REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

FOOD PROCTION (CULINARY ARTS)

LEVEL 6

TVET CDACC
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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 and sustainable development goals.

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

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Agriculture sector's growth and sustainable development.

PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION

PREFACE

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

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

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Hospitality Sector Skills Advisory Committee (SSAC), have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; Suggested Methods of Instruction, training/learning resources and methods of assessing the trainee's achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

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

CHAIRPERSON, TVET CDACC

ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of Hospitality Sector Skills Advisory Committee (SSAC) members for their contribution to the development of this curriculum.

I also thank all stakeholders in the Hospitality sector for their valuable input and all those who participated in the process of developing this curriculum.

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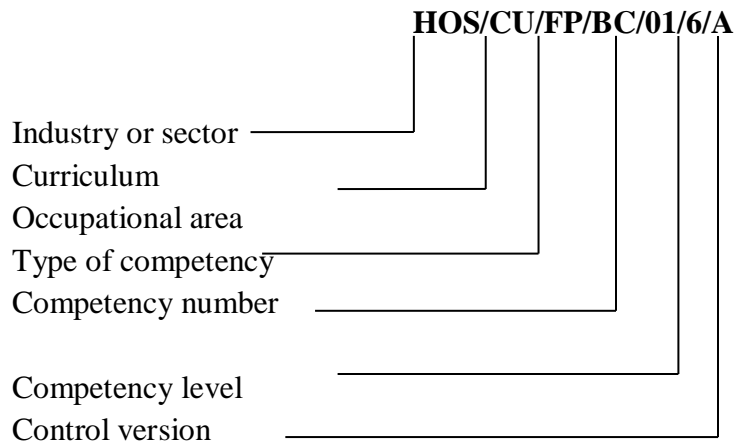

COUNCIL SECRETARY/CEO
TVET CDACC

TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS

BC : Basic competency

CC : Common Competency

CU : Curriculum

CR : Core Competency

CBET : Competency Based Education and Training

CDACC : Curriculum Development Assessment and Certification Council

HOS : Hospitality

FP Food Production

OSHA : Occupation Safety and Health Act

PPE : Personal Protective Equipment

TVET : Technical and Vocational Education and Training

SOPs : Standard Operating Procedures

EMS : Environmental Management Standards

ICT; Information Communication Technology

KEY TO UNIT CODE

HOS/CU/FP/BC/01/6/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Control version

COURSE OVERVIEW

This course is designed to equip an individual with competencies for, preparing and presenting various hot and cold products, food accompaniments preparation, Soups, stocks, sauces, meats, breads, pastries, desserts and beverages within the company's acceptable Standard Operation Procedures (SOPs).

UNITS OF LEARNING

This course consists of basic, common and core units of learning as indicated below:

BASIC UNITS OF LEARNING

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factor
HO/CU/FP/BC/01/6/A	Communication skills	40	4
HO/CU/FP/BC/02/6/A	Numeracy skills	60	6
HO/CU/FP/BC/03/6/A	Digital literacy	60	6
HO/CU/FP/BC/04/6/A	Entrepreneurial skills	100	10
HO/CU/FP/BC/05/6/A	Employability skills	80	8
HO/CU/FP/BC/06/6/A	Environmental literacy	40	4
HO/CU/FP/BC/07/6/A	Occupational safety and health practices	40	4
	TOTAL	**420**	**42**

CORE UNITS OF LEARNING

Unit Code	Unit Title	Duration in Hours	Credit Factor
HOS/CU/FP/CR/01/6/A	Food accompaniments preparation	200	20
HOS/CU/FP/CR/02/6/A	Stocks preparation	80	8
HOS/CU/FP/CR/03/6/A	Soups preparation	80	8
HOS/CU/FP/CR/04/6/A	Sauces preparation	80	8
HOS/CU/FP/CR/05/6/A	Meats preparation	200	20
HOS/CU/FP/CR/06/6/A	Salads preparation	80	8
HOS/CU/FP/CR/07/6/A	Breads preparation	240	24
HOS/CU/FP/CR/08/6/A	Pastries preparation	240	24
HOS/CU/FP/CR/09/6/A	Desserts preparation	150	15

Unit Code	Unit Title	Duration in Hours	Credit Factor
HOS/CU/FP/CR/10/6/A	Beverages preparation	150	15
	Industrial Attachment	480	48
TOTAL		**1980**	**198**
GRAND TOTAL		**2400**	**240**

The total duration of the course for an average trainee is **2400 hours** including industrial attachment. The core units of learning are independent of each other and may be taken independently.

Entry Requirements
An individual entering this course should have any of the following minimum requirements:

a) Food Production Service and Sales Certificate Level 5

Or

b) Hotel Catering and Accommodation

Or

c) Kenya Certificate of Secondary Education (KCSE) C- (Minus)

Or

d) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

Industrial attachment
An individual enrolled in this course will undergo **480 hours** industrial attachment at a Christian church.

Assessment
The course will be assessed at two levels:

a) **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.

b) **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

Trainer qualification- A trainer for this course should have a higher qualification than the level of this course

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

Certification

An individual will be awarded a Certificate of Competence on demonstration of competence in a unit of competency. To be awarded Certificate in Christian Ministry Level 6, an individual must demonstrate competence in all the units of competency. These certificates will be awarded by TVET CDACC in conjunction with the training provider

BASIC UNITS OF LEARNING

COMMUNICATION SKILLS

UNIT CODE: HOS/CU/FP/BC/01/6/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Communication Skills

Duration of Unit: 40 hours

Unit Description
This unit covers the competencies required to demonstrate communication skills .It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

Summary of Learning Outcomes
1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Meet communication needs of clients and colleagues	• Communication process • Modes of communication • Medium of communication • Effective communication • Barriers to communication • Flow of communication • Sources of information • Organizational policies • Organization requirements for	• Interview • Written texts

Learning Outcome	Content	Methods of Assessment
	written and electronic communication methods • Report writing • Effective questioning techniques (clarifying and probing) • Workplace etiquette • Ethical work practices in handling communication • Active listening • Feedback • Interpretation • Flexibility in communication • Types of communication strategies • Elements of communication strategy	
2. Develop communication strategies	• Dynamics of groups • Styles of group leadership • Openness and flexibility in communication • Communication skills relevant to client groups	• Interview • Written texts
3. Establish and maintain communication pathways	• Types of communication pathways	• Interview • Written texts
4. Promote use of communication strategies	• Application of elements of communication strategies • Effective communication techniques	• Interview • Written texts
5. Conduct interview	• Types of interview • Establishing rapport • Facilitating resolution of issues • Developing action plans	• Interview • Written texts
6. Facilitate group discussion	• Identification of communication needs	• Interview • Written texts

Learning Outcome	Content	Methods of Assessment
	- Dynamics of groups - Styles of group leadership - Presentation of information - Encouraging group members participation - Evaluating group communication strategies	
7. Represent the organization	- Presentation techniques - Development of a presentation - Multi-media utilization in presentation - Communication skills relevant to client groups	- Interview - Written texts

Suggested Methods of Instruction
- Discussion
- Role playing
- Simulation
- Direct instruction

Recommended Resources
- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

NUMERACY SKILLS

UNIT CODE: HOS/CU/FP/BC/02/6/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

Duration of Unit: 60 hours

Unit Description
This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

Summary of Learning Outcomes
1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment

1. Apply a wide range of mathematical calculations for work	• Fundamentals of mathematics
	  • Addition, subtraction, multiplication and division of positive and negative numbers
	  • Algebraic expressions manipulation
		• Written tests
		• Assignments
		• Supervised exercises

Learning Outcome	Content	Methods of Assessment
	• Forms of fractions, decimals and percentages • Expression of numbers as powers and roots	

2. Apply ratios, rates and proportions to solve problems	• Rates, ratios and proportions
	  • Meaning
	  • Conversions into percentages
	  • Direct and inverse proportions determination
	  • Performing calculations
	  • Construction of graphs, charts and tables
	  • Recording of information
		• Written tests
		• Assignments
		• Supervised exercises

3. Estimate, measure and calculate measurement for work	• Units of measurements and their symbols • Identification and selection of measuring equipment • Conversion of units of measurement • Perimeters of regular figures • Areas of regular figures • Volumes of regular figures • Carrying out measurements • Recording of information	• Assignments • Supervised exercises • Written tests
4. Use detailed maps to plan travel routes for work	• Identification of features in routine maps and plans • Symbols and keys used in routine maps and plans • Identification and interpretation of orientation of map to North • Demonstrate understanding of direction and location • Apply simple scale to estimate length of objects, or distance to location or object	• Written • Practical test

Learning Outcome	Content	Methods of Assessment
	• Give and receive directions using both formal and informal language • Planning of routes • Calculation of distance, speed and time	
5. Use geometry to draw and construct 2D and 3D shapes for work	• Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations • Explain the use and application of shapes • Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes • Identify common angles • Estimate common angles in everyday objects • Evaluation of unknown angles • Use formal and informal mathematical language to describe and compare common angles • Symmetry and similarity • Use common geometric instruments to draw two dimensional shapes • Construct routine three dimensional objects from given nets	

Learning Outcome	Content	Methods of Assessment

6. Collect, organize and interpret statistical data	• Classification of data
	  • Grouped data
	  • Ungrouped data
	• Data collection
	  • Observation
	  • Recording
	• Distinguishing between sampling and census
	• Importance of sampling
	• Errors in sampling
	• Types of sampling and their limitations e.g.
	  • Stratified random
	  • Cluster
	  • Judgmental
	• Tabulation of data
	  • Class intervals
	  • Class boundaries
	  • Frequency tables
	  • Cumulative frequency
	• Diagrammatic and graphical presentation of data e.g.
	  • Histograms
	  • Frequency polygons
	  • Bar charts
	  • Pie charts
	  • Cumulative frequency curves
	• Interpretation of data
		• Assignments
		• Supervised exercises
		• Written tests

7. Use routine formula and algebraic expressions for work	• Solving linear equations
	• Linear graphs
	  • Plotting
	  • Interpretation
	• Applications of linear graphs
	• Curves of first and second degree
	  • Plotting
		• Assignments
		• Supervised exercises
		• Written tests

Learning Outcome	Content	Methods of Assessment
	• Interpretation	
8. Use common functions of a scientific calculator	• Identify and use keys for common functions on a calculator • Calculate using whole numbers, money and routine decimals and percentages • Calculate with routine fractions and percentages • Apply order of operations to solve multi-step calculations • Interpret display and record result	• • Written • Practical test

Suggested Methods of Instruction
- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

Recommended Resources
- Calculators
- Rulers, pencils, erasers
- Charts with presentations of data
- Graph books
- Dice

DIGITAL LITERACY

UNIT CODE: HOS/CU/FP/BC/03/6/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Digital Literacy

Duration of Unit: 60 hours

Unit Description
This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments and preparing presentation packages.

Summary of Learning Outcomes
1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Identify computer hardware and software	• Concepts of ICT • Functions of ICT • History of computers • Components of a computer • Classification of computers	• Written tests • Oral presentation
2. Apply security measures to data, hardware, software in automated environment	• Data security and control • Security threats and control measures • Types of computer crimes	• Written tests • Oral presentation • Project

Learning Outcome	Content	Methods of Assessment
	• Detection and protection against computer crimes • Laws governing protection of ICT	
3. Apply computer software in solving tasks	• Operating system • Word processing • Spread sheets • Data base design and manipulation • Data manipulation, storage and retrieval	• Oral questioning • Project
4. Apply internet and email in communication at workplace	• Computer networks • Network configurations • Uses of internet • Electronic mail (e-mail) concept	• Oral questioning • Written report
5. Apply desktop publishing in official assignments	• Concept of desktop publishing • Opening publication window • Identifying different tools and tool bars • Determining page layout • Opening, saving and closing files • Drawing various shapes using DTP • Using colour pellets to enhance a document • Inserting text frames • Importing and exporting text • Object linking and embedding • Designing of various publications • Printing of various publications	• Oral questioning • Written report • Project
6. Prepare presentation packages	• Types of presentation packages • Procedure of creating slides	• Oral questioning • Written report

Learning Outcome	Content	Methods of Assessment
	• Formatting slides • Presentation of slides • Procedure for editing objects	• Project

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

Recommended Resources
- Computers
- Printers
- Storage devices
- Internet access

ENTREPRENEURIAL SKILLS

UNIT CODE: HOS/CU/FP/BC/04/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

Duration of unit: 100 hours

Unit Description

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

Summary of Learning Outcomes

1. Demonstrate understanding of who an entrepreneur
2. Demonstrate knowledge of entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Create entrepreneurial awareness
5. Apply entrepreneurial motivation
6. Develop business innovative strategies
7. Develop Business plan

Learning Outcome	Content	Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Demonstrate knowledge of entrepreneurship and self-employment	- Importance of self-employment - Requirements for entry into self-employment - Role of an Entrepreneur in business - Contributions of Entrepreneurs to National development - Entrepreneurship culture in Kenya - Born or made entrepreneurs	- Individual/group assignments - Projects - Written tests - Oral questions - Third party report
2. Identify entrepreneurship opportunities	- Business ideas and opportunities - Sources of business ideas - Business life cycle - Legal aspects of business - Assessment of product demand - Business environment - Factors to consider when evaluating business environment - Technology in business	- Individual/group assignments - Projects - Written tests - Oral questions - Third party report - Interviews
3. Create entrepreneurial awareness	- Forms of businesses - Sources of business finance - Factors in selecting source of business finance - Governing policies on Small Scale Enterprises (SSEs) - Problems of starting and operating SSEs	- Individual/group assignments - Projects - Written tests - Oral questions - Third party report - Interviews

Learning Outcome	Content	Methods of Assessment
4. Apply entrepreneurial motivation	- Internal and external motivation - Motivational theories - Self-assessment - Entrepreneurial orientation - Effective communications in entrepreneurship - Principles of communication - Entrepreneurial motivation	- Case studies - Individual/group assignments - Projects - Written tests - Oral questions - Third party report - Interviews
5. Develop business innovative strategies	- Innovation in business - Small business Strategic Plan - Creativity in business development - Linkages with other entrepreneurs - ICT in business growth and development	- Case studies - Individual/group assignments - Projects - Written tests - Oral questions - Third party report - Interviews
6. Develop Business Plan	- Business description - Marketing plan - Organizational/Management - plan - Production/operation plan - Financial plan - Executive summary - Presentation of Business Plan	- Case studies - Individual/group assignments - Projects - Written tests - Oral questions - Third party report - Interviews

Suggested Methods of Instruction

- Direct instruction
- Project
- Case studies
- Field trips

- Discussions
- Demonstration
- Question and answer
- Problem solving
- Experiential
- Team training

Recommended Resources
- Case studies
- Business plan templates
- Computers
- Overhead projectors
- Internet
- Mobile phone
- Video clips
- Films
- Newspapers and Handouts
- Business Journals
- Writing materials

EMPLOYABILITY SKILLS

UNIT CODE: HOS/CU/FP/BC/05/6/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Employability Skills

Duration of Unit: 80 hours

Unit Description
This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

Summary of Learning Outcomes
1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Conduct self-management	- Self-awareness - Formulating personal vision, mission and goals - Strategies for overcoming life challenges - Managing emotions - Emotional intelligence - Assertiveness versus aggressiveness	- Written tests - Oral questioning - Interviewing - Portfolio of evidence - Third party report

Learning Outcome	Content	Methods of Assessment
	• Expressing personal thoughts, feelings and beliefs • Developing and maintaining high self-esteem • Developing and maintaining positive self-image • Setting performance targets • Monitoring and evaluating performance • Articulating ideas and aspirations • Accountability and responsibility • Good work habits • Self-awareness • Values and beliefs • Self-development • Financial literacy • Healthy lifestyle practices • Adopting safety practices	
2. Demonstrate interpersonal communication	• Meaning of interpersonal communication • Listening skills • Types of audience • Public speaking • Writing skills • Negotiation skills • Reading skills • Meaning of empathy • Understanding customers' needs • Establishing communication networks • Assertiveness • Sharing information	• Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report
3. Demonstrate critical safe work habits	• Stress and stress management • Time concept • Punctuality and time consciousness	• Written tests • Oral questioning • Interviewing • Portfolio of evidence

Learning Outcome	Content	Methods of Assessment
	• Leisure • Integrating personal objectives into organizational objectives • Resources mobilization • Resources utilization • Setting work priorities • Developing healthy relationships • HIV and AIDS • Drug and substance abuse • Managing emerging issues	• Third party report
4. Lead a workplace team	• Leadership qualities • Power and authority • Team building • Determination of team roles and objectives • Team parameters and relationships • Individual responsibilities in a team • Forms of communication • Complementing team activities • Gender and gender mainstreaming • Human rights • Developing healthy relationships • Maintaining relationships • Conflicts and conflict resolution • Coaching and mentoring skills	• Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report
5. Plan and organize work	• Functions of management • Planning • Organizing • Time management • Decision making concept • Task allocation • Developing work plans	• Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report

Learning Outcome	Content	Methods of Assessment
	• Developing work goals/objectives and deliverables • Monitoring work activities • Evaluating work activities • Resource mobilization • Resource allocation • Resource utilization • Proactive planning • Risk evaluation • Problem solving • Collecting, analysing and organising information • Negotiation	
6. Maintain professional growth and development	• Avenues for professional growth • Training and career opportunities • Assessing training needs • Mobilizing training resources • Licenses and certifications for professional growth and development • Pursuing personal and organizational goals • Managing work priorities and commitments • Recognizing career advancement	• Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report
7. Demonstrate workplace learning	• Managing own learning • Mentoring • Coaching • Contributing to the learning community at the workplace • Cultural aspects of work • Networking • Variety of learning context • Application of learning • Safe use of technology • Taking initiative/proactivity	• Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report

Learning Outcome	Content	Methods of Assessment
	• Flexibility • Identifying opportunities • Generating new ideas • Workplace innovation • Performance improvement • Managing emerging issues • Future trends and concerns in learning	
8. Demonstrate problem solving skills	• Critical thinking process • Data analysis tools • Decision making • Creative thinking • Development of creative, innovative and practical solutions • Independence in identifying and solving problems • Solving problems in teams • Application of problem-solving strategies • Testing assumptions • Resolving customer concerns	• Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report
9. Manage ethical performance	• Meaning of ethics • Ethical perspectives • Principles of ethics • Ethical standards • Organization code of ethics • Common ethical dilemmas • Organization culture • Corruption, bribery and conflict of interest • Privacy and data protection • Diversity, harassment and mutual respect • Financial responsibility/accountability • Etiquette	• Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report

Learning Outcome	Content	Methods of Assessment
	• Personal and professional integrity • Commitment to jurisdictional laws • Emerging issues in ethics	

Suggested Methods of Instruction

- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Assignments
- Q&A

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

ENVIRONMENTAL LITERACY

UNIT CODE: HOS/CU/FP/BC/06/6/A

Relationship to Occupational Standards:
This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

Duration of Unit: 40 hours

Unit Description

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

Summary of Learning Outcomes
1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs
8. Analyze resource use
9. Develop resource conservation plans

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Control environmental hazard	• Purposes and content of Environmental Management and Coordination Act 1999 • Storage methods for environmentally hazardous materials	• Written questions • Oral questions

Learning Outcome	Content	Methods of Assessment
	• Disposal methods of hazardous wastes • Types and uses of PPE in line with environmental regulations • Occupational Safety and Health Standards (OSHS)	
2. Control environmental Pollution control	• Types of pollution • Environmental pollution control measures • Types of solid wastes • Procedures for solid waste management • Different types of noise pollution • Methods for minimizing noise pollution	• Written questions • Oral questions • Role play
3. Demonstrate sustainable resource use	• Types of resources • Techniques in measuring current usage of resources • Calculating current usage of resources • Methods for minimizing wastage • Waste management procedures • Principles of 3Rs (Reduce, Reuse, Recycle) • Methods for economizing or reducing resource consumption	• Written questions • Oral questions • Role play
4. Evaluate current practices in relation to resource usage	• Collection of information on environmental and resource efficiency systems and procedures, • Measurement and recording of current resource usage • Analysis and recording of current purchasing strategies. • Analysis of current work processes to access information and data • Identification of areas for improvement	• Written questions • Oral questions • Role play

Learning Outcome	Content	Methods of Assessment
5. Identify Environmental legislations/conventions for environmental concerns	• Environmental issues/concerns • Environmental legislations /conventions and local ordinances • Industrial standard /environmental practices • International Environmental Protocols (Montreal, Kyoto) • Features of an environmental strategy	• Written questions • Oral questions
6. Implement specific environmental programs	• Community needs and expectations • Resource availability • 5s of good housekeeping • Identification of programs/Activities • Setting of individual roles /responsibilities • Resolving problems /constraints encountered • Consultation with stakeholders	• Written questions • Oral questions • Role play
7. Monitor activities on Environmental protection/Programs	• Periodic monitoring and Evaluation of activities • Gathering feedback from stakeholders • Analyzing data gathered • Documentation of recommendations and submission • Setting of management support systems to sustain and enhance the program • Monitoring and reporting of environmental incidents to concerned /proper authorities	• Oral questions • Written tests • Practical test
8. Analyze resource use	• Identification of resource consuming processes • Determination of quantity and nature of resource consumed • Analysis of resource flow through different parts of the process.	• Written tests • Oral questions • Practical test

Learning Outcome	Content	Methods of Assessment
	• Classification of wastes for possible source of resources.	
9. Develop resource Conservation plans	• Determination of efficiency of use/conversion of resources • Causes of low efficiency of use of resources • Plans for increasing the efficiency of resource use	• Written tests • Oral questions • Practical test

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees
- Observations and comments and corrections by trainers

Recommended Resources
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HOS/CU/FP/BC/07/6/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health
Practices

Duration of Unit: 40 hours

Unit Description
This unit specifies the competencies required to demonstrate occupational health and safety
practices. It involves identifying workplace hazards and risk, identifying and implementing
appropriate control measures to hazards and risks and implementing OSH programs, procedures
and policies/guidelines.

Summary of Learning Outcomes
1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Identify workplace hazards and risks	• Identification of hazards in the workplace and/or the indicators of their presence • Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace • Gathering of OSH issues and/or concerns	• Oral questions • Written tests • Portfolio of evidence • Third party report
2. Control OSH hazards	• Prevention and control measures e.g. use of PPE • Risk assessment • Contingency measures	• Oral questions • Written tests • Portfolio of evidence • Third party report

Learning Outcome	Content	Methods of Assessment
3. Implement OSH programs	• Company OSH program, evaluation and review • Implementation of OSH programs • Training of team members and advice on OSH standards and procedures • Implementation of procedures for maintaining OSH-related records	• Oral questions • Written tests • Portfolio of evidence • Third party report

Suggested Methods of Instruction
- Assigments
- Discussion
- Q&A
- Role play
- Viewing of related videos

Recommended Resources
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
  - Mask
  - Face mask/shield
  - Safety boots
  - Safety harness
  - 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

CORE UNITS OF LEARNING

FOOD ACCOMPANIMENTS

UNIT CODE: HOS/CU/FP/CR/01/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare food accompaniments**

Duration of Unit: 200 hours

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

Summary of Learning Outcomes
1. Organising entremétier section
2. Identifying ingredients for food accompaniments
3. Preparing and cleaning ingredients for food accompaniments
4. Cooking food accompaniments
5. Presenting food accompaniments
6. Dispensing food accompaniments

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Organising entremetier section	• Kitchen preparation • Kitchen organisation • Kitchen tools and equipment • Kitchen safety	• Written • Assignments • Supervised exercises
2. Identifying ingredients for recipe	• Food nutrients • Ingredients for various dishes • Consumer market trends in relation to food • Combining food textures and colours • Factors to consider when selecting foods • Maintenance of ingredients ratios • Calculation of food quantities and costs	• Written • Assignments • Supervised exercises
3. Preparing and cleaning of ingredients for food accompaniments	• Checking quality of ingredients • Sorting ingredients • Cleaning procedures • Preparation methods	• Written • Oral • Assignments • Supervised exercises
4. Cooking food accompaniments	• Menu planning and preparation • Time planning and management • Cooking methods • Use of technology in food preparation • Special requests and diets • Food trends	• Written • Oral • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
5. Presenting food accompaniments	• Food presentation methods • Food product display • Increasing palatability of the food • Developing a market name for the product/new recipe/menu	• Assignments • Supervised exercises • Written

Suggested Methods of Instruction

• Group discussions
• Demonstration by trainer
• Practical work by trainee
• Exercises

Recommended Resources

• Classroom/individual stove kitchen/production kitchen
• A variety of ingredients
• Projector
• White board
• Laptop

STOCKS

UNIT CODE: HOS/CU/FP/CR/02/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare stocks**

Duration of Unit: 80 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present stock. It involves preparing of: vegetable stock, chicken stock, meat/lamb stock, fish and seafood stock.

Summary of Learning Outcomes
1. Preparing vegetable stock
2. Preparing chicken stock
3. Preparing meat/lamb stock
4. Preparing fish and seafood stock

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Preparing vegetable stock	• Define stocks • Uses of stocks • Vegetable stock ingredients • Methods of preparing vegetables • Knife skills and vegetable cuts • Methods of cooking stock • Procedure of straining stock • Qualities of a good stock • Storage • Food costing/budgeting • Cooling and storing stock	• Observation • Written • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
2. Preparing chicken stock	• Chicken stock ingredients • Methods of preparing of stock ingredients • Methods of cooking chicken stock • Procedure of straining stock • Storage of stock • Food costing/budgeting	• Written • Oral • Assignments • Supervised exercises
3. Preparing meat/lamb stock	• Meat/lamb stock ingredients • Methods of preparing stock ingredients • Preparing glazes and essences • Methods of cooking meat/lamb stock • Procedure of straining stock • Storage of stock • Food costing/budgeting	• Written • Practical • Observation • Oral
4. Preparing fish stock	• Fish stock ingredients • Methods of preparing of stock ingredients • Methods of cooking fish stock • Procedure of straining stock • Storage of stock • Food costing/budgeting	• Practical • Written • Oral • Assignments • Supervised exercises

Suggested Methods of Instruction

• Group discussions
• Demonstration by trainer
• Practical work by trainee
• Exercises

Recommended Resources

• Fully equipped operational commercial kitchen including industry-current tools, utensils and equipment
• A variety of ingredients
• Table linen

- Serving utensils

SOUPS

UNIT CODE: HOS/CU/FP/CR/03/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare soups**

Duration of Unit: 80 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present soups. It involves preparing various soups: cream, puree, clear, cold, national and bisques.

Summary of Learning Outcomes
1. Preparing cream soups
2. Preparing puree soups
3. Preparing clear soups
4. Preparing cold soups
5. Preparing thickened soups
6. Preparing bisques

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Preparing cream soups	• Define soups • Various types of soups • Uses of different types of soups • Soup ingredients and their selection • Procedure for making cream soup • Methods of preparing vegetables for soups e.g. sweating • Ingredients for cream soups • Thickening ingredients for soups • Seasoning soups • Garnishing soups • Nutritional value of soups	• Observation • Written • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
	• Presentation	
2. Preparing puree soups	• Puree soup ingredients • Distinguish between various types of soups • Uses of different types of soups • Soup ingredients and their selection • Procedure for making cream soup • Methods of preparing vegetables for soups e.g. sweating • Ingredients for cream soups • Thickening ingredients for soups • Seasoning soups • Garnishing soups • Nutritional value of soups • Presentation	• Observation • Written • Oral • Assignments • Supervised exercises
3. Preparing clear soups	• Clear soup ingredients • Distinguish between various types of soups • Uses of different types of soups • Soup ingredients and their selection • Procedure for making clear soup • Methods of preparing vegetables for soups e.g. sweating • Ingredients for clear soups • Seasoning soups • Garnishing soups • Nutritional value of soups • Presentation	• Observation • Assignments • Supervised exercises • Written
4. Preparing cold soups	• Cold soup ingredients • Distinguish between various types of soups • Uses of different types of soups • Soup ingredients and their selection • Procedure for making cold soup	• Observation • Written • Oral • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
	• Methods of preparing vegetables for soups e.g. sweating • Ingredients for cold soups • Thickening ingredients for soups • Seasoning soups • Garnishing soups • Nutritional value of soups • Presentation	
5. Preparing national soups	• National soup ingredients • Distinguish between various types of soups • Uses of different types of soups • Soup ingredients and their selection • Procedure for making national soup • Methods of preparing vegetables for soups e.g. sweating • Ingredients for national soups • Thickening ingredients for soups • Seasoning soups • Garnishing soups • Nutritional value of soups • Presentation	• Observation • Written • Oral • Assignments • Supervised exercises
6. Preparing bisques	• Bisque soup ingredients • Distinguish between various types of soups • Uses of different types of soups • Soup ingredients and their selection • Procedure for making bisque soup • Methods of preparing vegetables for soups e.g. sweating • Ingredients for bisque soups • Seasoning soups • Garnishing soups • Nutritional value of soups • Presentation	• Observation • Written • Oral • Assignments • Supervised exercises

Suggested Methods of Instruction

- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

Recommended Resources

- Classroom/individual stove kitchen/production kitchen
- A variety of ingredients
- Projector
- White board
- Laptop

SAUCES

UNIT CODE: HOS/CU/FP/CR/04/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare sauces**

Duration of Unit: 80 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present various sauces. It requires the ability to select and prepare sauces but not limited to: brown, white, butter and mayonnaise sauces

Summary of Learning Outcomes
1. Preparing brown sauces
2. Preparing white sauces
3. Preparing butter sauces
4. Preparing mayonnaise sauces

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Preparing brown sauces	• Define a sauce • Uses of sauce • Characteristics of brown sauce • Brown sauce ingredients • Cleaning and cutting ingredients • Equipment used in sauce preparation • Culinary cuts for vegetables • Thickening ingredients for sauces • Preparation of roux • Seasoning sauces • Garnishing sauces • Storage of sauces	• Observation • Written • Oral • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
	• Presentation	
2. Preparing white sauces	• Uses of white sauce • Characteristics of white sauce • White sauce ingredients • Cleaning and cutting ingredients • Equipment used in sauce preparation • Culinary cuts for vegetables • Thickening ingredients for sauces • Preparation of roux • Seasoning sauces • Garnishing sauces • Storage of sauces • Presentation	• Observation • Written • Oral • Assignments • Supervised exercises
3. Preparing butter sauces	• Uses of sauce • Characteristics of butter sauce • Butter sauce ingredients • Cleaning and cutting ingredients • Equipment used in sauce preparation • Culinary cuts for vegetables • Seasoning sauces • Garnishing sauces • Storage of sauces • Presentation	• Observation • Written • Oral • Assignments • Supervised exercises
4. Preparing mayonnaise sauces	• Uses of sauce • Characteristics of mayonnaise sauce • Mayonnaise sauce ingredients • Cleaning and cutting ingredients • Equipment used in sauce preparation • Seasoning sauces • Garnishing sauces	• Observation • Written • Oral • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
	• Storage of sauces • Presentation	

Suggested Methods of Instruction
- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

Recommended Resources
- Classroom/individual stove kitchen/production kitchen
- A variety of ingredients
- Projector
- White board
- Laptop

MEAT PREPARATION

UNIT CODE: HOS/CU/FP/CR/05/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare meats**

Duration of Unit: 200 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present various meat dishes. It requires the ability to select, prepare, and portion meat using relevant equipment, cooking and food storage methods.

Summary of Learning Outcomes
1. Preparing meat/mutton/game/pork
2. Preparing poultry
3. Preparing fish
4. Preparing seafood
5. Preparing cold cuts

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Preparing butcher's meat/ mutton/game/ pork	• Types of meat • Factors to consider when selecting meats • Thawing meats • Meat preparation equipment • Portioning meats • Aging of meats • Method of marinating meats • Methods of cooking meats • Seasonings	• Observation • Written • Oral • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
	• Garnishing • Presenting meats • Storing meats	
2. Preparing poultry	• Types of poultry • Factors to consider when selecting poultry • Food contamination in poultry • Thawing poultry • Poultry preparation equipment • Portioning poultry • Method of marinating poultry • Methods of cooking poultry • Seasonings • Garnishing • Presenting poultry • Storing poultry	• Observation • Written • Oral • Assignments • Supervised exercises
3. Preparing fish	• Types of fish • Factors to consider when selecting fish • Food contamination in poultry • Removing fish scales • Portioning fish • Preparing fillets • Methods of cooking fish • Garnishing fish • Storing fish • Presenting fish	• Observation • Written • Oral • Assignments • Supervised exercises
4. Preparing seafood	• Types of seafood • Factors to consider when selecting seafood • Food contamination in	• Observation • Written • Oral • Assignments

Learning Outcome	Content	Methods of Assessment
	seafood • Procedure of removing shell from seafood • Scaling seafood • Portioning seafood • Preparing fillets • Methods of cooking seafood • Garnishing seafood • Storing seafood • Presenting seafood • Portioning seafood • Methods of cooking seafood • Garnishing seafood • Presenting seafood	• Supervised exercises
5. Preparing cold cuts	• Definition of cold cuts • Different methods of thawing foods • Holding temperatures for cold and hot foods • The food temperature danger zone	• Observation • Written • Oral • Assignments • Supervised exercises
6. Preparing hot/cold starters, sandwiches, canapes	• Types of hot/cold starters, sandwiches, canapes • Importance of preparing hot/cold starters, sandwiches, canapes in menus • Ingredients for hot/cold starters, sandwiches, canapes • Procedure for preparing hot/cold starters, sandwiches, canapes • Presentation	• Observation • Written • Oral • Assignments • Supervised exercises

Suggested Methods of Instruction
• Instructor led facilitation of theory

- Demonstration by trainer
- Practice by trainee
- Group discussions

Recommended Resources
- Classroom/individual stove kitchen/production kitchen
- A variety of ingredients
- Projector
- White board
- Laptop

SALADS

UNIT CODE: HOS/CU/FP/CR/06/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare salads**

Duration of Unit: 80 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present salads. It requires the ability to select, prepare and cook (where necessary) ingredients, and use relevant equipment.

Summary of Learning Outcomes
1. Preparing simple salads
2. Preparing compound salads
3. Preparing own creation salads
4. Preparing speciality salads
5. Preparing salad dressings

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Preparing simple salads	• Define salads • Uses of salads • Ingredients for simple salads • Selecting equipment for salads preparation • Vegetable cuts • Portioning salads • Presenting salads	• Observation • Written • Oral • Assignments • Supervised exercises
2. Preparing compound salads	• Ingredients for compound salads • Preparing various types of compound salads	• Observation • Written • Oral • Assignments

Learning Outcome	Content	Methods of Assessment
		• Supervised exercises
3. Preparing own creation salads	• Importance of own creation salads • Ingredients for own creation salads • Preparing various types of own creation salads	• Observation • Written • Oral • Assignments • Supervised exercises
4. Preparing speciality salads	• Define speciality salads • Preparing various types of speciality salads • Cooked salads	• Observation • Oral • Assignments • Supervised exercises
5. Preparing salad dressings	• Define salad dressing • Types of salad dressings • Use of salad dressing • Ingredients for salad dressing • Prepare various salad dressings e.g. French dressing • Presentation	• Observation • Oral • Assignments • Supervised exercises

Suggested Methods of Instruction
• Instructor led facilitation of theory
• Demonstration by trainer
• Practice by trainee
• Group discussions

Recommended Resources
• Classroom/individual stove kitchen/production kitchen
• A variety of ingredients
• Projector
• White board
• Laptop

BREADS

UNIT CODE: HOS/CU/FP/CR/07/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare breads**

Duration of Unit: 240 hours

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

Summary of Learning Outcomes
1. Preparing white breads
2. Preparing whole meal breads
3. Preparing sweet yeast puff pastry breads
4. Preparing sweet breads
5. Preparing deep fried breads
6. Preparing special breads
7. Preparing unleavened breads

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Suggested Assessment Methods
1. Preparing white breads	• Define baking • Different types of breads • Baking equipment e.g. baking tins, trays, ovens • Ingredients for making white breads • Methods of preparing breads e.g. baking, deep frying, roasting • Handling dough	• Observation • Oral • Assignments • Supervised exercises

Learning Outcome	Content	Suggested Assessment Methods
	• Recipes for baking white breads • Presenting breads	
2. Preparing whole meal breads	• Ingredients for making whole breads • Recipes for baking whole breads • Preparation of whole breads	• Observation • Oral • Assignments • Supervised exercises
3. Preparing sweet yeast puff pastry breads	• Ingredients for making yeast puff pastry breads • Recipes for baking yeast puff pastry breads • Preparation of yeast puff pastry breads using recipes • Presentation	• Observation • Oral • Assignments • Supervised exercises
4. Preparing sweet breads	• Ingredients for making sweet breads • Recipes for baking sweet breads • Preparation of sweet breads using recipes	• Observation • Oral • Assignments • Supervised exercises
5. Preparing deep fried breads	• Ingredients for making fried breads • Recipes for baking sweet breads • Making of fried breads using given recipe • Presentation	• Observation • Oral • Assignments • Supervised exercises
6. Preparing special breads	• Ingredients for making special breads • Recipes for baking special breads • Preparation of special breads	• Observation • Oral • Assignments • Supervised exercises
7. Preparing unleavened breads	• Ingredients for making unleavened breads • Recipes for baking unleavened breads • Preparation of special breads	• Observation • Oral • Assignments • Supervised exercises

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Demonstration by trainer
- Practice by trainee
- Group discussions

Recommended Resources
- Classroom/individual stove kitchen/production kitchen
- A variety of ingredients
- Projector
- White board
- Laptop

PASTRIES

UNIT CODE: HOS/CU/FP/CR/08/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare pastries**

Duration of Unit: 240 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present a range of pastries. It involves preparing cakes, pastries, tarts, pies, flans and cookies.

Summary of Learning Outcomes
1. Preparing cakes
2. Preparing basic pastries
3. Preparing tarts and pies
4. Preparing flans
5. Preparing cookies

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Suggested Assessment Methods
1. Preparing cakes	• Define cakes and baking • Different types of cakes • Baking equipment and other equipment used in cake making • Ingredients for making different types of cakes • Oven preparation and temperatures • Cake decorating • Presenting cakes	• Observation • Oral • Written • Assignments • Supervised exercises
2. Preparing basic pastries	• Ingredients for making pastries • Preparing of various types of	• Observation • Oral

Learning Outcome	Content	Suggested Assessment Methods
	pastries using given recipes • Presenting pastries	• Written • Assignments • Supervised exercises
3. Preparing tarts and pies	• Define tarts and pies • Uses of tarts and pies • Ingredients for making tarts and pies • Recipes for preparing tarts and pies • Preparation of tarts and pies using given recipes • Presentation of tarts and pies	• Observation • Oral • Written • Assignments • Supervised exercises
4. Preparing flans	• Define flans • Uses of flans • Ingredients for making flans • Recipes for preparing flans • Presentation	• Observation • Oral • Written • Assignments • Supervised exercises
5. Preparing cookies	• Define cookies • Types of cookies • Uses of cookies • Ingredients for making cookies • Preparation of various types of cookies using given recipes • Presentation	• Observation • Oral • Written • Assignments • Supervised exercises

Suggested Methods of Instruction
• Instructor led facilitation of theory
• Demonstration by trainer
• Practice by trainee
• Group discussions

Recommended Resources

- Classroom/individual stove kitchen/production kitchen
- A variety of ingredients
- Projector
- White board
- Laptop

DESSERTS PREPARATION

UNIT CODE: HOS/CU/FP/CR/09/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare desserts**

Duration of Unit: 150 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present desserts.

Summary of Learning Outcomes
1. Preparing desserts
2. Preparing mousses
3. Preparing cream custards
4. Preparing sweet sauces
5. Preparing hot/frozen desserts

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Preparing desserts	• Define desserts • Importance of desserts in meal planning • Ingredients for desserts • Identification and selection of equipment used for desserts • Special dietary requirements in desserts preparation • Preparation of mousses • Desserts presentations	• Observation • Oral • Written • Assignments • Supervised exercises
2. Preparing mousses	• Define mousses • Ingredients for mousses • Identification and selection of equipment used for mousses	• Observation • Oral • Written • Assignments

Learning Outcome	Content	Methods of Assessment
	• Special dietary requirements in mousses preparation • Preparation of mousses • Mousses presentations	• Supervised exercises
3. Preparing cream custards	• Define cream custards • Ingredients for cream custards • Identification and selection of equipment used for cream custards • Special dietary requirements in cream custards preparation • Preparation of cream custards • Cream custards presentations	• Observation • Oral • Written • Assignments • Supervised exercises
4. Preparing sweet sauces	• Define sweet sauces • Ingredients for sweet sauces • Identification and selection of equipment used for sweet sauces • Special dietary requirements in sweet sauces preparation • Preparation of sweet sauces • Sweet sauces presentations	• Observation • Oral • Written • Assignments • Supervised exercises
5. Preparing hot/frozen desserts	• Define hot/frozen desserts • Ingredients for hot/frozen desserts • Identification and selection of equipment used for hot/frozen desserts • Special dietary requirements in hot/frozen desserts preparation • Preparation of hot/frozen desserts • Hot/frozen desserts	• Observation • Oral • Written • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
	presentations	

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Demonstration by trainer
- Practice by trainee
- Group discussions

Recommended Resources
- Classroom/individual stove kitchen/production kitchen
- A variety of ingredients
- Projector and laptop
- Whiteboard

BEVERAGE PREPARATION

UNIT CODE: HOS/CU/FP/CR/10/6/A

Relationship to Occupational Standards
This unit addresses the unit of competency: **Prepare beverages**

Duration of Unit: 150 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present beverages.

Summary of Learning Outcomes
1. Preparing hot beverages
2. Preparing cold beverages

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Suggested Assessment Methods
1. Preparing hot beverages	• Types of hot beverages • Benefits of hot beverages • Factors to consider when selecting hot beverage ingredients • Equipment for preparing hot beverages • Methods of preparing hot beverage • Presenting and serving hot beverages • Storing hot beverages	• Observation • Oral • Written • Assignments • Supervised exercises
2. Preparing cold beverages	• Types of cold beverages • Benefits of cold beverages • Factors to consider when selecting cold beverage ingredients • Equipment for preparing cold beverages • Method of preparing cold beverage • Presenting and serving cold beverages	• Observation • Oral • Written • Assignments • Supervised exercises

Learning Outcome	Content	Suggested Methods	Assessr
	• Storing cold beverages		

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

Recommended Resources
- Classroom/individual stove kitchen/production kitchen (fully equipped kitchen with percolators and urns, drip filter systems, plungers, blenders, fridges, juicers, milkshake machines, teapots)
- Variety of crockery or glassware
- A variety of ingredients for cold and hot beverages
- Projector
- White board
- Laptop