8	Waste management
1.9	Professional ethics
1.9	Quality and cost control-portioning
1.10	Fats and oils
1.11	Seasoning –(Sugar, pepper, herbs, and salt)

1.12	Food safety and hygiene
1.13	Measurements
1.14	Proper storage

FOUNDATION SKILLS

<i>The individual needs to demonstrate the following fundamental skills</i>	
Communication Numeracy Interpersonal relations Team work	Computer literacy First aid Time Management

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EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated ability to study and understand the menu 1.2 Demonstrated ability to check the quality of the meats as using quality standards (colour, smell, texture). 1.3 Demonstrated ability to make requisitions as per the menu 1.4 Demonstrated ability to come up with a menu depending on available ingredients. 1.5 Demonstrated ability to prevent cross contamination (use of colour coded chopping boards, proper storage, sanitisation of preparation surfaces) 1.6 Demonstrated ability to portion the meats as per the specifications
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment. 2.2 Ingredients for preparing various types of meats.
3. Method of Assessment	Competency may be assessed through: 3.1 Direct observation using a checklist of the learners preparing various meats. 3.2 Written or oral questions to test knowledge. 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

PREPARE MEATS, FISH, SEA FOODS AND POULTRY AND SAUCES

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

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present various meats and sauces. It requires the ability to assemble all the ingredients, cook the meats, fish, sea foods, poultry and sauces.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Assemble all the ingredients and equipment	1.1 The hands are cleaned and sanitized as per the SOPs. 1.2 The working area and surfaces cleaned and sanitized as per the HACCP and SOPs. 1.3 Equipment needed are identified and ensured functional as per the SOPs. 1.4 Identify the ingredients, weigh and measure as per the recipe. 1.5 Assemble the equipment and ingredients as per SOPs
2. Cook the meats, fish, sea foods and poultry	2.1 Hygiene procedures are observed as per HACCP 2.2 Identify the <i>cooking methods</i> as per the recipe. 2.3 Determine the quantities of meats to be cooked as per the recipe. 2.4 Establish the <i>cooking category</i> ((degree of doness) (where applicable). 2.5 Season the meat as per the recipe and customer specifications. 2.6 Carve meats (where necessary) using tools and techniques using SOPs. 2.7 Where meats are required for cold cuts, cool and store as per recipe. 2.8 Add sauces and garnishes (where applicable) according to recipe. 2.9 Present/dispense meats, fish, sea foods and poultry as per recipe and style of service. 2.10 Maintain the holding temperatures as per the SOPs and HACCP.

3.Prepare sauces	<p>3.4 Identify the <i>type of sauce</i> to be prepared as per the menu.</p> <p>3.5 Assemble the ingredients as per the recipe.</p> <p>3.6 Prepare the sauce as per the recipe.</p> <p>3.7 Add <i>thickening agents</i> (where necessary) to the sauce as per recipe.</p> <p>3.8 Season (where necessary) as per recipe and customer specifications.</p> <p>3.9 Present/dispense sauce as per recipe and style of service.</p> <p>3.10 Maintain the holding temperature as per the recipe and HACCP.</p>
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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. <i>Cooking method</i> include but not limited to:	<ul style="list-style-type: none"> • Boiling • Grilling • Roasting • Braising • Deep frying • Poaching • Pan Frying • Baking • Steaming
2. <i>Cooking category (degree)</i> include but not limited to:	<ul style="list-style-type: none"> • Rare • Medium • Medium to well • Well done
3. <i>Thickening agents</i> include but not limited to:	<ul style="list-style-type: none"> • Roux • Potatoes • Rice • Corn starch

	<ul style="list-style-type: none"> • Pasta
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REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Food presentation techniques
- Thickening of sauces
- Carving of meat
- Knife skills
- Vegetable cuts
- Cooking methods
- Cleaning methods (scrubbing, cleaning with cold/warm water, use of vegetable wash)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Garnishing
- Personal grooming
- Seasonings

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

1.1	Hazard Analysis of Critical Control Points (HACCP)
1.2	Standard Operating Procedure (SOP)
1.3	Occupational Safety and Health (OHS)
1.4	Work place procedures
1.5	Thickening agents
1.6	Seasoning sauces
1.7	Various types of sauces and their differences
1.8	Time management
1.9	Efficient workflow
1.9	Culture and religion (kosher, halal, vegans)
1.10	Guest relations
1.11	Special needs
1.12	Waste management
1.13	Costing and cost control
1.14	Food trends (organic products, molecular gastronomy)

1.15	Hospitality law
1.16	Professional ethics
1.17	Meat carving
1.18	Cooking with wines and spirits
1.19	Fats and oils
1.20	Seasonings (Sugar, salt,pepper and herbs)
1.21	Condiments

FOUNDATION SKILLS

<i>The individual needs to demonstrate the following fundamental skills</i>	
Communication Numeracy Interpersonal relations Management (supplies, human resource) Team work	Problem solving skills Planning and organizing ICT First Aid

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated ability to prepare sauces as per the specifications 1.2 Demonstrated ability to make requisitions. 1.3 Demonstrated ability to select equipment for cooking meats 1.4 Demonstrated ability to cook meats using various cooking methods 1.5 Demonstrated ability to interpret information specifications given to the service team from the customer. 1.6 Demonstrated ability to communicate to the team members 1.7 Demonstrated ability to present meats and sauces.
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment. 2.2 Ingredients for preparing various types of meats.
3. Method of Assessment	Competency may be assessed through: 3.1 Direct observation using a checklist of the learners preparing various meats. 3.2 Written or oral questions to test knowledge.

	3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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PREPARE PASTRY AND BREADS

UNIT CODE: HOS/OS/FP/CR/07/3

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present various pastries and breads. It requires the ability to assemble all the ingredients, working equipment, prepare breads and prepare pastries.

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. <i>Bold and italicized terms are elaborated in the Range</i>
1. Assemble all the ingredients and equipment.	1.1 Clean and sanitize the working area and surfaces. 1.2 Hygiene procedures are observed as per HACCP. 1.3 Identify the equipment needed and ensure they are functional as per the SOPs. 1.4 Identify the ingredients, weigh and measure as per the recipe. 1.5 Assemble the equipment and ingredients as per SOPs.
2. Prepare breads	2.1 Identify the type(s) of bread to be prepared as per the menu. 2.2 Properly mix or knead the ingredients as per the specifications. 2.3 Proof the dough at recommended temperatures and timing . 2.4 Pre heat the oven and determine the baking temperatures and timing as per recipe. 2.5 Bake the bread as per recipe . 2.6 The bread is cooled on the cooling racks as per the recipe. 2.7 Store/dispense as per recipe and SOPs
3. Prepare cakes	3.1.Type(s) of cakes to be prepared are identified as per the recipe. 3.2. Quantities of ingredients to be used are determined as per the recipe. 3.3. The <i>ingredients are mixed</i> as per recipe.

	<p>3.4. The texture and consistency is determined as per recipe.</p> <p>3.5. The oven is pre heated and the baking temperatures and timings set as per the recipe.</p> <p>3.6 The cake is baked as per the recipe.</p> <p>3.7 The cake is cooled on the cooling racks as per the recipe</p> <p>3.8 Store/dispense as per recipe and SOPs</p>
<p>4. Prepare pastries (e.g. apple pie)</p>	<p>4.1 <i>Type(s) of pastries</i> to be prepared are identified as per the menu.</p> <p>4.2 Quantities of ingredients to be used are determined as per the recipe.</p> <p>4.3 The ingredients of pastry are weighed and measured as per the recipe.</p> <p>4.4 The filling (where applicable) is prepared as recipe .</p> <p>4.5 The pastry is prepared as per the recipe.</p> <p>4.6 Store/dispense as per recipe and SOPs</p>
<p>5. Prepare sweet sauces</p>	<p>5.1 <i>Types of sweet sauces</i> to be prepared are identified as per the menu.</p> <p>5.2 Quantities of ingredients to be used are determined as per the recipe.</p> <p>5.3 The sweet sauce is prepared as per the recipe.</p> <p>5.4 Store/dispense as per recipe and SOPs.</p>

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. <i>Ingredients are mixed</i> include but not limited to:	<ul style="list-style-type: none">• Creaming• Rubbing• Whisking
2. <i>Types of pastries</i> include but not limited to:	<ul style="list-style-type: none">• Tarts e.g. apple, strawberry, raspberry• Pies e.g. apple, pineapple
3. <i>Types of sweet sauces</i> include but not limited to:	<ul style="list-style-type: none">• Chocolate• Blueberry• Vanilla• Strawberry• Custard• Pineapple

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Food presentation techniques
- Thickening sauces
- Knife skills
- Fruits cuts
- Baking
- Cleaning methods (scrubbing, cleaning with cold/warm water)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Decorations
- Personal grooming
- Mixing skills

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

1.1	Hazard Analysis of Critical Control Points (HACCP)
1.2	Standard Operating Procedure (SOP)
1.3	Occupational Safety and Health (OHS)
1.4	Work place procedures
1.5	Various types of sweet sauces and their uses
1.6	Time management
1.7	Thickening sauces
1.8	Efficient workflow
1.9	Culture and religion (kosher, halal, vegans)
1.9	Special needs
1.10	Waste management
1.11	Food trends
1.12	Hospitality law
1.13	Allergens (gluten free & nut allergy, milk intolerance)
1.14	Professional ethics
1.15	Costing and cost control
1.16	Herbs and spices
1.17	Operating an oven

FOUNDATION SKILLS

<i>The individual needs to demonstrate the following fundamental skills</i>	
Communication Accounting (basic) Interpersonal relations Management (supplies, human resource) Team work	ICT First Aid

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 Demonstrated the ability select, weigh and measure ingredients for preparing various cakes, pastries and sauces. 1.2 Demonstrated ability to mix ingredients. 1.3 Demonstrated ability to observe hygiene in the kitchen.
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	1.4 Demonstrated ability to handle (cooking and storage) cakes as recommended.
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment 2.2 Ingredients for preparing soups
3. Method of Assessment	Competency may be assessed through: 3.1 Direct observation using a checklist of the learners preparing cakes and pastries 3.2 Written or oral questions to test knowledge 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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