



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

FOOD PRODUCTION (CULINARY ARTS)

LEVEL 4



**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 overall strategy for social economic development. Quality training and development will enable Kenya to achieve its Vision 2030 and the sustainable development goals. This will make Kenya an industrialized country that supports provision of high quality life for all citizens.

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 with 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 fundamental feature of this policy is that, it is radically changing the design and delivery of the TVET training. This policy document emphasized the following: that training in TVET shall be competency based, curriculum development shall be industry led, certification based on demonstration of competence and allow for multiple entry and exit in TVET programmes.

These reforms demand that industry takes a leading role in curriculum development to ensure curriculum addresses competence needs of the Industry. It is against this background that these Occupational Standards were developed by the industry to enable the packaging of the curriculum.

It is my conviction that the use of these Occupational Standards will play a great role towards training of competent food production skilled people needed for the growth and sustainable development of the sector.

**DIRECTOR, TECHNICAL EDUCATION
MINISTRY OF EDUCATION**

PREFACE

The Kenya Vision 2030 aims to transform Kenya 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 training and education. TVET has a major responsibility of facilitating the process of inculcating knowledge, attitudes and skills necessary for catapulting the country 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 Reforming Education and Training Sectors in Kenya policy emphasized the need to reform curriculum development, assessment and certification in TVET. This called for the shift to CBET in order to remove the mismatch between the skills training and the industry needs as well as increasing the global competitiveness of our labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Hospitality Sector Skills Advisory Committee (SSAC). The occupational standards will be the foundation for packaging competency-based curriculum for laundry and dry cleaning operator

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

I am grateful to the staff of TVET CDACC, Council Technical Committee Members, Hospitality SSAC members and all those who participated in the development and production of these occupational standards.

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

ACKNOWLEDGMENT

These food production occupational standards were developed through the combined efforts of various stakeholders from both private and public organizations. I am most sincerely thankful to the management of the organizations that allowed their staff to participate in this important course. I wish to acknowledge the invaluable contribution of industry players who provided valuable inputs towards the development of these occupational standards.

My gratitude goes to the various individuals who participated in workshops to develop these occupational standards. To each one of you I say thank you. I also sincerely thank the various facilitators that moderated the workshops and ensured that all deliberations and outputs were captured and compiled.

I cannot forget to thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) who provided guidance on the development of these occupational standards.

I wish to express my great gratitude to the Hospitality Sector Skills Advisory Committee (SSAC) members for their immense contribution in the development of these occupational standards.

I also wish to sincerely thank all the individuals and organizations who participated in the validation of these occupational standards.

Last but not least, I am grateful to any other person, institution or organization who in one way or another contributed to the success of this process but has not been mentioned. I dearly acknowledge your contribution and support.

CHAIRPERSON

HOSPITALITY SECTOR SKILLS ADVISORY COMMITTEE

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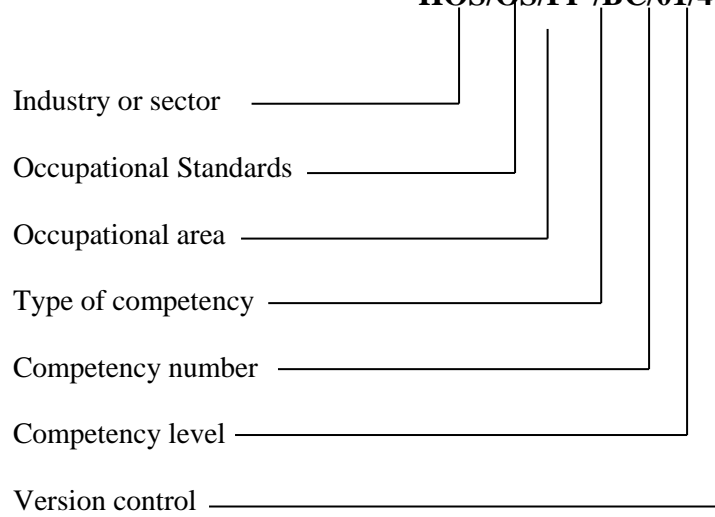
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ACRONYMS

BC	: Basic Competency
CC	: Common Competencies
CDACC	; Curriculum Development Assessment and Certification Council
CR	: Core Competency
FP	: Food Production
ICT	: Information Communication Technology
MoE	: Ministry of Education
HOS	: Hospitality
PPE	: Personal Protective Equipment
OS	: Occupational Standards
OSH	: Occupation Safety and Health
OSHA	: Occupation Safety and Health Act
SSAC	: Sector Skills Advisory Committee
TVET	: Technical and Vocational Education and Training
WIBA	: Work Injury and Benefits Act

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KEY TO UNIT CODE
HOS/OS/FP /BC/01/4 A



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OVERVIEW

Food production Level 4 consists of competencies that an individual must achieve to carry out housekeeping operations. It entails preparing stocks and soups, eggs, food accompaniments, cuts of meats, cook meat, salads, yeast products, cakes, desserts sandwiches and beverages.

The units of competency comprising this qualification include the following basic and core units of learning as indicated below:

BASIC UNITS OF COMPETENCY

Unit Code	Unit Title
HOS/OS/FP/BC/01/4	Communication skills
HOS/OS/FP/BC/02/4	Numeracy skills
HOS/OS/FP/BC/03/4	Digital literacy
HOS/OS/FP/BC/04/4	Entrepreneurial skills
HOS/OS/FP/BC/05/4	Employability skills
HOS/OS/FP/BC/06/4	Environmental literacy
HOS/OS/FP/BC/07/4	Occupational safety and health practices

CORE UNITS OF COMPETENCY

Unit Code	Unit Title
HOS/OS/FP/CR/01/4	Prepare stocks and soups
HOS/OS/FP/CR/02/4	Prepare eggs
HOS/OS/FP/CR/03/4	Prepare food accompaniments
HOS/OS/FP/CR/04/4	Prepare cuts of meats
HOS/OS/FP/CR/05/4	Cook meats
HOS/OS/FP/CR/06/4	Prepare salads
HOS/OS/FP/CR/07/4	Prepare yeast products
HOS/OS/FP/CR/08/4	Prepare cakes
HOS/OS/FP/CR/09/4	Prepare desserts
HOS/OS/FP/CR/010/4	Prepare sandwiches
HOS/OS/FP/CR/011/4	Prepare beverages

BASIC COMPETENCIES

DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: HOS/OS/FP/BC/01/4

UNIT DESCRIPTION

This unit covers the competencies required to gather, interpret and convey information in response to workplace requirements and to lead in the dissemination and discussion of ideas, information and issues in the workplace.

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. Complete relevant work-related documents	2.1 Range of forms relating to conditions of employment are completed accurately and legibly 2.2 Workplace data is recorded on standard workplace forms and documents 2.3 Basic mathematical processes are used for routine calculations 2.4 Errors in recording information on forms/ documents are identified and properly acted upon 2.5 Reporting requirements to supervisor are completed according to organizational guidelines
3. Communicate information about workplace processes	2.1 Appropriate method of communication is selected 2.2 Multiple operations involving several topics areas are communicated accordingly 2.3 Questions are used to gain extra information 2.4 Correct sources of information are identified

	2.5 Information is selected and organized correctly 2.6 Verbal and written reporting is undertaken when required 2.7 Communication skills are maintained in all situations
4. Lead workplace discussion	2.8 Response to workplace issues are sought 2.9 Response to workplace issues are provided immediately 2.10 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.11 Goals/objectives and action plan undertaken in the workplace are communicated accordingly
5. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise

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>Methods of communication</i> include but not limited to:	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Internet
2. <i>Workplace discussion include but not limited to:</i>	<ul style="list-style-type: none"> • Coordination meetings • Toolbox discussion • Peer-to-peer discussion

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Organize information
- Understand and convey intended meaning
- Participate in variety of workplace discussions

- Comply with organization requirements for the use of written and electronic communication methods
- Effective report writing
- Effective clarifying and probing skills

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively in written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	<ul style="list-style-type: none"> 3.1 Case Study 3.2 Third-party reports 3.3 Portfolio 3.4 Interview 3.5 Role Play
4. Context of Assessment	<p>Competency may be assessed individually in the actual workplace or through accredited institution</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 NUMERACY SKILLS

UNIT CODE: HOS/OS/FP/BC/02/4

UNIT DESCRIPTION

This unit covers the competencies required to perform numerical functions. The person who is competent in this unit shall be able to: Identify and use whole numbers and simple fractions, decimals and percentages; Identify, measure and estimate familiar quantities for work, Read and use familiar maps, plans and diagrams for work, Identify and describe common 2D and some 3D shapes for work, Construct simple tables and graphs for work using familiar data, Identify and interpret information in familiar tables, graphs and charts for work.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i>
1. Identify and use whole numbers and simple fractions, decimals and percentages for work	1.1 Simple fractions, decimals and percentages identified and interpreted 1.2 understanding of place value by organising numbers from smallest to largest demonstrated 1.3 Required numerical information located and decision made on appropriate method to solve a problem 1.4 Limited range of calculations performed using the 4 operations 1.5 Links between operations described 1.6 Estimations made to check reasonableness of results of problem solving process 1.7 Numerical information recorded, and the result of the task communicated using informal and some formal language and symbolism

<p>2. Identify, measure and estimate familiar quantities for work</p>	<p>2.1 Measurement information in workplace tasks and texts identified and interpreted</p> <p>2.2 Familiar units of measurement needed for tasks is identified</p> <p>2.3 Familiar and simple amounts estimated</p> <p>2.4 Appropriate measuring equipment selected</p> <p>2.5 Simple measuring equipment graduated in familiar units to measure relevant quantities is used</p> <p>2.6 Calculation done using familiar units of measurement</p> <p>2.7 measurements and results checked against estimates</p> <p>2.8 Results are recorded or reported</p> <p>2.9 Results relevant to the workplace task are communicated using informal and some formal mathematical and general language</p>
<p>3. Read and use familiar maps, plans and diagrams for work</p>	<p>3.1 Items and places are in familiar maps, plans and diagrams</p> <p>3.2 Common symbols and keys recognised in familiar maps, plans and diagrams</p> <p>3.3 Understanding of direction and location demonstrated by describing the location of objects, or route to familiar places</p> <p>3.4 Instructions to locate familiar objects or places are given and followed</p> <p>3.5 Informal and some formal oral mathematical language and symbols are used</p>
<p>4. Identify and describe common 2D and some 3D shapes for work</p>	<p>4.1 Common 2D shapes and some common 3D shapes in familiar situations are identified and named</p> <p>4.2 Common 2D shapes and designs are compared and classified</p> <p>4.3 Informal and some formal language used to describe common two-dimensional shapes and some common three-dimensional shapes</p> <p>4.4 Simple items used to draw or construct common 2D shapes</p> <p>4.5 Common 3D shapes matched to their 2D sketches or nets</p>
<p>5. Construct simple tables and graphs for work using familiar data</p>	<p>5.1 Common types of graphs are identified and named</p> <p>5.2 Familiar data to be collected is determined</p> <p>5.3 A method to collect data is selected</p> <p>5.4 A small amount of simple familiar data is collected</p> <p>5.5 One or two variables determined from the data collected</p> <p>5.6 Data ordered and collated</p> <p>5.7 A table constructed, and data enter</p> <p>5.8 Graphs are constructed using data from table</p> <p>5.9 Results are promptly checked</p> <p>5.10 Graph information related to work is reported or discussed using informal and some formal mathematical and general language</p>

6. Identify and interpret information in familiar tables, graphs and charts for work	6.1 Simple tables are identified in familiar texts and contexts 6.2 Title, headings, rows and columns located in familiar tables 6.3 Information and data in simple tables identified and interpreted 6.4 Information is related to relevant workplace tasks 6.5 Familiar graphs and charts are identified in familiar texts and contexts 6.6 Title, labels, axes, scale and key from familiar graphs and charts are located 6.7 Information and data in familiar graphs and charts is identified and interpreted 6.8 Information related to relevant workplace tasks
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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>Simple measuring equipment</i> include but not limited to:	<ul style="list-style-type: none"> • Rulers • Watches/clocks • Scales • Thermometers • AVO meter
2. <i>Common 2D shapes and common 3D shapes</i> include but not limited to:	<ul style="list-style-type: none"> • Round • Square • Rectangular • Triangle • Sphere • Cylinder • Cube • Polygons • Cuboids
3. <i>Diagrammatical representation</i> include but not limited to:	<ul style="list-style-type: none"> • Charts • Maps • Graphs

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 Simple fractions, decimals and percentages are correctly identified and interpreted 1.2 Performed a limited range of calculations using the 4 operations 1.3 Performed calculations using familiar units of measurement 1.4 Recognised common symbols and keys in familiar maps, plans and diagrams 1.5 Constructed simple tables and graphs using familiar data 1.6 Identified and interpret information in familiar tables, graphs and charts
2. Resource Implications	2.1 Calculator 1.2 Basic measuring instruments
2. Methods of	Competency may be assessed through:

Assessment	3.1 Written Test 3.2 Interview/Oral Questioning 3.3 Demonstration
3. Context of Assessment	Competency may be assessed in an off the job setting
4. 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/03/4

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	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. Identify computer software and hardware	1.1 <i>Appropriate computer software</i> is 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. <i>Appropriate computer software</i> may include but not limited to:	<ul style="list-style-type: none">• A collection of instructions that enable the user to interact with a <i>computer</i>, its hardware, or perform tasks.• Computer tools that will help <i>computer</i> users interact with the hardware in a <i>computer</i>.
2. <i>Appropriate computer hardware</i> 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. <i>Data security and privacy</i> may include but not limited to:	<ul style="list-style-type: none">• Confidentiality• Cloud computing• Confidentiality• Cyber terrorism• Integrity -but-curious data serving
4. <i>Security and control measures</i> may include but not limited to:	<ul style="list-style-type: none">• Countermeasures and risk reduction• Cyber threat issues• Risk management
5. <i>Word processing concepts</i> may include but not limited to:	<ul style="list-style-type: none">• Using a special program to create, edit, and print documents
6. <i>Network configuration</i> may include but not limited to:	<ul style="list-style-type: none">• 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	Assessment requires evidence that the candidate: <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
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	<p>1.3 Identified and controlled security threats</p> <p>1.4 Detected and protected computer crimes</p> <p>1.5 Applied word processing in office tasks</p> <p>1.6 Prepared work sheet and applied data to the cells in accordance to workplace procedures</p> <p>1.7 Used Electronic Mail for office communication as per workplace procedure</p> <p>1.8 Applied internet and World Wide Web for office tasks in accordance with office procedures</p> <p>1.9 Applied laws governing protection of ICT</p>
2. Resource Implications	<p>2.1 Smartphones</p> <p>2.2 Tablets</p> <p>2.3 Laptops and</p> <p>2.4 Desktop PCs</p> <p>2.5 Desktop computer</p> <p>2.6 Lap top</p> <p>2.7 Calculator</p> <p>2.8 Internet</p> <p>2.9 Smart phone</p> <p>2.10 Operations Manuals</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written Test</p> <p>3.2 Demonstration</p> <p>3.3 Practical assignment</p> <p>3.4 Interview/Oral Questioning</p> <p>3.5 Demonstration</p>
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/04/4

UNIT DESCRIPTION

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Create and maintain small-scale business	1.1 Generation and evaluation of business ideas is undertaken in accordance with the existing procedure 1.2 Competencies are matched with business opportunities in accordance with business practices. 1.3 Procedure for starting a small business is identified as per the legal requirements 1.4 SWOT/ PESTEL analysis and or industrial survey is carried out according to office procedures 1.5 Business operations are monitored and controlled following established procedures. 1.6 Quality assurance measures are implemented consistently. 1.7 Good relations are maintained with staff/workers. 1.8 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.
2. Establish small business customer base	2.1 Good customer relations are maintained in accordance with office procedures 2.2 New customers and markets are identified, explored and reached out to according to the marketing plan 2.3 Promotions/Incentives are offered to loyal customers in accordance with office procedures 2.4 Additional products and services are evaluated and tried in accordance with marketing strategy 2.5 Customer record is maintained in accordance with office procedures

3. Manage small scale business	<p>3.1 Enterprise is built up and sustained through judicious control of cash flows.</p> <p>3.2 Profitability of enterprise is ensured through appropriate internal controls.</p> <p>3.3 Unnecessary or lower-priority expenses and purchases are avoided to ensure profitability</p> <p>3.4 Basic cost-benefit analysis are undertaken in accordance with office procedures</p> <p>3.5 Basic financial management are undertaken in accordance with office procedures</p> <p>3.6 Basic financial accounting is undertaken in accordance with office procedures</p> <p>3.7 Business internal controls are implemented in accordance with office procedure</p> <p>3.8 Setting business priorities and strategies is carried out according to office procedures</p> <p>3.9 Preparation and interpretation of basic financial statements is undertaken in accordance with set procedures</p> <p>3.10 Preparation of business plans for small business is undertaken in accordance with business strategy</p> <p>3.11 Business Social Responsibility is maintained in accordance with Standard Operations Procedures (SOP)</p>
4. Grow/ expand small scale business	<p>4.1 Prepared business growth strategy for small scale business in accordance with office procedures</p> <p>4.2 Incorporated technology in small scale business growth in accordance with technological trends</p> <p>4.3 Emerging issues and trends are considered in accordance with business growth strategy</p> <p>4.4 Built audience interest in product/service according to growth strategy</p> <p>4.5 Boosted cooperative communication according to business communication strategy</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>Business Strategy</i> include but not limited	Manage wastages, environmental conservation

to:	
2. Business Operations include but not limited to:	<ul style="list-style-type: none"> • Purchasing • Accounting/administrative • Work production/operations/sales • Marketing
3. Internal control includes but not limited to:	<ul style="list-style-type: none"> • Accounting systems • Financial statements/reports • Cash management • Human resource management
4. Profitability of enterprise include but not limited to:	<ul style="list-style-type: none"> • Operating expenses lower than income
5. Communication strategy include but not limited to:	<ul style="list-style-type: none"> • Blue print of exchange of information • Technology and exchange of information

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- 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:

- Generation and evaluation of business ideas
- Legal requirements for starting a small business
- SWOT/ PESTEL analysis
- Occupational Safety and Health
- Public relations concepts
- Business plan
- Business financing
- Marketing strategies
- Business management and control
- Production/ operation process
- Product promotion strategies
- Market and feasibility studies

- Business ethics
- Building customer relations
- Business models and strategies
- Types and categories of businesses
- Business internal controls
- Relevant national and local legislation and regulations
- Basic quality control and assurance concepts
- Building relations with customer and employees
- Building competitive advantage of the enterprise
- Business growth strategies

EVIDENCE GUIDE

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

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated entrepreneurial skills 1.2 Demonstrate competencies to create a small-scale business 1.3 Demonstrated ability to conceptualize and plan a micro/small business 1.4 Grew customer base for the small-scale business 1.5 Demonstrated ability to manage/operate a micro/small-scale business 1.6 Demonstrated competencies to grow a micro/small-scale business
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Case studies on micro/small-scale enterprises 2.2 Materials and location relevant to the proposed activity and tasks
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case studies 3.2 Oral Questioning 3.3 Portfolio 3.4 Projects
4. Context of Assessment	<ul style="list-style-type: none"> 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	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE EMPLOYABILITY SKILLS

UNIT CODE: HOS/OS/FP/BC/05/4

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
<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. Conduct self-management</p>	<p>1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives</p> <p>1.2 Emotions are managed as per workplace requirements</p> <p>1.3 Individual performance is evaluated and monitored according to the agreed targets.</p> <p>1.4 Assertiveness is developed and maintained based on the requirements of the job.</p> <p>1.5 Accountability and responsibility for own actions are demonstrated.</p> <p>1.6 Self-esteem and a positive self-image are developed and maintained.</p> <p>1.7 Time management, attendance and punctuality are observed as per the organization policy.</p> <p>1.8 Goals are managed as per the organization's objective</p> <p>1.9 Self-strengths and weaknesses are identified as per <i>personal objectives</i></p> <p>1.10 Critics are managed as per personal objectives</p> <p>1.11 Demonstrate interpersonal communication</p> <p>1.12 Information is shared as per communication structure</p> <p>1.13 Work activity is organized with other involved personnel as per the SOPs</p>

<p>2. Demonstrate critical safe work habits</p>	<p>2.1 Stress is managed in accordance with workplace procedures.</p> <p>2.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>2.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>2.4 Work priorities are set in accordance to workplace procedures.</p> <p>2.5 Feedback on performance is collected and evaluated based on established team learning process</p> <p>2.6 Leisure time is recognized in line with organization policy.</p> <p>2.7 Abstinance from drug and substance abuse is observed as per workplace policy.</p> <p>2.8 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p> <p>2.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>2.10 Emerging issues are dealt with in accordance with organization policy.</p>
<p>3. Demonstrate workplace learning</p>	<p>3.1 Personal training needs are identified and assessed in line with the requirements of the job</p> <p>3.2 Own learning is managed as per workplace policy.</p> <p>3.3 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>3.4 Contribution to the learning community at the workplace is carried out.</p> <p>3.5 Range of media for learning are identified as per the training need</p> <p>3.6 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>3.7 Enthusiasm for ongoing learning is demonstrated</p> <p>3.8 Time and effort is invested in learning new skills-based job requirements</p> <p>3.9 Willingness to learn in different context is demonstrated based on available learning opportunities</p>

	<p>arising in the workplace.</p> <p>3.10 Opportunities for performance improvement are identified proactively in area of work.</p> <p>3.11 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 Personal and professional integrity is demonstrated as per the personal goals</p> <p>4.5 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 includes but not limited to:	<p>Commonly abused</p> <ul style="list-style-type: none"> • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
2. Feedback includes but not limited to:	<ul style="list-style-type: none"> • Verbal • Written • Informal • Formal
3. Team includes but not limited to:	<ul style="list-style-type: none"> • Small work group • Staff in a section/department

	<ul style="list-style-type: none"> • Inter-agency group
4. <i>Personal objectives</i> include but not limited to:	<ul style="list-style-type: none"> • Long term • Short term • Broad • Specific
5. <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
6. <i>Emerging issues</i> include but not limited to:	<ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices
7. <i>Range of media for learning</i> include but not limited to:	<ul style="list-style-type: none"> • Mentoring • peer support and networking • IT and courses

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- 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
 - 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/06/4

UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use and evaluate current practices in relation to resource usage.

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. Control environmental hazard	1.1 <i>Storage methods</i> for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 1.2 <i>Disposal methods</i> of hazardous wastes are followed always according to environmental regulations and OSHS. 1.3 <i>PPE</i> is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution <i>control measures</i> are compiled 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 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	4.1 Information on resource efficiency <i>systems and procedures</i> are collected and provided to the work group where appropriate. 4.2 Current resource usage is measured and recorded by members of the work group. 4.3 Current purchasing strategies are analyzed and recorded according to industry procedures. 4.4 Current work processes to access information and data is analyzed following enterprise protocol.

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">• Masks• Gloves• Goggles• Safety hat• Overall• Hearing protector• Safety boots
2. <i>Environmental pollution control measures</i> may 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 inhaling gases and fumes• Methods for minimizing or stopping spread and ingestion of liquid wastes
3. <i>Waste management Procedures</i> may include but are not limited to:	<ul style="list-style-type: none">• 3.1 Sorting• 3.2 Storing of items• 3.2 Recycling of items• 3.3 Disposal of items<ul style="list-style-type: none">○ Handling• 3.5 Transport
4. <i>Resources</i> may include but are not limited to:	<ul style="list-style-type: none">• Electric• Water• Fuel• Telecommunications• Supplies• Materials
5. <i>Workplace environmental hazards</i> may include but are not limited to:	<ul style="list-style-type: none">• Biological hazards• Chemical and dust hazards• Physical hazards
6. <i>Organizational systems and procedures</i> may include but are not limited to:	<ul style="list-style-type: none">• Supply chain, procurement and purchasing• Quality assurance• Making recommendations and seeking approvals

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- 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
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance
- Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
- Measuring and recording current resource usage
- Analysing and recording current purchasing strategies.
- Analysing current work processes to access information and data and Assisting identifying areas for improvement

Required Knowledge

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution

- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- Principle of 3Rs
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement

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 1.4 Evaluated current practices in relation to resource usage
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 2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.6 Case studies/scenarios relating to environmental Protection
3 Methods of	Competency in this unit may be assessed through:

Assessment	<p>3.1 Demonstration</p> <p>3.2 Oral questioning</p> <p>3.3 Written examination</p> <p>3.4 Third Party Reports</p> <p>3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</p> <p>3.6 Simulations and role-plays</p>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these as well as in work placement (internship). 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>

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DEMONSTRATE OCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HOS/OS/FP/BC/07/4

UNIT DESCRIPTION

This unit specifies the competencies required to practice safety and health, and comply with OSH requirements relevant to work

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. Observe workplace procedures for hazards and risk prevention	1.1 Arrangement of work area and items in accordance with Company housekeeping procedures is followed 1.2 Work standards and procedures are followed 1.3 <i>Prevention and control measures</i> , including use of <i>safety gears/PPE</i> are applied 1.4 Standards and procedures for <i>incidents and emergencies</i> are studied and applied, as needed
2. Participate in arrangements for workplace safety and health maintenance	2.1 Orientations on <i>OSH requirements/regulations</i> of tasks is participated 2.2 Feedback on health, safety, and security concerns are provided to appropriate personnel as required in a sufficiently detailed manner. 2.3 Workplace procedures for reporting hazards, incidents, injuries and sickness are practiced 2.4 OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel, as needed 2.5 Needed <i>OSH-related trainings</i> are identified and proposed to appropriate personnel

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
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<p>1. <i>Prevention and control measures</i> include but are not limited to:</p>	<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
<p>2. <i>Safety gears /PPE</i> (Personal Protective Equipment's) include but are not limited to:</p>	<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
<p>3. <i>Incidents and emergencies</i> include but are not limited to:</p>	<ul style="list-style-type: none"> • 3.1 Chemical spills • 3.2 Equipment/vehicle accidents • 3.3 Explosion • 3.4 Fire • 3.5 Gas leak • 3.6 Injury to personnel • 3.7 Structural collapse • Toxic and/or flammable vapors emission.
<p>4. <i>OSH requirements / regulations</i> include but are not limited to:</p>	<ul style="list-style-type: none"> • Building code • Permit to Operate

<p>5. OSH-related trainings may include but are not limited to:</p>	<ul style="list-style-type: none"> • Safety Orientations relevant to tasks • Safe and Correct Operation of Tools and Equipment • Health Orientations/trainings (Healthy Lifestyle, Prevention of drug/alcohol dependence, violence in the workplace, work-stress) • 5Prevention and Control of OSH Hazards in the workplace • Chemical Handling • Safety Trainings (Fire Safety, Construction Safety, Confined Space) • Prevention and Control of Work-related Injuries and Illness • Basic First-aid Trainings • Emergency Response Trainings • Trainings on use of fire-extinguisher
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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:

- Communication Skills
- Knowledge management
- Collaborating skills
- Interpersonal Skills
- Troubleshooting skills
- Critical thinking Skills
- Observation Skills

Required Knowledge

The individual needs to demonstrate knowledge of:

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

- Hazard control procedures
- OSH trainings relevant to work

EVIDENCE GUIDE

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> <ol style="list-style-type: none"> 1.1 Follows work and housekeeping procedures, and complies with its requirements 1.2 Follows work standards and procedures 1.3 Applies OSH preventive and control measures, including emergency plan, standards and procedures 1.4 Participates in orientations on OSH requirements of tasks 1.5 Provides feedback on health, safety, and security concerns in a sufficiently detailed manner. 1.6 Practices workplace procedures for reporting hazards, incidents, injuries and sickness 1.7 Reviews and reports compliance to workplace OSH regulations and hazard control procedures 1.8 Identifies and proposes OSH trainings relevant to work
2. Resource Implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1 Facilities, materials tools and equipment necessary for the activity
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Observation/Demonstration with oral questioning 3.2 Third party report 3.3 Written exam
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 COMEPETENCIES

PREPARE STOCKS AND SOUPS

UNIT CODE: HOS/OS/FP/CR/01/4

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present stocks, soups and sauces. It involves the ability to prepare prepare brown, white, chicken and ish stocks. The ability to prepare cream,, clear, broth soups.

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. Prepare brown stock	1.1 Ingredients are prepared as per the recipe specifications 1.2 Hygienic standards and procedures are observed while cleaning. 1.3 Freshness and quality is checked as per the SOPs. 1.4 <i>Prepare ingredients</i> for stocks e.g. chop, cut 1.5 Brown bones, vegetables as per the specifications 1.6 Stock is boiled and simmered in a stock pot as per the SOPs 1.7 stock is strained and used as per the recipe
2. Prepare white stock	2.1 Ingredients are prepared as per the recipe specifications 2.2 Hygienic standards and procedures are observed while cleaning. 2.3 Freshness and quality is checked as per the SOPs. 2.4 Prepare ingredients for stocks e.g. chop, cut 2.5 Stock is simmered in a stock pot as per the SOPs 2.6 stock is skimmed and strained and used as per the recipe
3. Prepare fish stocks	3.1 Ingredients are prepared as per the recipe fish stock specifications 3.2 Ingredients selected as per the hygienic standards 3.3 Freshness and quality is checked as per the SOPs. 3.4 Fish stock ingredients are blanched as per the recipe 3.5 Fish stock is boiled and simmered as per the recipe 3.6 Fish stock is skimmed and strained as per the recipe 3.7 Fish stock is cooled as per the recipe

	3.8 Stock is stored/used as per the recipe
4. Prepare cream soups	<p>4.1 Ingredients selected as per the recipe</p> <p>4.2 Ingredients prepared as per the recipe specifications</p> <p>4.3 Hygiene standards and procedures observed as per HACCP</p> <p>4.4 Vegetables prepared (where necessary) as per the recipe</p> <p>4.5 Stock added as per the recipe</p> <p>4.6 Soup simmered till cooked</p> <p>4.7 Thickening agent (where necessary) added as per the recipe</p> <p>4.8 Seasoning and taste checked as per recipe</p> <p>4.9 Cream/milk/béchamel added as per the recipe</p> <p>4.10 Garnish, Present and dispense soup as per recipe and style of service</p> <p>4.11 Prepare appropriate soup accompaniments as per the type of soup</p>
5. Prepare clear soups	<p>5.1 Ingredients selected as per the recipe</p> <p>5.2 Ice cold Ingredients prepared as per the recipe specifications</p> <p>5.3 Hygiene standards and procedures observed as per HACCP</p> <p>5.4 Vegetables (where necessary) prepared as per the recipe</p> <p>5.5 Egg white is mixed with the ingredients as per the recipe</p> <p>5.6 Clarify with the egg shells as per the specification.</p> <p>5.7 Stock added as per the recipe.</p> <p>5.8 Soup is boiled and simmered till cooked.</p> <p>5.9 Seasoning and taste checked as per recipe</p> <p>5.10 Garnish, present and dispense soup as per recipe and style of service</p>
6. Prepare broth	<p>6.1 Ingredients selected as per the recipe</p> <p>6.2 Ingredients prepared as per the recipe specifications</p> <p>6.3 Hygiene standards and procedures observed as per HACCP</p> <p>6.4 Vegetables/meat prepared as per the recipe</p> <p>6.5 Broth is boiled and simmered till cooked</p> <p>6.6 Broth is seasoned and skimmed as per recipe</p> <p>6.7 Broth is served with the cuts of meat/vegetable used to prepare the broth</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</i> include but not limited to:	<ul style="list-style-type: none">• Bones• Vegetables
2. <i>Ice cold Ingredients</i> include but not limited to:	<ul style="list-style-type: none">• Minced beef• Vegetables• Herbs• Egg white• Stock
3. <i>Garnish</i> include but not limited to:	<ul style="list-style-type: none">• Parsley• Tomatoes• Carrots• Eggs• Pancake• Cheries
4. <i>Vegetables Prepared</i> include but not limited to:	<ul style="list-style-type: none">• Peeling• Cutting• Trimming• De-stocking• Chopping• Turning• Shredding• Slicing
5. <i>Thickening agents</i> include but not limited to:	<ul style="list-style-type: none">• Corn flour• Arrowroots• Egg• Coullis
6. <i>Seasoning</i> include but not limited to:	<ul style="list-style-type: none">• Herbs• Spices• Salt• Pepper

7. Cooking method include but not limited to:	<ul style="list-style-type: none"> • Boiling • Frying • Sauté
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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:

- Consistency
- Knife skills
- Vegetable cuts
- Cooking methods (e.g. boiling, simmering)
- Use of working tools and equipment
- Creativity/Innovation
- Garnishing
- Communication
- Interpersonal relations
- First aid
- Time Management
- Sweating

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Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- HACCP- Hazard Analysis of Critical Control Points
- SOPs - Standard Operating Procedures
- OHS-Occupational Health and Safety
- Product knowledge
- Stocks and soups ingredients
- Food safety and hygiene
- Quality control
- Waste management
- Proper storage
- Purchase specification
- Processed foods
- Herbs and spices
- Sugar and salt
- Fats and oils

- Allergens (gluten free & nut allergy, milk intolerance)
- Garnishes
- Professional ethics
- Healthy eating
- Value addition
- Emerging food trends

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 evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified types of stocks and soups 1.2 Identified ingredients for preparing stocks and soups 1.3 Identified equipment used in preparing stocks and soups 1.4 Prepared various stocks and soups using the appropriate methods. 1.5 Observed gastronomic aspects when preparing stocks and soups 1.6 Observed hygiene when preparing the stocks and soups 1.7 Managed waste effectively 1.8 Communicated effectively. 1.9 Garnished stocks and soups 1.10 Used the stocks 1.11 Presented the stocks and soups with accompaniments.
2. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped kitchen 2.2 A working environment meeting OSHA standard 2.3 A variety of ingredients
3. Method of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct observation using a checklist 3.2 Written or oral questions 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE EGGS

UNIT CODE: HOS/OS/FP/CR/02/4

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present eggs and egg dishes. It requires the ability to prepare boiled, poached, fried, scotch, omelette and scrambled eggs

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 boiled eggs	1.1 Nutritional value of eggs is identified. 1.2 <i>Types of eggs</i> are selected as per the recipe 1.3 Egg sizes are determined by weighing as per the recipe 1.4 Freshness is tested as per SOPs 1.5 Eggs are boiled at the desired degree of cooking as per the recipe
2. Prepare poached eggs	2.1 Types of eggs are selected as per the recipe are 2.2 Freshness is tested as per SOPs 2.3 Eggs are poached as per the recipe.
3. Prepare fried eggs	3.1 Types of eggs are selected as per the recipe are 3.2 Freshness is tested as per SOPs 3.3 Eggs are fried at the desired degree of doneness as per the recipe
4. Prepare omelettes	4.1 Types of eggs are selected as per the recipe are 4.2 Freshness is tested as per SOPs 4.3 Omelettes are prepared as per the recipe
5. Prepare scotch eggs	5.1 Types of eggs are selected as per the recipe are 5.2 Freshness is tested as per SOPs

	5.3 Scotch eggs are prepared as per the recipe
6. Prepare scrambled eggs	6.1 Types of eggs are selected as per the recipe are 6.2 Freshness is tested as per SOPs 6.3 Eggs are prepared as per the recipe

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>Types of eggs</i> includes but not limited to:	<ul style="list-style-type: none"> • Chicken • Ducks • Goose • Quill • Ostrich • Local/Layers

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
- Cracking and separating eggs
- Vegetable cuts
- Use of tools and equipment
- Frying pan preparation (with salt)
- Creativity/Innovation
- Garnishing
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- HACCP- Hazard Analysis of Critical Control Points
- SOPs - Standard Operating Procedures
- OHS-Occupational Health and Safety

- Product knowledge
- Food safety and hygiene e.g. contamination
- Quality control
- Waste management
- Food storage
- Purchase specification
- Seasonings (Herbs, spices, sugar and salt)
- Condiments
- Fats and oils
- Garnishes
- Professional ethics
- Healthy eating
- Value addition
- Emerging food trends

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 evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified the tools and equipment for preparing various types of eggs 1.2 Identified the ingredients for preparing various types of eggs 1.3 Observed hygienic standards and procedures as per HACCP when preparing eggs and egg dishes. 1.4 Demonstrated creativity and innovations in cutting vegetables for preparing omelettes 1.5 Produced various types of eggs 1.6 Garnished the eggs creatively 1.7 Served the eggs appropriately 1.8 Managed waste effectively 1.9 Communicated effectively. 1.10 Demonstrated a positive attitude. 1.11 Managed time effectively
2. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped kitchen 2.2 A working environment meeting the OSHA standards 2.3 A variety of ingredients
3. Method of Assessment	Competency may be assessed through:

	<p>3.1 Direct observation using a checklist</p> <p>3.2 Written or oral questions</p> <p>3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
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 FOOD ACCOMPANIMENTS

UNIT CODE: HOS/OS/FP/CR/03/4

UNIT DESCRIPTION

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

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. Organise entremétier section	1.1. Kitchen is aerated as per SOPs. 1.2. Lights are turned on and stoves are checked for defects. 1.3. Tools and equipment are assembled. 1.4. Temperatures of the cold rooms/fridges are checked 1.5. Cleaning and sanitization is performed. 1.6. Stock levels of perishables and dry ingredients are checked. 1.7. Additional ingredients are requisitioned. 1.8. The menu of the day is interpreted.
2. Identify ingredients for food accompaniments	2.1. Recipes are interpreted according to organizations SOP's 2.2. Ingredients are collected as per the recipes 2.3. Organization standards and FIFO procedures are adhered to. 2.4. Ingredients are weighed/measured as per specifications
3. Clean ingredients for food accompaniments	3.1 Hygienic standards and procedures are observed while cleaning. 3.2 Quality of ingredients is checked during cleaning. 3.3 Cereals and legumes are selected before washing. 3.4 Ingredients are placed in specified containers after washing.
4. Prepare ingredients for food accompaniments	4.1 <i>Vegetable ingredients are prepared</i> as per specifications 4.2 <i>Starch</i> ingredients are prepared as per specifications

5. Cook food accompaniments	<p>1.1 Cooking methods applied as per the recipe</p> <p>1.2 Recommended equipment for cooking each food item used.</p> <p>1.3 Temperatures are observed as per the recipe.</p> <p>1.4 Timings are adhered to as per the recipe.</p> <p>1.5 Recipe is adhered to.</p> <p>1.6 Food accompaniments are either presented or preserved.</p>
6. Prepare salad e.g. green salads Kachumbari	<p>1.1 Select type and size of equipment suitable to prepare the simple salads.</p> <p>1.2 Ingredients identified and selected as per the recipe.</p> <p>1.3 Ingredients are weighed and measured according to recipe.</p> <p>1.4 Hygiene procedures are observed as per HACCP</p> <p>1.5 Special vegetable cuts used to prepare salads according to recipe.</p> <p>1.6 Portion and prepare salad ingredients as per recipe.</p> <p>1.7 Prepare dressings and store at recommended temperature until required.</p> <p>1.8 Make adjustments as per recipe.</p>
7. Present food accompaniments	<p>1.1 Equipment for presentation selected as per SOPs.</p> <p>1.2 Aesthetics and hygiene standards are observed.</p> <p>1.3 Food accompaniment temperatures are observed and maintained as per the recipe specification.</p> <p>1.4 Portion sizes are maintained as per the recipe.</p>
8. Dispense food accompaniments	<p>8.1 Hygiene standards are observed as per SOP.</p> <p>8.2 Temperatures are maintained as recipe.</p> <p>8.3 Timings are adhered to 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. Accompaniments include but not limited to:	<ul style="list-style-type: none"> • Starches

	<ul style="list-style-type: none"> • Vegetables • Salads
2. <i>Vegetables</i> include but not limited to:	<ul style="list-style-type: none"> • Leaf • Tuber • Root vegetables • Bulbs • Flower • Fruit vegetables • Fungi • Stems • Seeds
3. <i>Vegetables prepared</i> include but not limited to:	<ul style="list-style-type: none"> • Peeling • Cutting • Trimming • De-stocking • Chopping • Turning • Shredding • Slicing • Mashing • Grating • Piping
4. <i>Starch</i> include but not limited to:	<ul style="list-style-type: none"> • Rice • Potatoes • Pasta • Wheat • Maize • Sorghum • Millet
5. <i>Cooking method</i> include but not limited to:	<ul style="list-style-type: none"> • Boiling • Grilling • Roasting • Braising • Deep frying • Pan frying • Poaching • Baking

	5.1 Shallow frying (Sauté, Stir Fry, Sweating)
6. Menu include but not limited to:	<ul style="list-style-type: none"> • A La Carte • Table D' Hote • Buffet • Cocktail
7. Salad ingredients include but not limited to:	<ul style="list-style-type: none"> • Lettuce • Cucumber • Onions • Tomatoes • Carrots • Cabbage • Assorted sweet capsicums • Parsley • Onions • Cappers • Gherkin • Sweet peppers • Green chilli
8. Salad dressing ingredients include but not limited to:	<ul style="list-style-type: none"> • Oils eg Sunflower, olive, coconut oil, siseme • Black peper • Vinegar • Salad dresings eg Mayonnaise, vinaigrette • Tomato ketchup

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 placement
- Knife skills
- Cooking methods e.g. blanching, steaming, grilling, baking, simmering
- Food presentation techniques
- Vegetable cuts e.g. batons, paysanne, mirepoix, macedoine chiffonade, julienne
- Cleaning methods e.g. scrubbing, wiping, dusting
- Use tools and equipment
- Methods of preparation e.g. kneading, whisking, shaping, rolling

- Garnishing
- Personal grooming
- Creativity/innovations
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- HACCP- Hazard Analysis of Critical Control Points
- SOPs - Standard Operating Procedures
- OHS-Occupational Health and Safety
- Methods of cooking
- Product knowledge
- Food safety and hygiene e.g. contamination
- Quality control
- Waste management
- Food storage
- Purchase specification
- Processed foods
- Seasonings (Herbs, spices, sugar and salt)
- Condiments
- Fats and oils
- Allergens (gluten free & nut allergy, milk intolerance)
- Garnishes
- Professional ethics
- Healthy eating
- Value addition
- Emerging food trends

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: <ul style="list-style-type: none"> 1.1 Identified and assembled all tools and equipment for preparing food accompaniments 1.2 Assembled all the ingredients for preparing food accompaniments 1.3 Combined texture, colour and taste when preparing food
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	<p>accompaniments.</p> <p>1.4 Demonstrated ability to use expertise in using various cooking methods in preparing food accompaniments.</p> <p>1.5 Portioned food and maintained ratios.</p> <p>1.6 Demonstrated complete understanding of the different nutritional values of various food items.</p> <p>1.7 Demonstrated ability to present food.</p> <p>1.8 Managed waste effectively.</p> <p>1.9 Communicated effectively.</p> <p>1.10 Demonstrated a positive attitude.</p> <p>1.11 Managed time effectively.</p>
2. Resource Implications	<p>The following resources MUST be provided:</p> <p>2.1 Fully equipped kitchen</p> <p>2.2 A working environment meeting the OSHA standards</p> <p>2.3 A variety of ingredients</p>
3. Method of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Direct observation using a checklist</p> <p>3.2 Written or oral questions</p> <p>3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
4. Context for Assessment	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE CUTS OF MEATS

UNIT CODE: HOS/OS/FP/CR/04/4

UNIT DESCRIPTION

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

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	1.1 Cleaning equipment/materials are identified the as per the HACCP and SOPs. 1.2 Working area surfaces are cleaned and sanitized.
2. Assemble the working equipment	2.1 <i>Working equipment</i> are identified the as per the recipe. 2.2 Working equipment are assembled as per the SOPs.
3. Prepare cuts of meats (beef, goat, pork and lamb)	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 <i>quality standards</i> . 3.7 Meats are prepared as per the <i>menu specifications</i> (observe HACCP guidelines). 3.8 Meats are stored under recommended temperatures.
4. Prepare fish	4.1 FIFO procedures are followed. 4.2 Fish 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. 4.5 Scaling/shelling of fish (where applicable) is done as

	<p>per the quality and safety standards.</p> <p>4.6 The fish is deboned (filleting) as per the recipe.</p> <p>4.7 Fish is portioned and stored at the recommended temperatures.</p> <p>4.8 Fish 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>
6. Prepare Offal's	<p>6.1 Types of offal's to be prepared is identified as per the recipe</p> <p>6.2 Skinning (e.g. liver) and trimming (e.g. kidney) as per recipe</p> <p>6.3 Offal cleaned following HACCP procedures</p> <p>6.4 Offal is cut as per the recipe</p> <p>6.5 Offal is marinated as per the recipe</p> <p>6.6 Offal is seasoned as per the recipe</p> <p>6.7 Offal is storage as per SOPs</p> <p>6.8 Offal is presented as observing hygiene standards</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. Working equipment 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• Slicers
2. Quality standards include but not limited to:	<ul style="list-style-type: none">• Colour• Smell• Texture• Freshnes
3. Specifications include but not limited to:	<ul style="list-style-type: none">• Drum sticks• Chicken breasts• Chicken wing• Whole roast chicken• Steak• Minced• Ribs• Offal's

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 placement
- Knife skills
- Vegetable cuts e.g. batons, paysanne, mirepoix, macedoine chiffonade, julienne
- Cleaning methods e.g. scrubbing, wiping, dusting
- Use tools and equipment
- Methods of preparing meats cuts
- Tenderizing
- Garnishing
- Marinating
- Deboning
- Personal grooming
- Creativity/innovations
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- HACCP- Hazard Analysis of Critical Control Points
- SOPs - Standard Operating Procedures
- OHS-Occupational Health and Safety
- Product knowledge
- Food safety and hygiene e.g. contamination
- Marinating
- Quality control
- Waste management
- Food storage
- Purchase specification
- Processed foods
- Seasonings (Herbs, spices, sugar and salt)

- Condiments
- Fats and oils
- Allergens (gluten free & nut allergy, milk intolerance)
- Garnishes
- Professional ethics
- Healthy eating
- Value addition
- Emerging food trends

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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.

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified tools and equipment for preparing cuts of meats 1.2 Identified ingredients for preparing cuts of meats. 1.3 Sanitised the working area and surfaces as they worked 1.4 Checked the quality of the meats by using quality standards ie. colour, smell, texture and freshness. 1.5 Prevented cross contamination by use of colour coded chopping boards, proper storage and sanitisation of preparation surfaces 1.6 Cut all types of meats as per the specifications 1.7 Stored the meat cuts appropriately 1.8 Portioned meats as per the specifications 1.9 Managed waste effectively 1.10 Communicated effectively. 1.11 Demonstrated a positive attitude. 1.12 Managed time effectively.
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped kitchen 2.2 A working environment meeting the OSHA standards 2.3 A variety of ingredients
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct observation using a checklist 3.2 Written or oral questions 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
<p>4. Context for Assessment</p>	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

COOK RED, WHITE MEATS AND OFFAL

UNIT CODE: HOS/OS/FP/CR/05/4

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>
4.1.1 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
4.1.2 Cook meats (beef, goat, pork and lamb)	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 as per 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 as per recipe and style of service. 2.10 Maintain the holding temperatures as per the

	SOPs and HACCP.
4.1.3 Cook poultry	<p>2.4 Hygiene procedures are observed as per HACCP</p> <p>2.5 Identify the cooking methods as per the recipe.</p> <p>2.6 Determine the quantities of poultry to be cooked as per the recipe.</p> <p>2.7 Establish the cooking category ((degree of doness) (where applicable).</p> <p>2.8 Season the poultry as per the recipe and customer specifications.</p> <p>2.9 Carve poultry (where necessary) using tools and techniques as per SOPs.</p> <p>2.10 Where poultry are required for cold cuts, cool and store as per recipe.</p> <p>2.11 Add sauces and garnishes (where applicable) according to recipe.</p> <p>2.12 Present/dispense poultry as per recipe and style of service.</p> <p>2.13 Maintain the holding temperatures as per the SOPs and HACCP.</p>
3 Cook fish	<p>4.1 Hygiene procedures are observed as per HACCP</p> <p>3.1 Identify the cooking methods as per the recipe.</p> <p>3.2 Determine the quantities of fish to be cooked as per the recipe.</p> <p>3.3 Establish the cooking category ((degree of doness) (where applicable).</p> <p>3.4 Season the fish as per the recipe and customer specifications.</p> <p>3.5 Carve fish (where necessary) using tools and techniques as per SOPs.</p> <p>3.6 Where fish are required for cold cuts, cool and store as per recipe.</p> <p>3.7 Add sauces and garnishes (where applicable) according to recipe.</p> <p>3.8 Present/dispense fish as per recipe and style of service.</p> <p>3.9 Maintain the holding temperatures as per the SOPs and HACCP.</p>
4.1.4 Cook offal's	<p>4.1 Hygiene procedures are observed as per HACCP.</p> <p>4.2 Cooking methods identified as per the recipe.</p> <p>4.3 Qauantities of offal to be cooked are determined as</p>

	<p>per the recipe.</p> <p>4.4 Offal is seasoned as per the recipe and customer specifications.</p> <p>4.5 Offal is garnished as per the recipe.</p> <p>4.6 Offal is dresented/dispensed offal as per recipe and style of service.</p> <p>4.7 Maintain the holding temperatures as per the SOPs 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 • Smoking • Pan Frying • Baking • Steaming
2. <i>Cooking category</i> (degree) include but not limited to:	<ul style="list-style-type: none"> • Rare • Medium • Medium to well • Well done
3. <i>Type of sauce</i> include but not limited to:	<ul style="list-style-type: none"> • White sauces • Brown sauces • Clear sauces • Tomato sauce (concasse)

Variable	Range
4. <i>Thickening agents</i> include but not limited to:	<ul style="list-style-type: none"> • Roux • Potatoes • Rice • Pasta • Arrowroots • Corn flour

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 placement
- Knife skills
- Food presentation techniques
- Vegetable cuts e.g. batons, paysanne, mirepoix, macedoine chiffonade, julienne
- Cleaning methods e.g. scrubbing, wiping, dusting
- Use of tools and equipment
- Methods of cooking meats
- Garnishing
- Tenderizing meats
- Carving and portioning
- Seasoning
- Personal grooming
- Creativity/innovations
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- HACCP- Hazard Analysis of Critical Control Points
- SOPs - Standard Operating Procedures
- OHS-Occupational Health and Safety
- Product knowledge
- Food safety and hygiene e.g. contamination
- Quality control

- Waste management
- Food storage
- Marinating
- Tenderizing
- Purchase specification
- Processed foods
- Seasonings (Herbs, spices, sugar and salt)
- Condiments
- Fats and oils
- Allergens (gluten free & nut allergy, milk intolerance)
- Garnishes
- Professional ethics
- Healthy eating
- Value addition
- Emerging food trends

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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.

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified tools and equipment for cooking meats. 1.2 Identified ingredients for cooking meats. 1.3 Sanitised the working area and surfaces as he/she worked. 1.4 Checked the quality of the meats by using quality standards ie. colour, smell, texture and freshness. 1.5 Prevented cross contamination by use of colour coded chopping boards, proper storage and sanitisation of preparation surfaces. 1.6 Tenderized the meat as required before cooking. 1.7 Marinated the meats before cooking. 1.8 Cooked the meats using various methods. 1.9 Seasoned the meat as per the recipe. 1.10 Garnished the meat dishes and presented appropriately. 1.11 Portioned meats as per the specifications. 1.12 Managed waste effectively. 1.13 Communicated effectively. 1.14 Demonstrated a positive attitude. 1.15 Managed time effectively.
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped kitchen 2.2 A working environment meeting the OSHA standards 2.3 A variety of ingredients
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct observation using a checklist 3.2 Written or oral questions 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
<p>4. Context for Assessment</p>	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE SALADS AND SALAD DRESSINGS

UNIT CODE: HOS/OS/FP/CR/06/4

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 Salad ingredients are assembled per the recipe. 1.4 Working area 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 removed e.g by spinning, patting dry or placing in a strainer.
3. Prepare simple salads	3.1 Uses of simple salads are identified as per the recipe. 3.2 Ingredients for preparing simple salads are identified and selected as per the recipe. 3.3 Equipment and tools for preparing simple salads are assembled as per the recipe. 3.4 Simple salads are prepared following the recipe 3.5 Simple salads are held at the required

	<p>temperatures.</p> <p>3.6 Recognizing health eating options and variations are considered as per customer requests.</p>
4. Prepare cooked salads	<p>4.1 Uses of cooked are identified as per the recipe.</p> <p>4.2 Ingredients for cooked are identified and selected as per the recipe.</p> <p>4.3 Equipment and tools for preparing cooked are assembled as per the recipe.</p> <p>4.4 Cooked are prepared following the recipe.</p> <p>4.5 cooked salads are held at the required temperatures.</p> <p>4.6 Recognizing health eating options and variations are considered as per customer requests.</p>
5. Prepare salad dressings	<p>2.1 FIFO procedures are followed.</p> <p>2.2 Salad dressing ingredients are identified and selected as per the recipe.</p> <p>2.3 Dressings are prepared as per the recipe.</p> <p>2.4 Present/dispense salads 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. Salad ingredients include but not limited to:	<ul style="list-style-type: none"> • Lettuce • Cucumber • Onions • Tomatoes • Carrots • Cabbage • Assorted sweet capsicums • Parsley

Variable	Range
	<ul style="list-style-type: none"> • Onions • Cappers • Green chilli
<p>2. <i>Salad dressing ingredients</i> include but not limited to:</p>	<ul style="list-style-type: none"> • Oil e.g olive, coconut, sunflower, sesame • Black peper • Vinegar • Mayonnaise • Tomato ketchup • Lemmon Juice

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 placement
- Knife skills
- Vegetable cuts
- Garnishing
- Food presentation techniques
- Vegetable cuts e.g. batons, paysanne, mirepoix, macedoine chiffonade, julienne
- Cleaning methods e.g. scrubbing, wiping, dusting
- Use of tools and equipment
- Methods of preparing salads
- Portioning
- Seasoning
- Personal grooming
- Creativity/innovations
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- HACCP- Hazard Analysis of Critical Control Points
- SOPs - Standard Operating Procedures

- OHS-Occupational Health and Safety
- Product knowledge
- Food safety and hygiene e.g. contamination
- Quality control
- Waste management
- Food storage
- Purchase specification
- Processed foods
- Seasonings (Herbs, spices, sugar and salt)
- Condiments
- Fats and oils
- Allergens (gluten free & nut allergy, milk intolerance)
- Special needs
- Garnishes
- Professional ethics
- Healthy eating
- Value addition
- Emerging food trends

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Identified tools and equipment for preparing salads and salad dressings.</p> <p>1.2 Identified ingredients for salads and salad dressings.</p> <p>1.3 Sanitised the working area and surfaces as they worked.</p> <p>1.4 Checked the quality of the ingredients by using quality standards ie. colour, smell, texture and freshness.</p> <p>1.5 Prevented cross contamination by use of colour coded chopping boards, proper storage and sanitisation of preparation surfaces</p> <p>1.6 Prepared salads and salad dressings using various methods.</p> <p>1.7 Dressed the salads as per the recipe.</p> <p>1.8 Seasoned the salads and salad dressings as per the recipe</p> <p>1.9 Garnished the salads and salad dressings and presented appropriately</p> <p>1.10 Portioned salads as per the specifications</p>
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2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped kitchen. 2.2 A working environment meeting the OSHA standards. 2.3 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. 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 YEAST PRODUCTS

UNIT CODE: HOS/OS/FP/CR/07/4

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.

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 white breads.</p>	<p>1.1 Select type and size of equipment suitable to prepare the white breads.</p> <p>1.2 Ingredients identified and selected as per the recipe.</p> <p>1.3 Weigh and measure ingredients according to recipe.</p> <p>1.4 Hygiene and procedures are observed as per HACCP</p> <p>1.5 Mix <i>dry ingredients</i> as per the recipe.</p> <p>1.6 <i>Liquid ingredients</i> added as per the recipe.</p> <p>1.7 Dough handled as per the recipe.</p> <p>1.8 Dough proofed as per the recipe.</p> <p>1.9 Oven preheated to the temperatures recommended in the recipe.</p> <p>1.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>1.11 Baking period/time observed as per the recipe.</p> <p>1.12 Bread cooled on cooling racks as per SOPs.</p> <p>1.13 Presentation and display equipment identified and used as per the specification.</p> <p>1.14 Serve white bread as per the specifications and style of service.</p>
<p>2. Prepare whole meal breads.</p>	<p>2.1 Select type and size of equipment suitable to prepare the brown breads.</p> <p>2.2 Ingredients identified and selected as per the</p>

	<p>recipe.</p> <p>2.3 Weigh and measure ingredients according to recipe.</p> <p>2.4 Hygiene and procedures are observed as per HACCP</p> <p>2.5 Mix dry ingredients as per the recipe.</p> <p>2.6 Liquid ingredients added as per the recipe.</p> <p>2.7 Dough handled as per the recipe.</p> <p>2.8 Dough proved as per the recipe.</p> <p>2.9 Oven preheated to the temperatures recommended in the recipe.</p> <p>2.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>2.11 Baking period/time observed as per the recipe.</p> <p>2.12 Bread cooled on cooling racks as per SOPs</p> <p>2.13 Presentation and display equipment identified and used as per the specification</p> <p>2.14 Serve brown bread as per the specifications and style of servicetrays as per the recipe.</p> <p>2.15 Oven preheated at the temperatures recommended in the recipe.</p> <p>2.16 Baking period/time observed as per the recipe.</p> <p>2.17 Presentation equipment identified and used as per the specification.</p> <p>2.18 Serve brown bread as per the specifications.</p>
<p>3. Prepare deep fried yeast products e.g kaimati, mahamri, doughnut</p>	<p>3.1 Select type and size of equipment suitable to prepare the deep-fried breads.</p> <p>3.2 Ingredients identified and selected as per the recipe.</p> <p>3.3 Weigh and measure ingredients according to recipe.</p> <p>3.4 Hygiene and procedures are observed as per HACCP.</p> <p>3.5 Mix dry ingredients as per the recipe.</p> <p>3.6 Liquid ingredients added as per the recipe.</p> <p>3.7 Dough handled as per the recipe.</p> <p>3.8 Spice bread as per the recipe (where necessary)</p> <p>3.9 Dough proved as per the recipe.</p> <p>3.10 Oil heated to the recommended temperatures in the recipe.</p> <p>3.11 Deep fry the bread as per the recipe.</p>

	<p>3.12 Drain oil briefly as per SOP's.</p> <p>3.13 Presentation and display equipment identified and used as per the specification.</p> <p>3.14 Serve deep fried breads as per the specifications. and style of service trays as per the recipe.</p>
<p>4. Prepare pizza dough</p>	<p>4.1 Select type and size of equipment suitable to prepare the pizza dough.</p> <p>4.2 Ingredients identified and selected as per the recipe.</p> <p>4.3 Weigh and measure ingredients according to recipe.</p> <p>4.4 Hygiene and procedures are observed as per HACCP</p> <p>4.5 Mix dry ingredients as per the recipe.</p> <p>4.6 Liquid ingredients added as per the recipe.</p> <p>4.7 Dough handled as per the recipe</p> <p>4.8 Dough proved as per the recipe.</p> <p>4.9 Oven preheated to the temperatures recommended in the recipe.</p> <p>4.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>4.11 Baking period/time observed as per the recipe. Pizza cooled on cooling racks as per SOPs</p> <p>4.12 Presentation and display equipment identified and used as per the specification.</p> <p>4.13 Serve as per the specifications and style of servicetrays 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
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Variable	Range
1. <i>Dry ingredients</i> include but not limited to:	<ul style="list-style-type: none"> • Flour • Sugar • Salt • Baking powder • Instant yeast • Spices and herbs
2. <i>Liquid ingredients</i> include but not limited to:	<ul style="list-style-type: none"> • Eggs • Oil • Water • Milk • Butter
3. Toppings include but not limited to:	<ul style="list-style-type: none"> • Vegetables eg tomatoes, onions, capsicum • Meat eg beef, ham, chicken • Mozzarella cheese • Tomato concasse • Olive oil • Basil • Oregano

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
- Baking and frying
- Techniques of preparing dough e.g. Kneading, resting, proving, knocking back shaping, rolling,
- Method of finishing yeast products
- 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
- Presentation
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Raising agents
- Time management
- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Food product knowledge
- Quality control
- Costing and cost control
- Cooling breads
- Storage of breads
- Portion control
- Purchase specification
- Fats and oils
- Sugar and salt and their substitutes
- Allergens (gluten free & nut allergy, milk intolerance)
- Nutrition and dietetics
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Professional ethics
- Different types of flours

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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	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified tools and equipment for preparing yeast products 1.2 Identified ingredients for preparing yeast products. 1.3 Sanitise the working area and surfaces as they worked 1.4 Checked the quality of the ingredients by using quality standards ie. colour, smell, texture and freshness 1.5 Decorated yeast products creatively. 1.6 Handled the dough as per the recipe. 1.7 Prooved the dough for making yeast products as per the recipe. 1.8 Preheated the ovens to the required temperatures as per the recipe . 1.9 Stored the yeat products as per the recipe.
2. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped kitchen. 2.2 A working environment meeting the OSHA standards. 2.3 A variety of ingredients.
3. Method of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct observation using a checklist 3.2 Written tests 3.3 Oral questions 3.4 Assignments 3.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context for Assessment	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers).</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE CAKES

UNIT CODE: HOS/OS/FP/CR/08/4

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present a range of cakes. It involves preparing cakes using the creaming, rubbing in, melting, whisking, all in one methods and preparing sweet 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. Prepare cakes using creamed method	1.1 Select type and size of <i>equipment</i> suitable to prepare cakes. 1.2 Baking tins are prepared (greasing, dusting, lining with grease paper) as per the recipe. 1.3 Oven is preheated to the recommended time and temperature as per the recipe. 1.4 Ingredients are identified and selected as per the recipe. 1.5 The ingredients for preparing creamed cakes are weighed and measured as per the recipe. 1.6 Hygiene procedures are observed as per HACCP. 1.7 Prepare a <i>variety of cakes using creaming method</i> as per the recipe. 1.8 Recommended temperatures and baking period/time observed as per the recipe. 1.9 Presentation equipment identified and used as per the specification. 1.10 Cakes are served as per the recipe.
2. Prepare cakes using rubbed in method	2.1 Select type and size of equipment suitable to prepare cakes. 2.2 <i>Baking tins are prepared</i> (greasing, dusting, lining with grease paper) as per the recipe. 2.3 Oven is preheated to the recommended time and temperature as per the recipe. 2.4 Ingredients are identified and selected as per the

	<p>recipe.</p> <p>2.5 The ingredients for preparing cakes using rubbed in method are weighed and measured as per the recipe.</p> <p>2.6 Hygiene procedures are observed as per HACCP.</p> <p>2.7 Prepare a variety of cakes using rubbing in method as per the recipe.</p> <p>2.8 Recommended temperatures and baking period/time observed as per the recipe.</p> <p>2.9 Presentation equipment identified and used as per the specification.</p> <p>2.10 Cakes are served as per the recipe.</p>
<p>3. Prepare cakes using melting method</p>	<p>3.1 Select type and size of equipment suitable to prepare cakes.</p> <p>3.2 Baking tins are prepared (greasing, dusting, lining with grease paper) as per the recipe.</p> <p>3.3 Oven is preheated to the recommended time and temperature as per the recipe.</p> <p>3.4 Ingredients are identified and selected as per the recipe.</p> <p>3.5 The ingredients for preparing cakes using melting method are weighed and measured as per the recipe.</p> <p>3.6 Hygiene procedures are observed as per HACCP.</p> <p>3.7 Prepare a variety of cakes using melting method as per the recipe.</p> <p>3.8 Recommended temperatures and baking period/time observed as per the recipe.</p> <p>3.9 Presentation equipment identified and used as per the specification.</p> <p>3.10 Cakes are served as per the recipe.</p>
<p>4. Prepare cakes using all in one method</p>	<p>4.1 Select type and size of equipment suitable to prepare cakes.</p> <p>4.2 Baking tins are prepared (greasing, dusting, lining with grease paper) as per the recipe.</p> <p>4.3 Oven is preheated to the recommended time and temperature as per the recipe.</p> <p>4.4 Ingredients are identified and selected as per the recipe.</p> <p>4.5 The ingredients for preparing cakes using all in one method are weighed and measured as per the recipe.</p> <p>4.6 Hygiene procedures are observed as per HACCP.</p>

	<p>4.7 Prepare a <i>variety of cakes using all in one method</i> as per the recipe.</p> <p>4.8 Recommended temperatures and baking period/time observed as per the recipe.</p> <p>4.9 Presentation equipment identified and used as per the specification</p> <p>4.10 Cakes are served as per the recipe.</p>
5. Prepare sweet sauces	<p>5.1 Select type and size of equipment suitable to prepare cakes.</p> <p>5.2 Ingredients are identified and selected as per the recipe.</p> <p>5.3 The ingredients for preparing sweet sauces are weighed and measured as per the recipe.</p> <p>5.4 <i>Types of sweet sauces</i> are as per the recipe.</p> <p>5.5 Sweet sauce is served with the appropriate cake.</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>Equipment</i> include but not limited to:	<p>1.1 Mixers</p> <p>1.2 Blenders</p> <p>1.3 Bowl cutters</p> <p>1.4 Dough sheets</p> <p>1.5 Accessories</p> <p>1.6 Ovens and proovers</p> <p>1.7 Scales and measures</p> <p>1.8 Mixing and baking utensils</p> <p>1.9 Baking tins</p> <p>1.10 Grease proof paper</p> <p>1.11 Dredger</p>
2. <i>Baking tins are prepared</i> include but not limited to:	<p>2.1 Greasing</p> <p>2.2 Dusting</p> <p>2.3 Lining with grease paper</p>

Variable	Range
3. <i>Variety of cakes made using creaming method</i> include but not limited to:	<ul style="list-style-type: none"> • Marble • Rich fruit cake • Queen cakes
4. <i>Variety of cakes made using rubbing in method</i> include but not limited to:	<ul style="list-style-type: none"> • Fruit • Coconut
5. <i>Variety of cakes made using melting method</i> include but not limited to:	<ul style="list-style-type: none"> • Ginger bread
6. <i>Variety of cakes made using all in one method</i> include but not limited to:	<ul style="list-style-type: none"> • Fruit cake • Coconut • Specilaity • Marble • Rich fruit • Queen cakes
7. <i>Types of sweet sauces</i> include but not limited to:	<ul style="list-style-type: none"> • Custard • Jam • Lemon • Orange • Vanilla • Chocolate • Raspeberry

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
- Cooking methods (Baking)
- Kneading, whisking, shaping, rolling, piping
- Icing and decorating
- Cleaning methods (scrubbing, cleaning with cold/warm water, use of sanitizer)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Garnishing
- Personal grooming
- Presentation
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Time management
- Preservatives e.g. alcohol, spices, citric fruits, commercial preservatives
- Efficient workflow
- Food product knowledge
- Quality control
- Costing and cost control
- Storage of cakes
- Portion control
- Purchase specification
- Fats and oils
- Confectionary foods
- Sugar and salt and their substitutes
- Allergens (gluten free & nut allergy, milk intolerance)
- Nutrition and dietetics
- Garbage management

- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Professional ethics
- Different types of flour

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ol style="list-style-type: none"> 1.1 Identified tools and equipment for preparing cakes. 1.2 Identified ingredients for preparing cakes. 1.3 Sanitise the working area and surfaces as they worked. 1.4 Checked the quality of the ingredients by using quality standards ie. colour, smell, texture and freshness. 1.5 Preheated the ovens to the required temperatures as per the recipe . 1.6 Started, operated, monitored and adjusted ovens to achieve required quality outcomes. 1.7 Cooled the cakes on cooling racks. 1.8 Demonstrated ability to observe hygiene in the kitchen/ food safety procedures. 1.9 Demonstrated ability to apply safe work practices and identify OHS hazards and controls. 1.10 Demonstrated ability to safely shut down ovens. 1.11 Stored the cakes as required. 1.12 Presented the cakes as per the recipe.
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 2.1 Fully equipped kitchen. 2.2 A working environment meeting the OSHA standards. 2.3 A variety of ingredients.
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Direct observation using a checklist 3.2 Written tests 3.3 Oral questions 3.4 Assignments 3.5 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 DESSERTS

UNIT CODE: HOS/OS/FP/CR/09/4

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present a range of desserts. It involves preparing hot, cold/frozen desserts and preparing sweet sauces and fruits.

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 hot desserts	1.1 Select type and size of equipment suitable to prepare hot desserts. 1.2 Ingredients are identified and selected as per the recipe. 1.3 The ingredients for preparing hot desserts are weighed and measured as per the recipe. 1.4 <i>Types of hot desserts</i> are prepared as per the recipe 1.5 Hot desserts are decorated with <i>recommended decorations</i> 1.6 Hot desserts are served on appropriate equipment.
2. Prepare cold desserts	2.1 Select type and size of equipment suitable to prepare cold and frozen desserts. 2.2 Ingredients are identified and selected as per the recipe. 2.3 The ingredients for preparing cold desserts are weighed and measured as per the recipe. 2.4 <i>Types of cold desserts</i> are prepared as per the recipe 2.5 Cold desserts are served on appropriate equipment.
3. Prepare sweet sauces	3.1 Select type and size of equipment suitable to prepare sauces.. 3.2 Ingredients are identified and selected as per the recipe.

	<p>3.3 The ingredients for preparing sweet sauces are weighed and measured as per the recipe.</p> <p>3.4 <i>Types of sweet sauces</i> are as per the recipe.</p> <p>3.5 Sweet sauce is served with the appropriate cakes.</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>Types of hot desserts</i> include but not limited to:	<ul style="list-style-type: none"> • Fritters eg. Banana and pineapple • Puddings eg bread and butter
2. <i>Cold Desserts</i> include but not ;limited to:	<ul style="list-style-type: none"> • Jellies • Fruit mixtures

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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 tools and equipment selection and their use
- Ingredients for making desserts
- Desserts presentation techniques
- Technical skills e.g. mixing. Chilling, whisking
- Cleaning methods (scrubbing, cleaning with cold/warm water, use of sanitizer)
- Use of working tools and equipment
- Creativity/Innovation
- Hygiene (personal grooming, kitchen and food hygiene)
- Presentation
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Time management
- Efficient workflow
- Food product knowledge
- Quality control
- Costing and cost control
- Portion control
- Purchase specification
- Sugar and salt and their substitutes
- Allergens (gluten free & nut allergy, milk intolerance)
- Nutrition and dietetics
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Professional ethics
- Ingredients for desserts

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified tools and equipment for preparing desserts. 1.2 Identified ingredients for preparing desserts. 1.3 Sanitised the working area and surfaces as they worked. 1.4 Checked the quality of the ingredients by using quality standards ie. colour, smell, texture and freshness. 1.5 Preheated the ovens to the required temperatures as per the recipe. 1.6 Started, operated, monitored and adjusted ovens to achieve required quality outcomes. 1.7 Demonstrated ability to observe hygiene in the kitchen/ food safety procedures. 1.8 Demonstrated ability to apply safe work practices and identify OHS hazards and controls. 1.9 Demonstrated ability to safely shut down ovens. 1.10 Managed the waste appropriately. 1.11 Stored the desserts as required. 1.12 Presented the desserts as per the recipe.
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped kitchen. 2.2 A working environment meeting the OSHA standards. 2.3 A variety of ingredients.
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct observation using a checklist 3.2 Written tests 3.3 Oral questions 3.4 Assignments 3.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
<p>4. Context for Assessment</p>	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE SANDWICHES

UNIT CODE: HOS/OS/FP/CR/010/4

UNIT DESCRIPTION

This unit specifies the competencies required to plan, prepare and present various sandwiches. It requires the ability to prepare toasted, club, book maker, tripple decker, open and monsieur/madame sandwiches.

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 toasted sandwiches	1.1 <i>Types of sandwiches</i> identified as per the recipes. 1.2 Equipment suitable to prepare sandwiches are identified and selected as per the recipe. 1.3 Ingredients are identified and selected as per the recipe. 1.4 Toasted sandwich is prepared as per the recipe 1.5 Sandwiches are garnished with array of salad as recommended. 1.6 Toasted sandwiches are served hot as per the recipe or customer specifications
2. Prepare open sandwiches	5.1 Equipment suitable to prepare sandwiches are identified and selected as per the recipe. 5.2 Ingredients are identified and selected as per the recipe. 5.3 Open sandwiches sandwich is prepared as per the recipe. 5.4 Open sandwiches are garnished with a rray of salad as recommended. 5.5 Open sandwiches sandwiches are served hot as per the recipe or customer specifications
3. Prepare closed sandwiches	1.1 Equipment suitable to prepare sandwiches are identified and selected as per the recipe. 1.2 Ingredients are identified and selected as per the recipe. 1.3 Closed sandwich is prepared as per the recipe.

	1.4 Closed sandwiches are garnished as recommended. 1.5 Closed sandwiches are served hot as per the recipe or customer specifications
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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>Types of sandwiches</i> include but not limited to:	<ul style="list-style-type: none"> • Open • Closed • Toasted

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 working tools and equipment
- Creativity/Innovation
- Garnishing
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Time management

- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Food product knowledge
- Quality control
- Costing and cost control
- Storage of sandwiches
- Portion control
- Purchase specification
- Fats and oils
- Seasonings (Sugar, salt. Herbs and spices)
- Types of cheese
- Nutrition and dietetics
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Professional ethics

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 evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified tools and equipment for preparing sandwiches. 1.2 Identified ingredients for preparing sandwiches. 1.3 Prepared a variety of sandwiches as per the recipe. 1.4 Demonstrated ability to apply safe work practices and identify OHS hazards and controls. 1.5 Garnished sandwiches with array of salads. 1.6 Served the prepared sandwiches hot as per the recipe or as per customer specifications. 1.7 Managed waste effectively. 1.8 Communicated effectively. 1.9 Demonstrated a positive attitude. 1.10 Managed time effectively.
2. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped safe kitchen. 2.2 A working environment meeting the OSHA standards. 2.3 A variety of ingredients.
3. Method of Assessment	Competency may be assessed through

	<p>3.1 Direct observation using a checklist</p> <p>3.2 Written tests</p> <p>3.3 Oral questions</p> <p>3.4 Assignments</p> <p>3.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
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 BEVERAGES

UNIT CODE: HOS/OS/FP/CR/011/4

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 and materials</i> assembled as per the recipe. 1.3 <i>Hot and cold beverage ingredients</i> assembled as per the recipe.
2. Prepare hot beverages e.g. coffee, tea, cocoa milk drinks	2.1 Select type and size of equipment suitable to prepare hot beverages. 2.2 Ingredients identified and selected as per the recipe. 2.3 Weigh and measure ingredients according to recipe. 2.4 Hygiene and procedures are observed as per HACCP 2.5 Recommended <i>methods of preparing hot beverages</i> are used as per the recipe. 2.6 Quality, taste, aroma, colour strength, temperature and appearance for each drink is prepared as per the recipe. 2.7 Beverages are presented according to standard operating procedures and style of service. 2.8 Hot and beverages are stored as per the recipe.
3. Prepare cold beverages	3.1 Select type and size of equipment suitable to prepare cold beverages. 3.2 Ingredients identified and selected as per the recipe. 3.3 Weigh and measure ingredients according to recipe. 3.4 Hygiene and procedures are observed as per HACCP 3.5 Cold beverages are prepared as per the recipe . 3.6 Chilling done (optional) as per the recipe.

	<p>3.7 A range of fruit cocktails is prepared as per the recipe.</p> <p>3.8 Beverages are presented according to standard operating procedures and style of service.</p> <p>3.9 Consistency (Flavour, temperature, serving standards) in the cold beverage preparation is adhered to.</p>
4. Prepare energy drinks	<p>4.1 Select type and size of equipment suitable to prepare energy drinks.</p> <p>4.2 Ingredients identified and selected as per the recipe.</p> <p>4.3 Weigh and measure ingredients according to recipe.</p> <p>4.4 Hygiene and procedures are observed as per HACCP.</p> <p>4.5 Energy drinks are prepared as per the recipe.</p> <p>4.6 Chilling done (optional) as per the recipe.</p> <p>4.7 A range of energy drinks is prepared as per the recipe</p> <p>4.8 Energy drinks are presented according to standard operating procedures and style of service.</p> <p>4.9 Consistency (Flavour, temperature, serving standards) is adhered to.</p>
5. Prepare health drinks	<p>5.1 Select type and size of equipment suitable to prepare health drinks.</p> <p>5.2 Ingredients identified and selected as per the recipe.</p> <p>5.3 Weigh and measure ingredients according to recipe.</p> <p>5.4 Hygiene and procedures are observed as per HACCP.</p> <p>5.5 Health drinks are prepared as per the recipe.</p> <p>5.6 Chilling (optional) done as per the recipe.</p> <p>5.7 A range of health drinks is prepared as per the recipe.</p> <p>5.8 Health drinks are presented according to standard operating procedures and style of service.</p> <p>5.9 Consistency is adhered to.</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
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1. Consistency include but not limited to:	<ul style="list-style-type: none"> • Flavour • Temperature • Serving standards
2. Hot beverages ingredients include but not limited to:	<ul style="list-style-type: none"> • Tea • Coffee • Chocolate • Sugar/honey/sweeteners
3. Methods of preparing hot beverages include but not limited to:	<ul style="list-style-type: none"> • Brewing • Infusing
4. Beverage equipment and materials include but not limited to:	<ul style="list-style-type: none"> • Percolators and urns • Drip filter systems • Blenders • Fridges • Juicers • Milkshake machines • Teapots • Cutlery and crockery • Glassware • Filter papers
5. Preparation procedures include but not limited to:	<ul style="list-style-type: none"> • Decanting • Blending • Brewing • Juicing • Mixing • Shaking • Stirring
6. Cold beverage ingredients include but not limited to:	<ul style="list-style-type: none"> • Fruits • Vegetables • Ice cubes • Milk • Yoghurt • Ice cream
7. Health Drinks include but not limited to:	<ul style="list-style-type: none"> • Dawa • Detox

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen tools and equipment selection and their use
- Ingredients for making beverages
- Presentation techniques
- Technical skills e.g. mixing, chilling, blending, whisking,
- Decorating
- Cleaning methods (scrubbing, cleaning with cold/warm water, use of sanitizer)
- Use of working tools and equipment
- Creativity/Innovation
- Hygiene (personal grooming, kitchen and food hygiene)
- Communication.
- Interpersonal relations.

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP).
- Standard Operating Procedure (SOP).
- Occupational Safety and Health (OHS).
- Work place procedures
- Preserving beverages
- Emerging trends
- Time management
- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Food product knowledge
- Quality control
- Costing and cost control
- Portion control
- Purchase specification
- Seasoning (Sugar, salt, herbs and spices)
- Nutrition and dietetics
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Professional ethics
- Healthy eating
- Ingredients for beverages

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified and assembled equipment for preparing beverages. 1.2 Identified and selected beverage ingredients. 1.3 Weighed and measured ingredients according to recipe. 1.4 Observed hygiene procedures as per HACCP. 1.5 Prepared hot beverages using recommended methods of brewing and infusing as per the recipe. 1.6 Maintained the quality, taste, aroma, colour strength, temperature and appearance for each drink. 1.7 Presented the beverages as per the recipe. 1.8 Worked with speed and efficiency to deal with numerous service tasks simultaneously. 1.9 Managed waste effectively. 1.10 Communicated effectively. 1.11 Demonstrated a positive attitude. 1.12 Managed time effectively.
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped safe kitchen. 2.2 A working environment meeting the OSHA standards. 2.3 A variety of beverage ingredients.
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct observation using a checklist 3.2 Written tests 3.3 Oral questions 3.4 Assignments 3.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
<p>4. Context for Assessment</p>	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers).</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>