REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

FOOD PRODUCTION (CULINARY ARTS)

LEVEL 4

FOREWORD

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent food production skills growth and sustainable development.

PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION

PREFACE

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

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

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

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

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

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

CHAIRPERSON, TVET CDACC

ACKNOWLEDGEMENT

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

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

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

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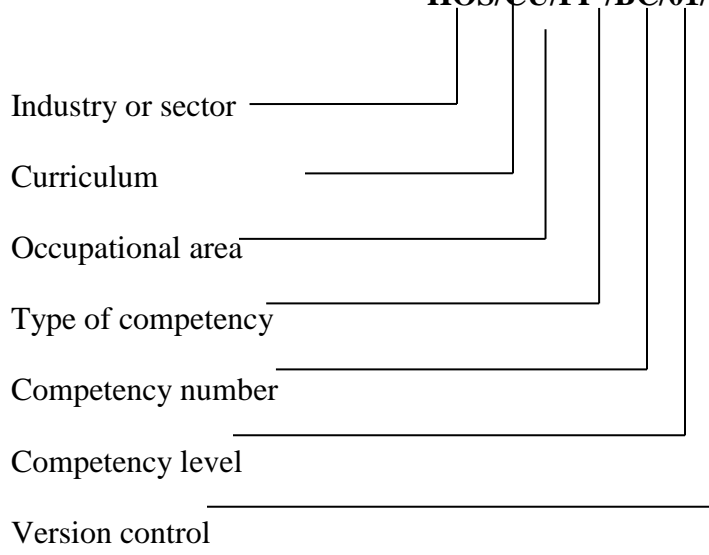
COUNCIL SECRETARY/CEO
TVET CDACC

Table of Content

ABBREVIATIONS AND ACRONYMS

CBET   : Competency Based Education and Training

CDACC   : Curriculum Development Assessment and Certification Council

EMS   : Environmental Management Standards

FP   : Food Production

ICT   : Information Communication Technology

KCSE   : Kenya Certificate of Secondary Education

KNQA   : Kenya National Qualifications Authority

NOS   : National Occupation Standard

OS   : Occupational Standard

OSHA   : Occupation Safety and Health Act

RPL   : Recognition of Prior Learning

SOPs   : Standard Operating Procedures

SSAC   : Sector Skills Advisory Committee

TVET   : Technical and Vocational Education and Training

KEY TO UNIT CODE

HOS/CU/FP /BC/01/4/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

OVERVIEW

The food production level four qualification consists of competencies that a person must achieve to plan, prepare, cook, present and disseminate various hot and cold products, including accompaniments, soups, salads and dressings, meats, fish & sea food, poultry and sauces, hot & cold beverages within the institution's/organizations acceptable Standard Operating Procedures (SOPs).

Units of Learning

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

Basic Units of Learning

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factor
HOS/CU/FP /BC/01/4/A	Demonstrate communication skills	20	2
HOS/CU/FP /BC/02/4/A	Demonstrate numeracy skills	25	2.5
HOS/CU/FP /BC/03/4/A	Demonstrate digital literacy	35	3.5
HOS/CU/FP /BC/04/4/A	Demonstrate entrepreneurial skills	60	6
HOS/CU/FP /BC/05/4/A	Demonstrate employability skills	30	3
HOS/CU/FP /BC/06/4/A	Demonstrate environmental literacy	20	2
HOS/CU/CFP/BC/07/4/A	Demonstrate occupational safety and health practices	20	2
Total		**210**	**21**

Core Units of Learning

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factor
HOS/CU/FP/CR/01/4/A	Stocks and Soups	7	1
HOS/CU/FP/CR/02/4/A	Eggs	7	1
HOS/CU/FP/CR/03/4/A	Food accompaniments	21	2
HOS/CU/FP/CR/04/4/A	Cuts of meat (Butchery)	18	2
HOS/CU/FP/CR/05/4/A	Meats cookery	49	5
HOS/CU/FP/CR/06/4/A	Salads and salad dressings	7	1
HOS/CU/FP/CR/07/4/A	Yeast products	24	2
HOS/CU/FP/CR/08/4/A	Cakes	42	4
HOS/CU/FP/CR/9/4/A	Desserts	14	1
HOS/CU/FP/CR/10/4/A	Sandwiches	14	1
HOS/CU/FPCR/11/4/A	Beverages	7	1
	Industrial attachment	300	30

Total	**510**	**51**
Grand Total	**720**	**72**

The total duration of the course is 720 hours including industrial attachment?

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

a) Food production Level 3
Or
b) Hotel catering and accommodation Level 3
Or
c) Kenya Certificate of Secondary Education (KCSE)

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

Provision for Industrial attachment
It is envisaged that the trainee will undergo an industrial attachment training for a period of 300 hours in a recognised food production facility services provider as a prerequisite for completion of this training course.

Trainer qualification

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

Assessment
Assessment is the process of gathering and judging evidence in order to decide whether a person has attained a standard of performance. The course will be assessed at two levels:

- Internal assessment is continuous and is conducted by the trainer who is monitored by an internal accredited verifier

- External assessment is the responsibility of TVET CDACC

Certification

On successful completion of a unit of learning, a trainee will be issued with a Certificate of acknowledging achievement of the competence and on successful completion of all units of learning a trainee will be awarded a National Certified in Food Production (Culinary Arts) these certificates will be issued by TVET CDACC in conjunction with the training provider

BASIC UNITS OF LEARNING

COMMUNICATION SKILLS

UNIT CODE: HOS/CU/FP/BC/01/4/A

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

Duration of Unit: 20 Hours

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

Summary of Learning Outcomes
1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Obtain and convey workplace information	• Communication process • Modes of communication • Medium of communication • Effective communication • Barriers to communication • Flow of communication • Sources of information • Types of questions • Organizational policies • Workplace etiquette • Ethical work practices in	• Interview • Third party reports

		handling communication	
2.	Complete relevant work-related documents	• Types and purposes of workplace documents and forms • Methods used in filling forms and documents • Recording workplace data • Process of distributing workplace forms and documents • Report writing • Types of workplace reports	• Interview • Third party reports
3.	Communicate information about workplace processes	• Communication process • Modes of communication • Medium of communication • Effective communication • Barriers to communication • Flow of communication • Sources of information • Organizational policies • Organization requirements for written and electronic communication methods • Report writing • Effective questioning techniques (clarifying and probing) • Workplace etiquette • Ethical work practices in handling communication	• Interview • Portfolio

4.	Lead workplace discussion	• Methods of discussion e.g.
		   • Coordination meetings
		   • Toolbox discussion
		   • Peer-to-peer discussion
		• Solicitation of response
			• Interview
			• Third party reports

5.	Identify and communicate issues arising in the	• Identification of problems and issues • Organizing information on	• Interview • Portfolio

workplace	problems and issues • Relating problems and issues • Communication barriers affecting workplace discussions	

Suggested Methods of Instruction
- Direct instruction
- Demonstration
- Practice assignment
- Discussion
- Role play
- Brainstorming

Recommended Resources
- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone
- Report writing templates

NUMERACY SKILLS

UNIT CODE: HOS/CU/FP/BC/02/4/A

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

Duration of Unit: 25 hours

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

Summary of Learning Outcomes
1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Identify and use whole numbers and simple fractions, decimals and percentages for work	• Whole numbers • Simple fractions • Decimals • Percentages • Sizes • Problem solving methods • Calculations using the 4 operations • Recording and	• Written • Practice assignments

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	communicating numerical information	
2. Identify, measure and estimate familiar quantities for work	• Measurement information • Units of measurement • Estimate familiar and simple amounts • Selection of appropriate measuring equipment • Calculate using familiar units of measurement • Check measurements and results against estimates • Using informal and some formal mathematical and general language • Record or report results	• Written • Practice assignments
3. Read and use familiar maps, plans and diagrams for work	• Maps, plans and diagrams • Locate items and places in familiar maps, plans and diagrams • Recognize common symbols and keys in familiar maps, plans and diagrams • Direction and location of objects, or route or places • Use of informal and some formal oral mathematical language and symbols	• Practical test • Written
4. Identify and describe common 2D and some 3D shapes for work	• Common 2D shapes and 3D shapes • Classification of common 2D shapes and designs • Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes • Construction of common 2D	• Written • Practical test

	shapes • Match common 3D shapes to their 2D sketches or nets	
5. Construct simple tables and graphs for work using familiar data	• Types of graphs • Determination of data to be collected • Selection of data collection method • Collection of data • Determination of variables from the data collected • Order and collate data • Construct a table and enter data • Construct a graph using data from table • Check results • Report or discuss graph information related to work using informal and some formal mathematical and general language	• Written • Practical test
6. Identify and interpret information in familiar tables, graphs and charts for work	• Tables construction and labeling • i.e. title, headings, rows and columns • Interpreting information and data in simple tables • Relaying information of relevant workplace tasks on/in a table • Identify familiar graphs and charts in familiar texts and contexts • Locate title, labels, axes, scale and key from familiar graphs and charts • Identify and interpret information and data in familiar graphs and charts	• Written • Practical test

	• Relate information to relevant workplace tasks	

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

Recommended Resources
- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- LCD projectors
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Projectors
- Writing boards
- Mathematical tables

DIGITAL LITERACY

UNIT CODE:HOS/CU/FP/BC/03/4/A

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

Duration of Unit: 35 hours

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

Summary of Learning Outcomes
1.   Identify computer software and hardware
2.   Apply security measures to data, hardware and software
3.   Apply computer software in solving tasks
4.   Apply internet and email in communication at workplace

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Identify computer hardware and software	• Meaning of a computer • Functions of a computer • Components of a computer • Classification of computers	• Written tests • Oral • Observation
2. Apply security measures to data, hardware and software	• Data security and control • Security threats and control measures • Types of computer crimes • Detection and protection against computer crimes	• Written tests • Oral presentation • Observation • Projects
3. Apply computer software in solving tasks	• Operating system • Word processing • Spread sheets • Data base	• Oral questioning • Observation • Project

4.	Apply internet and email in communication at workplace	• Computer networks • Uses of internet • Electronic mail (e-mail) concept	• Oral questioning • Observation • Oral presentation • Written report

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

Recommended Resources
- Desktop computers
- Laptop computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

ENTREPRENEURIAL SKILLS

UNIT CODE:HOS/CU/FP/BC/04/4/A
Relationship to occupational standards
This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

Duration of unit: 60 hours

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.

Summary of Learning Outcomes
1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Create and maintain small scale business	• Starting a small business • Legal regulatory requirements in starting a small business • SWOT/ PESTEL analysis • Conducting market/industry survey • Generation and evaluation of business ideas • Matching competencies with business opportunities • Forms of business ownership • Location of a small business	• Individual/group assignments • projects • Written • Oral

		• Legal and regulatory requirement • Resources required to start a small business • Common terminologies in entrepreneurship • Entrepreneurship in national development • Self-employment • Formal and informal employment • Entrepreneurial culture • Myths associated with entrepreneurship • Types, characteristics, qualities & role of entrepreneurs • History, development and importance of entrepreneurship • Theories of entrepreneurship • Quality assurance for small businesses • Policies and procedures on occupational safety and health and environmental concerns	
2. Establish small scale business customer base	• Good staff/workers and customer relations • Marketing strategy • Identifying and maintain new customers and markets • Product/ service promotions • Products / services diversification • SWOT / PESTEL	• Individual/group assignments • projects • Written • Oral	

	• analysis • Conducting a business survey • Generating Business ideas • Business opportunities	
3. Manage small scale business	• Organization of a small business • Small business' business plan • Marketing for small businesses • Managing finances for small business • Production/ operation process for goods/services • Small business records management • Book keeping and auditing for small businesses • Business support services • Small business resources mobilization and utilization • Basic business social responsibility • Management of small business • Word processing concepts in small business management • Computer application software • Monitoring and controlling business operations	• Oral • Individual/group assignments • projects • Written

4. Grow/expand small scale business	• Methods of growing small business • Resources for growing small business • Small business growth plan • Computer software in business development • ICT and business growth	• Individual/group assignments • projects • Written

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Demonstration by trainer
- Practice by trainee
- Role play
- Case study

Recommended Resources
- Case studies for small businesses
- Business plan templates
- Lap top/ desk top computer
- Internet
- Telephone
- Writing materials

EMPLOYABILITY SKILLS

UNIT CODE: HOS/CU/FP/BC/05/4/A

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

Duration of Unit: 30 hours

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.

Summary of Learning Outcomes
1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Conduct self-management	- Self-awareness - Formulating personal vision, mission and goals - Strategies for overcoming life challenges - Emotional intelligence - Assertiveness - Expressing personal thoughts, feelings and beliefs - Developing and maintaining high self-esteem - Developing and maintaining positive self-image - Articulating ideas and aspirations - Accountability and responsibility	- Written tests - Oral questioning - Portfolio of evidence - Third party report

	• Good work habits • Self-awareness • Self-development • Financial literacy • Healthy lifestyle practices	
2. Demonstrate critical safe work habits	• Stress and stress management • Punctuality and time consciousness • Interpersonal communication • Sharing information • Leisure • Integrating personal objectives into organizational objectives • Resources utilization • Setting work priorities • HIV and AIDS • Drug and substance abuse • Handling emerging issues	• Written tests • Oral questioning • Portfolio of evidence • Third party report
3. Demonstrate workplace learning	• Personal training needs identification and assessment • Managing own learning • Contributing to the learning community at the workplace • Cultural aspects of work • Variety of learning context • Application of learning • Safe use of technology • Identifying opportunities • Workplace innovation • Performance improvement • Handling emerging issues • Future trends and concerns in learning	• Written tests • Oral questioning • Portfolio of evidence • Third party report
4. Demonstrate workplace ethics	• Meaning of ethics • Ethical perspectives • Principles of ethics • Values and beliefs • Ethical standards • Organization code of ethics	• Written tests • Oral questioning • Portfolio of evidence • Third party report

	- Common ethical dilemmas - Organization culture - Corruption, bribery and conflict of interest - Privacy and data protection - Diversity, harassment and mutual respect - Financial responsibility/accountability - Etiquette - Personal and professional integrity - Commitment to jurisdictional laws - Emerging issues in ethics		

Suggested Methods of Instruction
- Simulation/Role play
- Group Discussion
- Presentations
- Q&A
- Case studies
- Assignments

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

ENVIRONMENTAL LITERACY

UNIT CODE:HOS/CU/FP/BC/06/4/A

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

Duration of Unit: 20 hours

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

Summary of Learning Outcomes
1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Control environmental hazard	• Purposes and content of Environmental Management and Coordination Act 1999 • Purposes and content of Solid Waste Act • Storage methods for environmentally hazardous materials • Disposal methods of hazardous wastes • Types and uses of PPE in line with environmental regulations • Occupational Safety and Health	• Written tests • Oral questions • Observation of work procedures

	Standards (OSHS)	
2. Control environmental Pollution	• Types of pollution • Environmental pollution control measures • Types of solid wastes • Procedures for solid waste management • Different types of noise pollution • Methods for minimizing noise pollution	• Written tests • Oral questions • Observation of work procedures • Role play
3. Demonstrate sustainable resource use	• Types of resources • Techniques in measuring current usage of resources • Calculating current usage of resources • Methods for minimizing wastage • Waste management procedures • Principles of 3Rs (Reduce, Reuse, Recycle) • Methods for economizing or reducing resource consumption	• Written tests • Oral questions • Observation of work procedures
4. Evaluate current practices in relation to resource usage	• Collection of information on environmental and resource efficiency systems and procedures, • Measurement and recording of current resource usage • Analysis and recording of current purchasing strategies. • Analysis of current work processes to access information and data • Identification of areas for improvement	• Written tests • Oral questions • Observation of work procedures
5. Identify Environmental legislations/conventions for	• Environmental issues/concerns • Environmental legislations /conventions and local ordinances	• Written tests • Oral questions • Observation of

environmental concerns	• Industrial standard /environmental practices • International Environmental Protocols (Montreal, Kyoto) • Features of an environmental strategy	work procedures

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

Recommended Resources
- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)

OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HOS/CU/FP/BC/07/4/A

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

Duration of Unit: 20 hours

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

Summary of Learning Outcomes
1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Suggested Assessment Methods
1. Adhere to workplace procedures for hazards and risk prevention	- Arrangement of work area and items in accordance with Company housekeeping procedures - Adherence to work standards and procedures - Application of preventive and control measures, including use of safety gears/PPE - Study and apply standards and procedures for incidents and emergencies.	- Oral questions - Written tests - Portfolio of evidence - Third party report
2. Participate in arrangements for workplace safety and health maintenance	- Participating in orientations on OSH requirements/regulations of tasks - Providing feedback on health,	- Oral questions - Written tests - Portfolio of evidence

	safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner	• Third party report
	• Practice workplace procedures for reporting hazards, incidents, injuries and sickness	
	• OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel	
	• Identification of needed OSH-related trainings are proposed to appropriate personnel	

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

Recommended Resources
- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
  - Mask
  - Face mask/shield
  - Safety bootsn
  - Safety harness

- Arm/Hand guard, gloves
- Eye protection (goggles, shield)
- Hearing protection (ear muffs, ear plugs)
- Hair Net/cap/bonnet
- Hard hat
- Face protection (mask, shield)
- Apron/Gown/coverall/jump suit
- Anti-static suits
- High-visibility reflective vest

CORE UNITS OF LEARNING

STOCKS AND SOUPS

UNIT CODE: HOS/CU/FP/CR/01/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Prepare stocks and soups**

Duration of Unit: 7 Hours

Unit Description
This unit specifies the competencies required plan, prepare and present stocks and soups.
It involves assembling the ingredients, working equipment, preparing stocks and soups.

Summary of Learning Outcomes
1. Prepare a variety of stocks
2. Prepare various types of soups

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Prepare brown stock	• Define stocks • Types of stocks • use of various stocks • Choice of stocks • Ingredients for making stocks • Methods of preparing stocks • Qualities of a good stock • Procedure of preparing brown stock • Uses of brown stock	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
2. Prepare white stock	• Procedure of preparing white stock • Uses of white stock	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
3. Prepare fish stocks	• Procedure of preparing fish stock • Uses of fish stock • Precautions when preparing fish stock	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
		• Projects
4. Prepare cream soups	• Define soups • Types of soups • use of soups • Ingredients for making soups • Variations of cream soups • Qualities of a good cream soups • Procedure of preparing cream soup • Accompaniments of cream soup • Garnishing	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
5. Prepare clear soups	• Ingredients for making clear soups • Qualities of a good clear soups • Variations of clear soups • Procedure of preparing clear soup • Accompaniments of clear soups • Garnishing	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
6. Prepare broth	• Ingredients for making broth • Qualities of a good broth • Variations of broth • Procedure of preparing broth • Garnishing	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects

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

Recommended resources
- Class room/individual cooker kitchen/production kitchen fully equipped
- A variety of ingredients
- PPEs
- LCD projector
- White/black boards
- Teaching materials

EGGS

UNIT CODE: HOS/CU/FP/CR/02/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Prepare eggs**

Duration of Unit: 7 hours

Unit Description

This unit specifies the competencies required to prepare eggs It requires the ability to prepare boiled eggs, prepare poached eggs, prepare fried eggs, prepare omelettes, prepare scotch eggs and prepare scrambled eggs.

Summary of Learning Outcomes
1. Prepare boiled eggs
2. Prepare poached eggs
3. Prepare fried eggs
4. Prepare omelettes
5. Prepare scotch eggs
6. Prepare scrambled eggs

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Prepare boiled eggs	• Nutritional value of eggs • Types of eggs (chicken, ducks, goose, quill, ostrich) • Egg sizes • Qualities to consider when buying • Testing for freshness • Storing eggs • Degree of cooking boiled eggs (soft or hard)	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
2. Prepare poached eggs	• Procedure of poaching eggs • Variations of poached eggs • Garnishing and presentation	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects

Learning Outcome	Content	Methods of Assessment
3. Prepare fried eggs	• Procedure of frying eggs • Variations of frying eggs • Garnishing and presentation	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
4. Prepare omelettes	• Procedure of making omelettes • Variations of omelettes eggs • Spanish • French • Plain • Cheese • Ham • Garnishing and presentation	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
5. Prepare scotch eggs	• Procedure of making scotch eggs • Garnishing and presentation	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
6. Prepare scrambled eggs	• Procedure of making scrambled eggs • Variations of scrambled eggs • Garnishing and presentation	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects

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

Recommended Resources
- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients

- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

FOOD ACCOMPANIMENTS

UNIT CODE: HOS/CU/FP/CR/03/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Prepare food accompaniments**

Duration of Unit: 21 hours

Unit Description

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

Summary of Learning Outcomes
1. Organise entremétier section
2. Identify ingredients for food accompaniments
3. Preparation and cleaning ingredients for food accompaniments
4. Cook starches
5. Cook vegetables
6. Prepare side/accompanying salads
7. Present food accompaniments
8. Dispense food accompaniments

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Organise entremétier section	• Kitchen preparation • Kitchen organization • Kitchen tools and equipment • Kitchen Safety	• Assignments • Oral questions • Written tests • Practical assessments • Supervised exercises • Projects
2. Identifying ingredients for recipe	• Food nutrients • Ingredients for various dishes • Consumer market trends in relation to food • Combining food textures and colours • Factors to consider when selecting foods • Maintenance of ingredients	• Written tests • Assignments • Supervised exercises • Oral questions • Practical assessments • Projects

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Learning Outcome	Content	Methods of Assessment
	ratios • Calculation of food quantities and costs	
3. Preparation and cleaning of ingredients for food accompaniments	• Checking quality of ingredients • Sorting ingredients • Cleaning procedures • Preparation methods	• Written tests • Assignments • Supervised exercises • Oral questions • Practical assessments • Projects
4. Cooking starches	• Menu planning and preparation • Time planning and management • Types of starches • Factors to consider when selecting starches • Methods of cooking various starches eg rice, potatoes, tubers, chapati, roti, ugali, pasta • Methods of presenting starches • Use of technology in food preparation • Special requests and diets • Food trends • Healthy eating • Value addition	• Written tests • Assignments • Supervised exercises • Oral questions • Practical assessments • Projects
5. Cooking vegetables	• Define terms • Classify vegetables • Factors to consider when selecting vegetables • Vegetable cuts • Methods of producing vegetables • Methods of presenting vegetables	• Written tests • Assignments • Supervised exercises • Oral questions • Practical assessments • Projects
6. Prepare side/accompanying salads i.	• Define terms • Types of side salads • Factors to consider when selecting ingredients for side salads	• Written tests • Assignments • Supervised exercises • Oral questions • Practical assessments

Learning Outcome	Content	Methods of Assessment
	• Vegetable cuts • Methods of production • Salad dressing • Presenting side salads	• Projects
7. Presenting food accompaniments	• Food presentation methods • Food product display • Increasing palatability of the food • Developing a market name for the product.	• Written tests • Assignments • Supervised exercises • Oral questions • Practical assessments • Projects

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

Recommended resources
- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

BUTCHERY (MEAT CUTS)

UNIT CODE: HOS/CU/FP/CR/04/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Butchery (meat cuts)**

Duration of Unit: 18 Hours

Unit Description
This unit specifies the competencies required to prepare various meats, fish and poultry. It requires the ability to clean and sanitize the working area, assemble the working equipment, prepare butchers meat cuts, fish, offal and poultry.

Summary of Learning Outcomes
1. Cleaning and sanitizing the working areas
2. Assembling the working equipment
3. Preparing butchers meat cuts
4. Preparing fish
5. Preparing poultry
6. Prepare offal's

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Cleaning and sanitizing the working areas	• Types of working surfaces • Cleaning equipment and use • Cleaning materials and use • Cleaning methods • Sanitizers and disinfectant and usage	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises
2. Assembling the working equipment	• Kitchen tools and equipment (Identification, use, accessibility care and safety) • Correct use of Operating equipment and service. • Factors to consider when selecting Kitchen equipment and tools.	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
3. Preparing butchers meat cuts	• Types of meats • Factors to consider when selecting meats • Curing of meat (Aging) • Method of marinating meats • Seasoning meats • Presentation • Storing meats	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises
4. Preparing fish	• Types of fish • Factors to consider when selecting fish • Scaling • Cleaning • Fish cuts • Filleting • Curing of fish (smoked) • Method of marinating fish • Seasonings • Presentation • Storing fish	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises
5. Preparing poultry	• Types of poultry • Factors to consider when selecting poultry • Food contamination in poultry • Poultry preparation equipment • Portioning poultry • Carving poultry • Method of marinating poultry • Seasonings • Presentation • Storage	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises
6. Prepare offal's	• Types of offal's • Factors to consider when selecting offal's • Offal's cuts • Cleaning • Method of marinating offal's • Seasonings • Presentation • Storage	• Written tests • Assignments • Supervised exercises • Oral questions • Practical assessments • Projects

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

Recommended resources
- Fully equipped operational commercial/institutional kitchen including industry-current tools, and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

MEATS COOKERY

UNIT CODE: HOS/CU/FP/CR/05/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Prepare meats**

Duration of Unit: 49 Hours

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, cooking meats, poultry, mutton/lamb, fish and offal.

Summary of Learning Outcomes

1. Assembling all the ingredients and equipment
2. Cooking meats
3. Cook poultry
4. Cook lamb/mutton
5. Cook fish
6. Cook offal

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Assembling all the ingredients and equipment	• Kitchen equipment and tools (Identification, use, accessibility care and safety) • Correct use of Operating, equipment and service. • Factors to consider when selecting Kitchen tools and equipment • Kitchen safety	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises
2. Cooking meats	• Cooking methods • Methods of cooking meats • Grilling • Roasting • Sauté • Boiling • Frying	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises

Learning Outcome	Content	Methods of Assessment
	- Poaching - Pan Frying - Baking - Pot roasting - Cooking categories - Seasoning - Carving - Garnishing - Presentation - Preservation - Freezing - Refrigeration - Holding temperatures	
3. Cook poultry	- Methods of cooking poultry - Factors to consider when selecting a cooking method - Seasoning - Carving - Garnishing - Presentation - Preservation	- Observation - Written tests - Oral questioning - Assignments - Supervised exercises
4. Cook lamb/mutton	- Methods of cooking meats - Grilling - Roasting - Sauté - Boiling - Frying - Poaching - Pan Frying - Baking - Pot roasting - Cooking categories - Seasoning - Carving - Garnishing - Presentation - Preservation - Freezing - Refrigeration	- Observation - Written tests - Oral questioning - Assignments - Supervised exercises

Learning Outcome	Content	Methods of Assessment
	• Holding temperatures	
5. Cook fish	• Methods of cooking fish • Factors to consider when selecting a cooking method • Seasoning • Garnishing • Presentation • Preservation	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises

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

Recommended Resources
- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

SALADS AND DRESSINGS

UNIT CODE: HOS/CU/FP/CR/06/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Prepare salads and dressings.**

Duration of Unit: 7 Hours

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, pat, strain, spin (remove excess water), arrange and prepare salad and dressings.

Summary of Learning Outcomes
1. Mis-en–place
2. Wash and sanitize the vegetables
3. Remove excess water
4. Prepare simple salads
5. Prepare cooked salads
6. Prepare salad dressing

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
2. Wash and sanitize the vegetables	• Procedure of cleaning fruits and vegetables • Sanitizing fruits and vegetables • Dry the fruits and vegetables	• Written tests • Oral questioning • Assignments • Supervised exercises
3. Remove excess water	• Spinning • Patting • Straining	• Written Test • Practical Test • Observation • Oral Questioning
4. Prepare simple salads	• Define a simple salad • Uses of simple salads • Identifying ingredients for preparing simple salads • Equipment and tools for preparing simple salads • Procedure of making simple	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises

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Learning Outcome	Content	Methods of Assessment
	salads • Storing and holding procedures • Recognizing health eating options	
5. Prepare cooked salads	• Define cooked salads • Uses of cooked salads • Identifying ingredients for preparing cooked salads • Equipment and tools for preparing cooked salads • Procedure of cooking salads • Storing and holding procedures • Recognizing health eating options	• Observation • Written tests • Oral questioning • Assignments • Supervised exercises
6. Prepare salad dressing	• Define salad dressings • Types of salad dressings • Uses of various salad dressings • Factors to consider when choosing a salad dressing • Ingredients for salad dressings • Uses of various salad dressings • Procedure for preparing various salad dressings • Identifying commercial salad dressings	• Practical assessments • Written tests • Oral questioning • Assignments • Supervised exercises

Suggested Methods of Instruction

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

Recommended resources

- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

YEAST PRODUCTS

UNIT CODE: HOS/CU/FP/CR/07/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Preparing yeast products and unleavened breads**

Duration of Unit: 24 hours

Unit Description

This unit specifies the competencies required to plan, prepare and present breads. It involves preparing: white, whole meal, deep fried yeast products and pizza dough.

Summary of Learning Outcomes

1. Preparing white breads
2. Preparing whole meal breads
3. Prepare deep fried yeast products
4. Preparing pizza dough

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Prepare white breads	• Define baking • Baking equipment (eg baking tins, trays, ovens, weighing scales, cooling racks) • Different types of yeast products • Ingredients for making white breads • Procedure of preparing white breads (e.g bread rolls, sweet bread, buns) • Handling dough and proving • Recipes for baking white breads • Presenting breads • Storage of cooked dough products	• Practical assessments • Written tests • Oral questioning • Assignments • Supervised exercises
2. Prepare whole meal breads	• Ingredients for making whole meal breads • Procedure of preparing whole meal breads • Emerging trends	• Practical assessments • Written tests • Oral questioning • Assignments • Supervised exercises

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Learning Outcome	Content	Methods of Assessment
	• Handling dough and proving • Recipes for baking whole meal breads • Presenting breads	
3. Prepare deep fried yeast products e.g kaimati, mahamri, doughnut	• Ingredients for deep fried yeast products • Procedure of preparing deep fried yeast products • Emerging trends • Handling dough and proving • Recipes for baking deep fried yeast products • Presenting deep fried yeast products	• Practical assessments • Written tests • Oral questioning • Assignments • Supervised exercises

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

Recommended resources
- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

CAKES

UNIT CODE: HOS/CU/FP/CR/08/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Prepare cakes**

Duration of Unit: 42 hours

Unit Description

This unit specifies the competencies required to prepare cakes and cake decorations. It involves preparing cakes using creamed method, rubbed in method, melting method, all in one method and preparing sweet sauces.

Summary of Learning Outcomes

1. Prepare cakes using creaming method
2. Prepare cakes using rubbed in method
3. Prepare cakes using melting method
4. Prepare cakes using all in one method
5. Prepare sweet sauces.

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment

1. Prepare cakes using creamed method	• Define cakes
	• Classification
	• Uses of cakes
	• Role of different ingredients in cakes e.g.
	   o Flour
	   o Liquids
	   o Fats and oils
	   o Sugar
	   o Raising agents
	   o Others
	• Choice of ingredients for cakes
	• Preparation techniques
	• Equipment for cake preparations
	• Baking Tins preparation
	• Qualities of a good cakes
	• Cake faults
	• Testing if cakes are cooked
		• Observation
		• Oral questioning
		• Assignments
		• Supervised exercises
		• Practical assessments
		• Written tests

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Learning Outcome	Content	Methods of Assessment

	• Creaming method
	• Preparing a variety of creamed cake mixtures e.g.
	  o Marble cake
	  o Rich fruit cake
	  o Queen cakes
	• Presentation of cakes	

2. Prepare cakes using rubbed in method	• Rubbed in method • Preparing a variety of rubbed in cake mixtures e.g. o Fruit cake • Presentation of cakes	• Observation • Oral questioning • Assignments • Supervised exercises • Practical assessments • Written tests
3. Prepare cakes using melting method	• Melting method • Preparing a variety of melting method cake mixtures. e.g. o Ginger bread • Presentation of cakes	• Observation • Oral questioning • Assignments • Supervised exercises • Practical assessments • Written tests

4. Prepare cakes using all in one method	• All in all method
	• Preparing a variety of whisking method cake mixtures e.g.
	  o Fruit cake
	  o Marble cake
	  o Queen cakes
	• Presentation of cakes
		• Observation
		• Oral questioning
		• Assignments
		• Supervised exercises
		• Practical assessments
		• Written tests

5. Prepare sweet sauces	• Define sweet sauces • Choice of sauces • Uses of sweet sauces • Characteristics of sweet sauces • Sweet sauce ingredients • Variations of sweet sauces • Cleaning and cutting ingredients • Equipment used in sauce preparation • Thickening ingredients • Storage • Presentation	• Observation • Oral questioning • Assignments • Supervised exercises • Practical assessments • Written tests

Suggested Methods of Instruction

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

Recommended resources

- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

DESSERTS

UNIT CODE: HOS/CU/FP/CR/09/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Preparing desserts**

Duration of Unit: 14 hours

Unit Description

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

Summary of Learning Outcomes

1. Prepare hot desserts
2. Prepare cold desserts
3. Prepare sweet sauces
4. Preparing fruit based desserts

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment

1. Prepare hot desserts	• Define desserts
	• Classification
	• Role of different ingredients in desserts
	• Choice of ingredients for dessert
	• Preparation techniques/methods
	• Equipment for desserts preparation
	• Qualities of a good desserts
	• Preparing a variety of hot dessertse.g.
	  o Bread and butter Pudding
	  o Fritters eg banana and pineapple
	• Presentation of desserts
		• Observation
		• Oral questioning
		• Assignments
		• Supervised exercises
		• Practical assessments
		• Written tests

2. Prepare cold desserts	• Preparing a variety of cold desserts e.g.
	
	  o Fruit mixtures
	  o Jellies
		• Observation
		• Oral questioning
		• Assignments
		• Supervised exercises
		• Practical assessments

Learning Outcome	Content	Methods of Assessment
	o Presentation of desserts	• Written tests
3. Prepare sweet sauces	• Define sweet sauces • Choice of sauces • Uses of sweet sauces • Characteristics of sweet sauces • Sweet sauce ingredients • Variations of sweet sauces • Cleaning and cutting ingredients • Equipment used in sauce preparation • Thickening ingredients • Storage • Presentation	• Observation • Oral questioning • Assignments • Supervised exercises • Practical assessments • Written tests

4. Preparing fruits	• Define fruits
	• Classification of fruits
	• Equipment used in preparing and presenting fruits
	• Uses of fruits
	• Factors to consider when selecting fruits
	• Methods of preparing
	  o Peeling
	  o Cutting
	  o Dicing
	  o Coring
	  o Slicing
	• Method of cooking fruits
	• Qualities of fruit dishes
	• Presentation of fruits
		• Observation
		• Oral questioning
		• Assignments
		• Supervised exercises
		• Practical assessments
		• Written tests

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

Recommended Resources
- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

UNIT CODE: HOS/CU/CA/CR/010/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Preparing Sandwiches**

Duration of Unit: 14 hours

Unit Description
This unit specifies the competencies required to plan, prepare and present sandwiches. It involves preparing toasted, open and closed sandwiches.

Summary of Learning Outcomes
1. Prepare toasted sandwiches
2. Prepare open sandwiches
3. Prepare closed sandwiches

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Prepare toasted sandwiches	• Define sandwiches • Types of sandwiches • Ingredients of preparing sandwiches • Cleaning and cutting ingredients • Equipment used in sandwich preparation • Preparation of toasted sandwiches • Qualities of sandwiches • Variations of sandwiches • Storage of sandwiches • Presentation of sandwiches	• Observation • Oral questioning • Assignments • Supervised exercises

2. Prepare open sandwiches	• Ingredients for preparing open sandwiches
	   o Capsicum
	   o Onions
	   o Lettuce
	   o Tomatoes
	   o Capers
	   o Cheese
		• Observation
		• Oral questioning
		• Assignments
		• Supervised exercises
		• Practical assessments
		• Written tests

Learning Outcome	Content	Methods of Assessment
	o Bread as the base o Mayonnaise /mustard dressing • Presentation of open sandwiches sandwiches	

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

Recommended Resources
- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials

BEVERAGES

UNIT CODE: HOS/CU/FP/CR/011/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Prepare beverages**

Duration of Unit: 7 hours

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

Summary of Learning Outcomes

1. Prepare ingredients and equipment for hot beverages
2. Prepare hot beverages e.g. coffee, tea, cocoa milk drinks
3. Prepare cold beverages
4. Prepare energy drinks
5. Prepare health drinks

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Prepare ingredients and equipment for hot beverages	- Various beverage ingredients and their nutritional value - Kitchen planning and organization - Types and choices of beverages - Requisition of beverage ingredients	- Observation - Written tests - Assignments - Supervised exercises - Oral questioning - Practical assessments
2. Prepare hot beverages e.g. coffee, tea, cocoa	- Define beverages - Types of beverages - Methods of preparing various hot beverages e.g. - Coffee - Tea - Cocoa - Methods of presentation - Qualities of good beverages - Storage of beverages - Methods of preparing hot beverages	- Observation - Written tests - Assignments - Supervised exercises - Oral questioning - Practical assessments

Learning Outcome	Content	Methods of Assessment
3. Prepare cold beverages	• Methods of preparing various cold beverages e.g. o Fruit juices • Methods of presentation • Storage of beverages	• Observation • Written tests • Assignments • Supervised exercises • Oral questioning • Practical assessments

4. Prepare energy drinks	• Methods of preparing various energy beverages e.g.
	   o Milk shakes
	   o Smoothies
	• Methods of presentation
	• Storage of energy drinks
		• Observation
		• Written tests
		• Assignments
		• Supervised exercises
		• Oral questioning
		• Practical assessments

5. Prepare health drinks	• Methods of preparing various health drinks e.g.
	   o Detox
	   o Dawa
	   o Enriched porridge
	   o Methods of presentation
	   o Storage of health drinks
	   o Presenting health drinks
		• Observation
		• Written tests
		• Assignments
		• Supervised exercises
		   • Oral questioning
		• Practical assessments

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

Recommended Resources
- Fully equipped operational commercial/institutional kitchen including industry-current tools and equipment
- A variety of ingredients
- Table linen
- PPEs
- LCD projector
- White/black boards
- Teaching materials