



REPUBLIC OF KENYA

COMPETENCY-BASED MODULAR CURRICULUM

FOR

FOOD AND BEVERAGE MANAGEMENT

KNQF LEVEL 6

CYCLE 3

ISCED PROGRAMME CODE: 1013554A



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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FOREWORD

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of 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 the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the hospitality Sector's growth and development.

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR TVET

MINISTRY OF EDUCATION

PREFACE

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

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee's achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

**CHAIRMAN
TVET CDACC**

ACKNOWLEDGMENT

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 were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the Hospitality National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the hospitality sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the hospitality Sector acquire competencies to perform their work more efficiently and effectively.

COUNCIL SECRETARY/CEO

TVET CDACC

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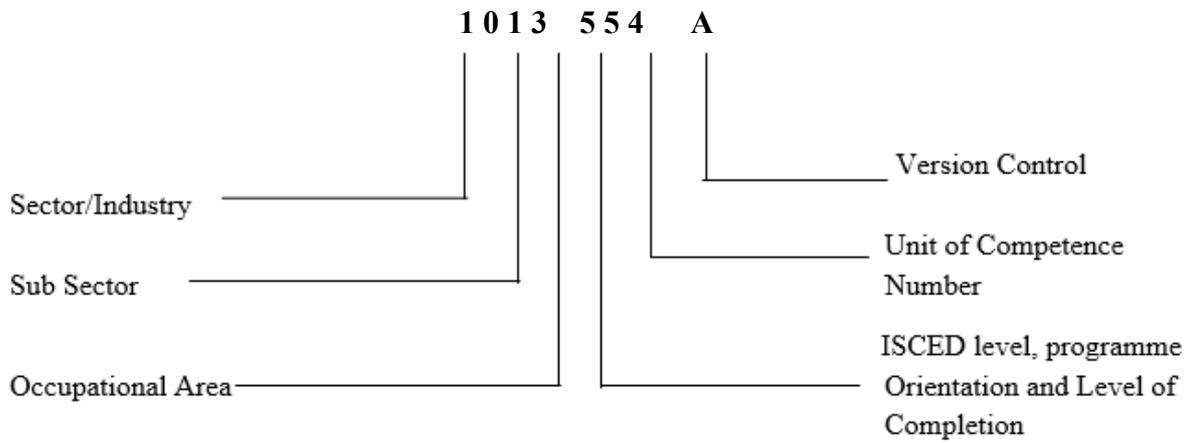
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ACRONYMS AND ABBREVIATIONS.

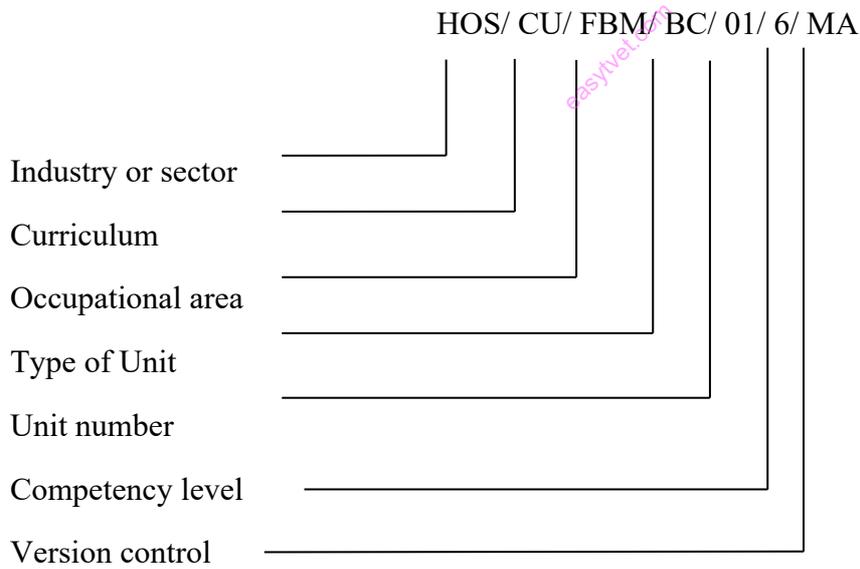
CBS	Learning Based Skilling
HACCPs	Hazard Analysis and Critical Control Points
HIV	Human Immunodeficiency Virus
OSH	Occupational Health and Safety
PPE	Personal Protective Equipment
TVETA	Technical Vocational Education and Training Authority
TVET	Technical Vocational Education and Training

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KEY TO ISCED UNIT CODE



KEY TO TVET CDACC UNIT CODE



COURSE OVERVIEW

Food and Beverage Management Level 6 qualification consists of competencies that an individual must have to prepare and serve food and beverages. It involves preparing starters and starters accompaniments, main meals, desserts, pastries, specialty dishes, mocktails and cocktails. It also involves providing food and beverage service, performing food and beverage costing and control, bar keeping operations, banquets and events.

SUMMARY OF UNITS OF LEARNING

- a) Food and beverage course at levels 3 and 4 have two options: Food and Beverage Production (cookery) and Food and beverage Service (waiter services)
- b) In modules III and IV of Food and Beverage Management Level 6, production (cookery) is enhanced with service competencies (creating Pathway A) and service (waiter services) is enhanced with production competencies (creating Pathway B)
- c) Modules V, VI and VIII are similar for both pathways
 - i. Trainees joining the course at Level 6 may choose either Pathway A or Pathway B.
 - ii. Trainees progressing from Food and Beverage Operations Level 5 will progress to modules V, VI and VII.

SUMMARY OF UNITS OF LEARNING

PATHWAY A					PATHWAY B				
ISCED UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR	ISCED UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR
MODULE I					MODULE I				
1013 551 01A	HOS/CU/FBP/CR/01/3/MA	Starters and Starter Accompaniments	80	8	1013 551 01A	HOS/CU/FBS/CR/01/3/MA	Food And Beverage Service Skills	100	10
1013 551 02A	HOS/CU/FBP/CR/02/3/MA	Main Meal Preparation	120	12	1013 551 02A	HOS/CU/FBS/CR/02/3/MA	Food And Beverage Service Techniques	100	10
1013 551 03A	HOS/CU/FBP/CR/03/3/MA	Desserts Preparation	100	10	1013 551 02A	HOS/CU/FBS/CR/03/3/MA	Mocktails and Cocktails	120	12
	Sub Total		300	30		Sub Total		320	32
MODULE II					MODULE II				
1013 551 04A	HOS/CU/FBP/CR/01/4/MA	Pastries Preparation	120	12	1013 551 04 A	HOS/CU/FBS/CR/01/4/MA	Bar Keeping Operations	150	15
1013 551 05A	HOS/CU/FBP/CR/02/4/MA	Specialty Dishes	200	20	1013 551 05 A	HOS/CU/FBS/CR/02/4/MA	Banquets and Events Operations	180	18
	Sub Total		320	32		Sub Total		330	33
MODULE III					MODULE III				
0611 551 06A	HOS/CU/FBO/BC/01/5/MA	Digital Literacy	40	4	0611 551 06A	HOS/CU/FBO/BC/01/5/MA	Digital Literacy	40	4

PATHWAY A					PATHWAY B				
ISCED UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR	ISCED UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR
1013 551 08A	HOS/CU/FBS/CR/01/3/MA	Food and Beverage Service Skills	100	10	1013 551 08A	HOS/CU/FBP/CR/01/3/MA	Starters and Starter Accompaniments	80	8
1013 551 02A	HOS/CU/FBS/CR/02/3/MA	Food And Beverage Service Techniques	100	10	1013 551 09A	HOS/CU/FBP/CR/02/3/MA	Main Meals Preparation	120	12
1013 551 09 A	HOS/CU/FBS/CR/03/3/MA	Mocktails and Cocktails	120	12	1013 551 10A	HOS/CU/FBP/CR/03/3/MA	Desserts Preparation	100	10
	Sub Total		360	36		Sub Total		340	34
MODULE IV					MODULE IV				
1013 551 14 A	HOS/CU/FBS/CR/01/4/MA	Bar Keeping Operations	150	15	1013 551 14A	HOSCU/FBP/CR/01/4/MA	Pastries Preparation	120	12
1013 551 15 A	HOS/CU/FBS/CR/02/4/MA	Banquets and Events Operations	180	18	1013 551 15A	HOSCU/FBP/CR/02/4/MA	Specialty Dishes	200	20
	Sub Total		330	33		Sub Total		320	32
MODULE V					MODULE V				
0031 551 11A	HOS/CU/FBO/BC/02/5/MA	Communication skills	40	4	0031 541 11A	HOS/CU/FBO/BC/02/5/MA	Communication skills	40	4

PATHWAY A					PATHWAY B				
ISCED UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR	ISCED UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR
0417 551 12A	HOS/CU/FBO/BC/03/5/MA	Work Ethics and Practices	40	4	0417 541 12A	HOS/CU/FBO/BC/03/5/MA	Work Ethics and Practices	40	4
0915 551 07A	HOS/CU/FBO/CC/01/5/MA	Principles Of Food Science and Nutrition	80	8	0915 551 07A	HOS/CU/FBO/CC/01/5/MA	Principles of Food Science and Nutrition	80	8
0413 551 19A	HOS/CU/FBO/BC/04/5/MA	Entrepreneurial Skills	40	4	0413 541 19A	HOS/CU/FBO/BC/04/5/MA	Entrepreneurial Skills	40	4
0413 551 13A	HOS/CU/FBO/CR/01/5/MA	Food And Beverage Costing and Control	100	10	0413 551 13A	HOS/CU/FBO/CR/01/5/MA	Food And Beverage Cost and Control	100	10
Sub Total			300	30	Sub Total			300	30
MODULE VI					MODULE VI				
0915 551 16A	HOS/CU/FBM/CC/01/6/MA	Diet Therapy	70	7	0915 551 16A	HOSCU/FBM/CC/01/6/MA	Diet Therapy	70	7
0413 551 17A	HOSCU/FBM/CC/02/6/MA	Accounting Operations	80	8	0411 551 17A	HOSCU/FBM/CC/02/6/MA	Accounting Operations	80	8
0414 551 20A	HOSCU/FBM/CC/03/6/MA	Marketing Skills	80	8	0414 551 20A	HOSCU/FBM/CC/03/6/MA	Marketing Skills	80	8
Sub Total			230	23	Sub Total			230	23
MODULE VII					MODULE VII				
0541 551 21A	HOSCU/FBM/CC/04/6/MA	Hospitality Research	80	8	0541 551 21A	HOSCU/FBM/CC/04/6/MA	Hospitality Research	80	8

PATHWAY A					PATHWAY B				
ISCED UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR	ISCED UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR
1013 551 22A	HOSCU/FBM/CC/05/6/MA	Food And Beverage Operations Management Principles	250	25	1013 551 22A	HOSCU/FBM/CC/05/6/MA	Food And Beverage Operations Management Principles	250	25
Sub Total			330	33	Sub Total			330	33
	HOSCU/FBM/CR/01/6/MA	Industry Training	480	48		HOSCU/FBM/CR/01/6/MA	Industry Training	480	48
Grand Total			2650	265	Grand Total			2650	265

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Entry Requirements

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

- a) Kenya Certificate of Secondary Education (KCSE) mean grade C- (minus)
Or
- b) Certificate in Food and Beverage Operations KNQF level 5 or related course
Or
- c) Any other qualification equivalent to Food and Beverage Operations as determined by TVETA.

Trainer Qualifications

- a) Have a minimum of KNQF level 7 certificate in Food and Beverage Management, Hospitality Management or its equivalent.
- b) Licensed by TVETA.

Industry Training

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in hospitality sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for that pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

Assessment

The course shall be assessed formatively and summatively:

- a) During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
- b) Number of formative assessments shall minimally be equal to the number of elements in a unit of competency.
- c) During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.
- d) Theory and practical weight shall be as follows:
 - i. 10:90 for unit in modules I and II
 - ii. 30:70 for units in module III, IV and V
 - iii. 40:60 for units in module VI and VII for each unit of learning.
- e) Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

- i) Obtained at least 40% in theory assessment in formative and summative assessments.
- ii) Obtained at least 60% in practical assessment in formative and summative assessment where applicable.

iii) Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.

f) Assessment performance rating for each unit of competency shall be as follows:

MARKS	COMPETENCE RATING
80 -100	Attained Mastery
65 - 79	Proficient
50 - 64	Competent
49 and below	Not Yet Competent
Y	Assessment Malpractice/irregularities
X	Absent
CRNM	Course Requirement Not Met

g) Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

Certification

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with the Kenya National TVET Certificate in Food and Beverage Management Level 6 the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. A Statement of Attainment certificate may be issued upon demonstration of competence in a certifiable element within a unit.

The certificates will be awarded by TVET CDACC

STARTERS AND STARTER ACCOMPANIMENTS

UNIT CODE: 1013 551 01 A

TVET CDACC UNIT CODE: HOSCU/FBP/CR/01/3/MA

UNIT DURATION: 80 HOURS

Relationship to Occupational Standards

This unit addresses the unit of learning: **prepare starters and starter accompaniments.**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to prepare starters and starter accompaniments. It involves Prepare cold starters, prepare hot starters and Prepare starter accompaniments.

Summary of learning outcomes

S/No	Learning Outcomes	Duration (Hours)
1.	Prepare cold starters	30
2.	Prepare hot starters	30
3.	Prepare starter accompaniments	20
Total		80

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Prepare cold starters	<p>1.1 Kitchen organization</p> <p>1.1.1 Kitchen layout</p> <p>1.1.2 Kitchen sections</p> <p>1.1.3 Kitchen main services</p> <p>1.1.3.1 Types of kitchen main services</p> <ul style="list-style-type: none">• Energy• Water• Drainage <p>1.1.3.2 Care and maintenance of service systems</p> <p>1.1.3.3 Types and uses of PPEs</p> <ul style="list-style-type: none">• Safety boots• Side cloth	<ul style="list-style-type: none">• Practical• Project• Portfolio of evidence• Third Party Reports• Written assessments• Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Apron • Chef 's jacket • Chef 's hat • Chef 's trousers/Skirts • Neck tie • Kitchen gloves • Mask <p>1.2 Occupational safety and health</p> <ul style="list-style-type: none"> • Kitchen hazards • Hazard communication • Role of employer and employee on personal protective equipment • Ergonomics • Chemical safety • Fire safety • Workplace stress management • Emergency preparedness <p>1.3 Cleaning materials</p> <ul style="list-style-type: none"> • Water • Sanitizer • Detergents • Salads wash • Paper towel • Sponges <p>1.4 Kitchen tools and equipment</p> <p>1.4.1 Classification of kitchen tools and equipment</p> <ul style="list-style-type: none"> • Large equipment • Mechanical equipment • Small tools <p>1.4.2 Types of preparation, production, presentation and storage tools and equipment</p> <ul style="list-style-type: none"> • Chopping boards • Kitchen Knives 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Glass bowls • Salad spinner • Mixing bowls • Wire whisk • Lemon squeezer • Refrigerator • Salamander • Cooking pots • Blenders • Wooden spoons • Ladle • Conical strainer • Waste bins • Squeegee • Peelers and graters <p>1.4.3 Care and maintenance of food production tools and equipment</p> <p>1.5 Ingredients used</p> <ul style="list-style-type: none"> - Lettuce <ul style="list-style-type: none"> • Tomatoes • Cucumber • Bell peppers • Radish • Onions • Carrots • Beans • Pumpkin • Celery • Avocados • Eggs • Gherkins • Rice • Walnuts • Sun dried tomatoes • Oil • Vinegar • Capers • Olives • Chicken cuts • Beef • Stocks 	

Learning outcome	Content	Suggested Assessment Methods
	<p>1.5.1 Herbs, spices and condiments</p> <p>1.5.1.1 Definition</p> <p>1.5.1.2 Uses</p> <p>1.6 Freshness and quality points for ingredients used</p> <ul style="list-style-type: none"> - HACCP <p>1.7 Preparation of cold starters</p> <p>1.7.1 Preparation techniques of cold starters</p> <ul style="list-style-type: none"> • Chopping • Dicing • Slicing • Blanching • Whisking • Pickling • Marinating <p>1.7.2 Recipes</p> <ul style="list-style-type: none"> • Types of recipes • Recipe interpretation • Recipe conversion <p>1.8 Hygiene practices</p> <p>1.8.1 Personal hygiene</p> <p>1.8.2 Food hygiene</p> <ul style="list-style-type: none"> • Cross contamination prevention • Proper food handling • Temperature control • Food storage • Pest control <p>1.8.3 Kitchen hygiene</p> <p>1.9 Production of cold starters</p> <p>1.9.1 Types of cold starters</p> <p>1.9.1.1 Salads and salad dressings</p> <ul style="list-style-type: none"> • Avocado salad • Coleslaw • Caesar • Greek • Mango • Chef special • Waldorf salad <p>1.9.1.2 Salad dressings</p>	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Balsamic vinegar • Caesar dressing • Mayonnaise • Vinaigrette <p>1.9.1.3 Cold soups</p> <p>1.9.1.4 Cold canapés</p> <p>1.9.2 Production of cold starters</p> <ul style="list-style-type: none"> • Emulsification • Chilling • Mixing <p>1.10 Presentation of cold starters</p> <p>1.10.1 Portioning</p> <p>1.10.2 Plating techniques</p> <p>1.10.3 Presentation equipment selection</p> <p>1.10.4 Garnishing</p> <p>1.11 Cleaning Procedures for tools, equipment and materials</p> <p>1.12 Cleaning procedures for work surfaces and floors</p> <p>1.13 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	
2 Prepare hot starters	<p>2.1 Types of hot starters</p> <p>2.1.1 Hors d'oeuvres</p> <p>2.1.2 Canapés</p> <p>2.1.3 Soups</p> <ul style="list-style-type: none"> • Tomato soup • Minestrone • Leek potato soup • Chicken noodle soup • Clear beef broth • Sweet potato and pumpkin soup • Pumpkin soup • Butter nut soup • Carrot and ginger soup • Cream of mushroom • Roasted aubergine and garlic soup 	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Farmers soup • Crab bisque • Mulligatawny soup <p>2.2 Preparation techniques of hot starters</p> <ul style="list-style-type: none"> • Dicing • Chopping • Mincing • Slicing • Straining <p>2.3 Production of hot starters</p> <ul style="list-style-type: none"> • Frying • Boiling • Steaming • Sautéing • Roasting • Grilling • Baking • Simmering • Skimming <p>2.4 Presentation of hot starters</p> <ul style="list-style-type: none"> • Portioning • Plating techniques • Presentation equipment • Garnishing <p>2.5 Cleaning Procedures for tools, equipment and materials</p> <p>2.6 Cleaning procedures for work surfaces and floors</p> <p>2.7 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	
3 Prepare starters and starter accompaniments	<p>3.1 Types of starter accompaniments</p> <p>3.1.1 Cold starter accompaniments</p> <p>3.1.2 Hot starter accompaniments</p> <p>3.2 Preparation techniques of starter accompaniments</p> <ul style="list-style-type: none"> • Pickling • Marinating 	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments

Learning outcome	Content	Suggested Assessment Methods
	3.3 Production of starter accompaniments <ul style="list-style-type: none"> • Roasting • Grilling • Baking • Chilling • Whisking • Mixing 3.4 Presentation of starter accompaniments <ul style="list-style-type: none"> • Portioning • Plating techniques • Presentation equipment selection • Garnishing 3.5 Waste disposal <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	<ul style="list-style-type: none"> • Oral questioning

Suggested Methods of Delivery

- Practical
- Project
- Demonstration
- Group discussion
- Direct instruction

RECOMMENDED RESOURCES FOR 25 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
	Textbooks	1) Practical cookery for level 3 Advanced technical diploma in professional cookery. 2) Theory of catering 7 TH Edition by Kinton Ceserani and Fosket	5 5	1:5 1:5
	Projector	Functional projector for displaying content during presentations	1	1:25

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Lap top	Functional laptop with online instructional content	1	1:25
	Flash cards	Assorted	5	1:5
	Flip charts	Plain white	2	1:13
	White board markers	Assorted colors	5	1:5
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:25
B	Learning facilities & Infrastructure			
	Lecture/Theory Room	Spacious room with seats for 25 trainees	1	1:25
	Workshop	A Fully Equipped Operational Kitchen including Industrial - Current Tools and Equipment	1	1:25
	Lap tops	Functional with online instructional content.		
	internet	Stable and reliable with bandwidth of 20Mbps		
C	LARGE KITCHEN EQUIPMENT			
	Working table	Stainless steel size 2 by 6 feet	13	1:2
	Sink	Double sink stainless steel	5	1:5
	Gas range	Burner	13	1:2
	Refrigerators	200 to 400 liters capacity with in - built refreeze	2	1:13
	Ovens	Large	2	1:13
	Blender	5-liter capacity Commercial with grinding attachments	2	1:13
	Freezer	Deep freezer 100-liter capacity	1	1:25
	Weighing scale	Assorted sizes	5	1:5
D	SMALL KITCHEN EQUIPMENT			
	Sauce pans	Assorted sizes With lids	50	2:1
	Peeler	Assorted sizes	25	1:1
	Squeezers	Fruit squeezers	5	1:5
	Egg slicer	Stainless steel	1	1:25
	Pastry brushes	Assorted sizes	5	1:5
	Graters	Multi – use	5	1:5
	Cooking sticks	Assorted sizes	25	1:1

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Cooking spoons	Assorted sizes	25	1:1
	Whisks	Balloon	13	1:2
	Bowls	Utility stainless steel bowls assorted sizes	100	4:1
	Plates	Stainless steel utility	100	4:1
	Tea spoons	Stainless steel	25	1:1
	Table spoons	Stainless steel	25	1:1
	Measuring jugs	Assorted	25	1:1
	Measuring spoons	Assorted	5	1:5
	Glass bowls	Assorted sizes	25	1:1
	Conical strainers	Stainless steel assorted sizes	5	1:5
	Colanders	Stainless steel assorted sizes	5	1:5
	Chopping boards	Assorted according to color codes	25	1:1
	Chefs knives	Stainless steel assorted types	25	1:1
	Baking trays	Non- stick assorted sizes	13	1:2
	Hot dishes	Assorted sizes	25	1:1
	Soup tureens	Stainless steel assorted sizes	25	1:1
	Serving spoons	Assorted sizes	25	1:1
	Ladle	Soup, sauce assorted sizes	25	1:1
	Tongs	Assorted sizes	25	1:1
	Sieves	Metallic assorted sizes	10	1:2.5
E. NON-FOOD CONSUMABLES				
	Cling film	50cm X480M	1	1:25
	Grease proof / baking paper	20m X30cm	1	1:25
	Disposable gloves	100pcs per packet	1	1:25
	Aluminum foil paper	Heavy duty 500m	1	1:25
	Muslin cloth	Cotton 12 by 12inches	3	1:8
F. CLEANING MATERIALS				
	Detergent	Multi – purpose set free	3liters	1:8
	Bar soap	Scent free 1kg bar	1	1:25
	Scoring pads	Assorted sizes	10	1:2.5
	Steel wool	Assorted sizes	10	1:2.5
	Window cleaners	1-liter bottles	5	1:5

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Yellow dusters	Non fluffy	25	1:1
E	CLEANING EQUIPMENT			
	Cob web removers	With handles	2	1:12.5
	Soft brushes	Soft	2	1:12.5
	Dustpans and brush	Paired	2	1:12.5
	Mops	Both dry and wet	5	1:5
	Mop buckets	Assorted materials / sizes	5	1:5
	Hard brushes	Hard	5	1:5
	Squeegee	With handles	2	1:12.5
F	SAFETY EQUIPMENT			
	Fire extinguishers	Assorted types	5	1:5
	Fire blankets	Standard size	2	1:12.5
	First aid kit	Complete set	1	1:25
G	WASTE DISPOSAL EQUIPMENT.			
	Dust bins	Large with lids	5	1.5
	Dust bin liners	50 pcs per packet.	1	1.25

Assorted Ingredients

PPEs

MAIN MEAL PREPARATION

UNIT CODE: 1013 551 02A

TVET CDACC UNIT CODE: HOSCU/FBP/CR/02/3/MA

UNIT DURATION: 120 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Learning: **Prepare Main Meal**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to to prepare main meal It involves preparation of protein dishes, starches, vegetables and breakfast items.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Prepare protein dishes	30
2.	Prepare starch dishes	30
3.	Prepare vegetable dishes	30
4.	Prepare breakfast items	30
Total		120

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Prepare protein dishes	1.1 Kitchen organization 1.1.1 Kitchen layout 1.1.2 Kitchen sections 1.1.3 Kitchen main service 1.1.1.3.1 Types of kitchen main services • Energy • Water • Drainage 1.1.1.3.2 Care and maintenance of service systems	<ul style="list-style-type: none">• Practical• Project• Portfolio of evidence• Third Party Reports• Written assessments• Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<p>1.1.1.3.3 Types and uses of PPEs</p> <ul style="list-style-type: none"> • Safety boots • Side cloth • Apron • Chef 's jacket • Chef 's hat • Chef 's trousers/Skirts • Neck tie • Kitchen gloves • Mask <p>1.2 Occupational safety and health</p> <ul style="list-style-type: none"> • Kitchen hazards • Hazard communication • Role of employer and employee on personal protective equipment • Ergonomics • Chemical safety • Fire safety • Workplace stress management • Emergency preparedness <p>1.3 Cleaning tools, equipment and materials</p> <p>1.3.1 Cleaning materials</p> <ul style="list-style-type: none"> • Water • Sanitizer • Detergents • Salads wash • Paper towel • Sponges <p>1.3.2 Kitchen tools and equipment</p> <p>1.3.2.1 Classification of kitchen tools and equipment</p> <ul style="list-style-type: none"> • Large equipment • Mechanical equipment • Small tools 	

Learning outcome	Content	Suggested Assessment Methods
	<p>1.3.2.2 Types of preparation, production, presentation and storage tools and equipment</p> <ul style="list-style-type: none"> • Chopping boards • Kitchen Knives • Glass bowls • Salad spinner • Mixing bowls • Wire whisk • Lemon squeezer • Refrigerator • Salamander • Cooking pots • Blenders • Wooden spoons • Ladle • Conical strainer • Waste bins • Squeegee • Peelers and graters <p>1.4 Care and maintenance of main dishes equipment</p> <p>Herbs, spices and condiments</p> <ul style="list-style-type: none"> • Definition • Uses <p>1.5 Protein dishes recipes</p> <p>1.6 Freshness and quality control (HACCP)</p> <p>1.7 Preparation of protein dishes</p> <p>1.71.Preparation techniques of protein dishes</p> <ul style="list-style-type: none"> • Cuts of meat • Trimming • Seasoning • Tenderizing • Deboning • Brining • Filleting 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Shucking • Searing • Soaking • Whisking • Sorting • Descaling • Pressing • Trussing • Singeing • Stuffing • Sous vide • Marinating • Curing <p>1.72. Recipes</p> <ul style="list-style-type: none"> • Types of recipes • Recipe interpretation • Recipe conversion <p>1.8 Hygiene practices</p> <ul style="list-style-type: none"> • Personal hygiene • Food hygiene • Cross contamination prevention • Proper food handling • Temperature control • Food storage • Pest control <p>1.9 Protein dishes</p> <p>1.9.1 Types of protein dishes</p> <ul style="list-style-type: none"> • Chicken dishes • Beef dishes • Mutton /lamb dishes • Pork dishes • Pulses dishes • Game dishes • Fish dishes • Eggs dishes <p>1.9.2 Production of protein dishes</p> <ul style="list-style-type: none"> • Boiling • Stewing 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Steaming • Grilling/ griddling • Poaching • Sautéing • Roasting • Braising • Baking • Frying • Sous vide • Broiling <p>1.9.3 Quality assessment of a finished protein dish</p> <ul style="list-style-type: none"> • Colour • Texture • Temperature • Flavour • Appearance • Taste • Aroma • Freshness <p>1.10 Sauces</p> <ul style="list-style-type: none"> • Definition • Consistency of sauces • General considerations in sauce making • The role of a sauce in cookery • Classification of sauces • Preparation of sauces • Production of sauces • Thickening of sauces • Finishing of sauces • Storage of sauces <p>1.11 Presentation of protein dishes</p> <ul style="list-style-type: none"> • Plating techniques • Creative ideas • Texture contrast • Presentation plates 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Garnishing 1.12 Cleaning of tools, equipment's and materials 1.13 Cleaning of work surfaces and floors. 1.14 Waste disposal <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	
2. Prepare starch dishes	2.1 Ingredients for starch dishes <ul style="list-style-type: none"> • Potatoes • Wheat flours • Maize flours • Rice • Pasta • Plantains 2.2 Freshness and quality control (HACCP) 2.3 Preparation of starch dishes <ul style="list-style-type: none"> • Peeling • Cutting • Sorting • Grating • Slicing • Turning • Kneading • Blanching • Rolling 2.4 Hygiene practices 2.4.1 Personal hygiene 2.4.2 Food hygiene <ul style="list-style-type: none"> • Cross contamination prevention • Proper food handling • Temperature control • Food storage • Pest control 2.5 Starch dishes 2.5.1 Classification of starches	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Cereals • Farinaceous • Tubers • Roots <p>2.5.2 Starch dishes</p> <ul style="list-style-type: none"> • Rice dishes • Corn dishes • Pasta dishes • Plantains • Wheat dishes • Potatoes dishes • Cassava dishes • Millet dishes • Oat dishes • Yams dishes <p>2.6 Production of starch dishes</p> <p>2.6.1 Production methods and procedures of starch dishes</p> <ul style="list-style-type: none"> • Boiling • Steaming • Roasting • Frying • Sautéing • Simmering • Stewing • Baking <p>2.6.2 Quality assessment of a finished starch dish</p> <ul style="list-style-type: none"> • Colour • Texture • Temperature • Flavour • Appearance • Taste • Aroma • Freshness <p>2.7 Presentation of starch dishes</p> <ul style="list-style-type: none"> • Plating techniques 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Presentation equipment selection • Garnishing <p>2.8 Cleaning of tools, equipment and materials</p> <p>2.9 Cleaning of work surfaces and floors.</p> <p>2.10 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	
3. Prepare vegetables	<p>3.1 Ingredients for vegetable dishes</p> <p>3.1.1 Classification of vegetables</p> <ul style="list-style-type: none"> • Bulb vegetables • Tuber vegetables • Cruciferous/ brassicas • Stem and shoots • Green leafy vegetables • Root vegetables • Fruit vegetable • Pods and seeds • Mushrooms and fungi <p>3.2 Freshness and quality control (HACCP)</p> <p>3.3 Preparation of vegetable dishes</p> <ul style="list-style-type: none"> • Topping and tailing • Shelling • Skinning • Deseeding • Dicing • Slicing • Shredding • Grating • Peeling • Cutting • Chopping • Blanching • Par - boiling <p>3.4 Hygiene practices</p>	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<p>3.4.1 Personal hygiene</p> <p>3.4.2 Food hygiene</p> <ul style="list-style-type: none"> • Cross contamination prevention • Proper food handling • Temperature control • Food storage <p>3.5 Vegetables dishes</p> <p>3.5.1 Types of vegetable dishes</p> <ul style="list-style-type: none"> • Mixed vegetables • Braised red cabbage • Sauté spinach • Stir fried cabbage • Stuffed bell peppers • Deep fried courgettes • Ratatouille • Buttered carrots • Okra curry • Coleslaw • kachumbari • Fried kale • Stir fried cauliflower <p>3.6 Production of vegetable dishes</p> <p>3.6.1 Production methods of vegetable dishes</p> <ul style="list-style-type: none"> • Steaming • Stir-frying • Sautéing • Frying • Stewing • Grilling • Roasted • Boiling <p>3.6.2 Quality assessment of a finished vegetable dish</p> <ul style="list-style-type: none"> • Colour • Texture • Temperature • Flavour 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Appearance • Taste • Aroma • Freshness <p>3.7 Presentation of starch dishes</p> <ul style="list-style-type: none"> • Plating techniques • Preparation equipment selection • Garnishing <p>3.8 Cleaning of tools, equipment and materials</p> <p>3.9 Cleaning of work surfaces and floors.</p> <p>3.10 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	
4. Prepare breakfast items.	<p>4.1 Types of breakfast</p> <ul style="list-style-type: none"> • American • English • Continental • Vegan • Asian • Brunch <p>4.2 Freshness and quality control (HACCP)</p> <p>4.3 Preparation of breakfast items</p> <ul style="list-style-type: none"> • Slicing • Washing • Cutting • Blending • Chopping • Juicing • Peeling • Mincing • Deseeding • Whisking • Mixing • Trimming 	<p>Practical</p> <p>Project</p> <p>Portfolio of evidence</p> <p>Third Party Reports</p> <p>Written assessments</p> <p>Oral questioning</p>

Learning outcome	Content	Suggested Assessment Methods
	<p>4.4 Hygiene practices</p> <p>4.4.1 Personal hygiene</p> <p>4.4.2 Food hygiene</p> <ul style="list-style-type: none"> • Cross contamination prevention • Proper food handling • Temperature control • Food storage <p>4.5 Production of breakfast items</p> <p>4.5.1 Breakfast items</p> <p>4.5.1.1 Classification of breakfast items</p> <ul style="list-style-type: none"> • Grains and Cereals <ul style="list-style-type: none"> • Hot cereals (oat meal, porridge) • Cold cereals (flakes, muesli, granola) • Bread and baked goods (toast, bagels, muffins, croissants, pancakes) • Protein dishes <ul style="list-style-type: none"> • Eggs, (scrambled, fried, omelettes) • Meats (bacon, sausage, ham, smoked salmons) • Dairy (milk, yoghurt cheese) • Plant based proteins • Fruits based <ul style="list-style-type: none"> • Fresh (berries, bananas, apple oranges) • Dried fruits (raisins, cranberries, apricots) • Beverages <ul style="list-style-type: none"> • Hot (coffee, tea, hot chocolate, porridge, speciality drinks) • Cold (juice, smoothies, milk) • Others 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Savoury (breakfast sandwiches, burritos) • Sweet (pancake with syrup, waffles with fruit) • Healthy (smoothies, yoghurt parfaits, oatmeal) <p>4.5.1.2 Production methods for breakfast items</p> <ul style="list-style-type: none"> • Steaming • Frying • sautéing • Frying • Stewing • Grilling • Roasted • Boiling • Poaching <p>4.6 Quality assessment of finished breakfast items</p> <ul style="list-style-type: none"> • Colour • Texture • Temperature • Flavour • Appearance • Taste • Aroma • Freshness <p>4.7 Presentation of breakfast items</p> <ul style="list-style-type: none"> • Plating techniques • Presentation equipment selection • Garnishing <p>4.8 Cleaning of tools, equipment's and materials</p> <p>4.9 Cleaning of work surfaces and floors.</p> <p>4.10 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	

Suggested Methods of Instruction

Practical

Demonstration

Group discussion

Trainer led instructions.

RECOMMENDED RESOURCES FOR 25 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
	Textbooks	1) Practical cookery for level 3 Advanced technical diploma in professional cookery. 2) Theory of catering 7TH Edition by Kinton Ceserani and Fosket	5	1:5
			5	1:5
	Projector	Functional projector for displaying content during presentations	1	1:25
	Lap top	Functional laptop with online instructional content	1	1:25
	Flash cards	Assorted	5	1:5
	Flip charts	Plain white	2	1:13
	White board markers	Assorted colors	5	1:5
	White board	Quality whiteboard for writing during theory instruction	1	1:25
B	Learning facilities & Infrastructure			
	Lecture/Theory Room	Spacious room with seats for 25 trainees.	1	1:25
	Workshop	A fully equipped operational kitchen.	1	1:25
	laptop	Functional with online instructional content.		
	internet	Stable and reliable with bandwidth of 20mbps		
C	LARGE KITCHEN EQUIPMENT			
	Working table	Stainless steel size 2 by 6 feet	13	1:2

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Sink	Double sink stainless steel	5	1:5
	Cooking range	Cooking range	13	1:2
	Refrigerators	200 to 400 liters capacity with in - built re-freeze.	2	1:13
	Ovens	Double decker industrial	2	1:13
	Bain Marie	Industrial	1	1:25
	Blender	30-liter capacity Commercial with grinding attachments	2	1:13
	Weighing scale	Assorted sizes	5	1:5
	Potato chipper	Commercial	1	1:25
	Potato peeler	Electrical 15kg per hour	1	1:25
D	SMALL KITCHEN EQUIPMENT			
	Sauce pans	Assorted sizes With lids	50	2:1
	Peeler	Assorted sizes	25	1:1
	Squeezers	Fruit squeezers	5	1:5
	Pastry brushes	Assorted sizes	5	1:5
	Graters	Multi – use	13	1:2
	Cooking sticks	Assorted sizes	25	1:1
	Cooking spoons	Assorted sizes	25	1:1
	Whisks	Balloon	5	1:5
	Bowls	Utility stainless steel bowls assorted sizes	100	4:1
	Plates	Stainless steel utility	100	4:1
	Tea spoons	Stainless steel	25	1:1
	Table spoons	Stainless steel	25	1:1
	Measuring jugs	Assorted	25	1:1
	Measuring spoons	Assorted	5	1:5
	Glass bowls	Assorted sizes	25	1:1
	Conical strainers	Stainless steel assorted sizes	10	1:3
	Colanders	Stainless steel assorted sizes	10	1:3
	Chopping boards	Assorted according to color codes	25	1:1
	Chefs knives	Stainless steel assorted types	25	1:1
	Baking trays	Non- stick assorted sizes	13	1:2
	Hot dishes	Assorted sizes	25	1:1

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Serving spoons	Assorted sizes	25	1:1
	Ladle	Soup, sauce assorted sizes	25	1:1
	Tongs	Assorted sizes	25	1:1
	Sieves	Metallic assorted sizes	10	1:3
	Chaffing dishes	Triple insert	5	1:5
	Frying pans	Shallow assorted sizes	10	1:3
	Fish slicers	Stainless steel non stick	10	1:3
	Woks	Assorted sizes	10	1:3
	Roasting trays	Assorted sizes	15	1:2
	Kitchen forks	Stainless steel	15	1:2
	Dredgers	Stainless steel	5	1:5
	Pestle and motor	Assorted materials / sizes	5	1:5
	Skewers	Metallic	5	1:5
	Bottle openers	Assorted materials	5	1:5
	Toaster	Stainless steel assorted sizes	2	1:13
	Waffle maker	Stainless steel	1	1:25
	Muffin tins	Non stick	5	1:5
	Casserole dishes	Glass/ceramic	5	1:5
	Perforated spoons	Stainless steel	5	1:5
E. NON-FOOD CONSUMABLES				
	Cling film	50cm X480M	1	1:25
	Grease proof / baking paper	20m X30cm	1	1:25
	Disposable gloves	100pcs per packet	1	1:25
	Aluminum foil paper	Heavy duty 500m	1	1:25
F. CLEANING MATERIALS				
	Detergent	Multi – purpose set free	3liters	1:8
	Bar soap	Scent free 1kg bar	1	1:25
	Scoring pads	Assorted sizes	10	1:3
	Steel wool	Assorted sizes	10	1:3
	Window cleaners	1-liter bottles	5	1:5
	Yellow dusters	Non fluffy	25	1:1
E CLEANING EQUIPMENT				
	Cob web removers	With handles	2	1:13
	Soft brushes	Soft	2	1:13

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Dustpans and brush	Paired	2	1:13
	Mops	Both dry and wet	5	1:5
	Mop buckets	Assorted materials / sizes	5	1:5
	Hard brushes	Hard	5	1:5
	Squeezers	With handles	2	1:13
F	WASTE DISPOSAL EQUIPMENT.			
	Dustbins	Large with lids	6	1:6
	Dustbin liner	50pcs per packet	1	1:25
G	SAFETY EQUIPMENT			
	Fire extinguishers	Assorted types (co2,water,foam)	5	1:5
	Fire blankets	Standard size	2	1:13
	First aid kit	Complete set	1	1:25

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DESSERTS PREPARATION

UNIT CODE: 1013 551 03A

TVET CDACC UNIT CODE: HOSCU/FBP/CR/03/3/MA

UNIT DURATION: 100 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Learning: **prepare desserts**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to prepare desserts. It involves Prepare cold desserts, prepare hot desserts, Prepare accompanying sauces.

Summary of learning outcomes

S/No	Learning Outcomes	Duration (Hours)
1.	Prepare cold desserts	40
2.	Prepare hot desserts	40
3.	Prepare accompanying sauces	20
	Total	100

Learning outcomes, Content and Suggested Assessment Methods

Learning outcomes	Content.	Suggested Assessment Methods
1. Prepare cold desserts	1.1 Kitchen organization 1.1.1 Kitchen layout 1.1.2 Kitchen sections 1.1.3 Kitchen main services 1.1.3.1 Types of kitchen main service <ul style="list-style-type: none">• Energy• Water• Drainage 1.1.3.2 Care and maintenance of service systems 1.1.3.3 Types and uses of PPEs	<ul style="list-style-type: none">• Practical• Project• Portfolio of evidence• Third Party Reports• Written assessments• Oral questioning

Learning outcomes	Content.	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Safety boots • Side cloth • Apron • Chef 's jacket • Chef 's hat • Chef 's trousers/Skirts • Neck tie • Kitchen gloves • Mask <p>1.2 Occupational safety and health</p> <ul style="list-style-type: none"> • Kitchen hazards • Hazard communication • Role of employer and employee on personal protective equipment • Ergonomics • Chemical safety • Fire safety • Workplace stress management • Emergency preparedness <p>1.3 Cleaning tools and equipment and materials</p> <p>1.3.1 Cleaning tools and equipment</p> <ul style="list-style-type: none"> • Mops • Mop bucket • Hard brush • Soft brush • Dust pan and dust pan brush • Cobweb remover • Squeegee • Waste bins <p>1.3.2 Cleaning materials</p> <ul style="list-style-type: none"> • Yellow duster • Scouring pads • Kitchen clothes • Sanitizer • Detergents • Salads wash • Paper towel • Sponges 	

Learning outcomes	Content.	Suggested Assessment Methods
	<p>1.4 Kitchen tools and equipment</p> <p>1.4.1 Classification of kitchen tools and equipment</p> <ul style="list-style-type: none"> • Large equipment • Mechanical equipment • Small tools <p>1.4.2 Types of preparation, production, presentation and storage tools and equipment</p> <ul style="list-style-type: none"> • Chopping boards • Kitchen Knives • Glass bowls • Salad spinner • Mixing bowls • Wire whisk • Lemon squeezer • Refrigerator • Salamander • Cooking pots • Blenders • Wooden spoons • Ladle • Conical strainer • Waste bins • Mop and mop bucket • Scrubbing brush • Dust pan and dust pan brush • Kitchen cloths • Squeegee • Peelers and graters <p>1.5 Ingredients</p> <p>1.5.1 Ingredients for cold desserts</p> <ul style="list-style-type: none"> • Fruits • Nuts • Whipping cream • Cooking chocolate • Milk • Eggs • Sugar • Gelatine • Custard powder 	

Learning outcomes	Content.	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Jelly crystals • Flavourings • Spices • Cocoa powder <p>1.5.2 Recipes</p> <ul style="list-style-type: none"> • Types of recipes • Recipe interpretation • Recipe conversion <p>1.6 Freshness and quality points for ingredients used (HACCP)</p> <p>1.7 Preparation methods of cold desserts</p> <ul style="list-style-type: none"> • Softening • Whipping • Dicing • Grating • Dissolving • Peeling • Slicing • Pureeing • Melting • Whisking • Grinding <p>1.8 Hygiene practices</p> <p>1.8.1 Personal hygiene</p> <p>1.8.2 Food hygiene</p> <ul style="list-style-type: none"> • Cross contamination prevention • Proper food handling • Temperature control • Food storage • Pest control <p>1.9 Production of cold desserts</p> <p>1.9.1 Types of cold desserts</p> <p>1.9.1.1 Frozen</p> <ul style="list-style-type: none"> • Ice creams • Sorbets • Sherbet • Ice pops <p>1.9.1.2 Chilled deserts</p> <ul style="list-style-type: none"> • Pudding and custards 	

Learning outcomes	Content.	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Cheese cakes • Fruit salads • Fruit compote • Fools • Bavarois • Tarts • Mousse • Tiramisu • Cheese cake • Fruit salads • Jellied desserts • Folding <p>1.9.2 Production methods and procedures of cold desserts</p> <ul style="list-style-type: none"> • Chilling • Freezing • Setting • Layering • Mixing • Molding <p>1.9.3 Quality assessment of finished cold desserts</p> <ul style="list-style-type: none"> • Appearance • Texture • Flavor • Temperature • Moisture and freshness • Aroma • Consistency and stability <p>1.10 Presentation of cold desserts</p> <ul style="list-style-type: none"> • Portioning • Plating techniques • Presentation equipment selection • Topping • Decorating <p>1.11 Cleaning of tools, equipment's and materials</p> <p>1.12 Cleaning of work surfaces and floors.</p>	

Learning outcomes	Content.	Suggested Assessment Methods
	1.13 Waste disposal <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	
2. Prepare hot desserts	2.1 Types and uses of PPEs <ul style="list-style-type: none"> • Safety boots • Side cloth • Apron • Chef 's jacket • Chef 's hat • Chef 's trousers/Skirts • Neck tie • Kitchen gloves • Mask 2.2 Occupational safety and health <ul style="list-style-type: none"> • Kitchen hazards • Hazard communication • Role of employer and employee on personal protective equipment • Ergonomics • Chemical safety • Fire safety • Workplace stress management • Emergency preparedness 2.3 Cleaning tools, equipment and materials 2.3.1 Cleaning tools and equipment <ul style="list-style-type: none"> • Mops • Mop bucket • Hard brush • Soft brush • Dust pan and dust pan brush • Cobweb remover • Squeegee • Waste bins 2.3.2 Cleaning materials <ul style="list-style-type: none"> • Yellow duster • Scouring pads • Kitchen clothes • Sanitizer 	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning

Learning outcomes	Content.	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Detergents • Salads wash • Paper towel • Sponges <p>2.4 Kitchen tools and equipment</p> <p>2.5 Ingredients for hot desserts</p> <ul style="list-style-type: none"> • Milk • Cream • Butter • Eggs • Sugar • Wheat flour • Margarine • Fruits • Flavorings • Spices • Chocolate • Cocoa • Nuts • Seeds • Leavening agents <p>2.6 Freshness and quality points for ingredients used (HACCP)</p> <p>2.7 Preparing hot desserts</p> <ul style="list-style-type: none"> • Chopping • Dicing • Whisking • Creaming • Sifting • Caramelizing • Melting • Zesting • Juicing • Pureeing • Rubbing in • Folding • Grinding • Infusion kneading • Rolling and shaping • Crumbling • Coating 	

Learning outcomes	Content.	Suggested Assessment Methods
	<p>2.8 Hygiene practices</p> <p>2.8.1 Personal hygiene</p> <p>2.8.2 Food hygiene</p> <ul style="list-style-type: none"> • Cross contamination prevention • Proper food handling • Temperature control • Food storage • Pest control <p>2.9 Production of hot desserts</p> <p>2.9.1 Types of hot desserts</p> <ul style="list-style-type: none"> • Fruit based desserts • Custard and cream based • Pastry based • Compotes and poached fruits • Flambe desserts • Fried desserts • Souffles • Meringue based • Puddings <p>2.9.2 Production methods for hot desserts</p> <ul style="list-style-type: none"> • Frying • Baking • Steaming • Boiling • Flambéing • Poaching <p>2.9.3 Quality assessment of a finished hot desserts</p> <ul style="list-style-type: none"> • Appearance • Texture • Flavour • Temperature • Moisture and freshness • Aroma • Consistency and stability. • Creativity and originality <p>2.10 Presenting hot desserts</p> <ul style="list-style-type: none"> • Portioning 	

Learning outcomes	Content.	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Plating techniques • Presentation equipment selection • Topping • Decorating <p>2.11 Cleaning of tools, equipment's and materials</p> <p>2.12 Cleaning of work surfaces and floors.</p> <p>2.13 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	
3. Prepare accompanying sauces	<p>3.1 Types and uses of PPEs</p> <ul style="list-style-type: none"> • Safety boots • Kitchen cloth • Apron • Chef 's jacket • Chef 's hat • Chef 's trousers/Skirts • Neck tie • Kitchen gloves • Mask <p>3.2 Occupational safety and health</p> <ul style="list-style-type: none"> • Kitchen hazards • Hazard communication • Role of employer and employee on personal protective equipment • Ergonomics • Chemical safety • Fire safety • Workplace stress management • Emergency preparedness <p>3.3 Cleaning tools, equipment and materials</p> <p>3.3.1 Cleaning tools and equipment</p> <ul style="list-style-type: none"> • Mops • Mop bucket • Hard brush • Soft brush 	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning

Learning outcomes	Content.	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Dust pan and dust pan brush • Cobweb remover • Squeegee • Waste bins • Cleaning materials • Yellow duster • Scouring pads • Kitchen clothes • Sanitizer • Detergents • Salads wash • Paper towel • Sponges <p>3.4 Preparing sweet sauces</p> <ul style="list-style-type: none"> • Chopping • Dicing • Whisking • Sifting • Caramelizing • Melting • Zesting • Juicing • Pureeing • Folding • Grinding • Infusion • Blending <p>3.5 Hygiene practices</p> <p>3.5.1 Personal hygiene</p> <p>3.5.2 Food hygiene</p> <ul style="list-style-type: none"> • Cross contamination prevention • Proper food handling • Temperature control • Food storage <p>3.6 Production of sweet sauces</p> <p>3.6.1 Types of sweet sauces</p> <ul style="list-style-type: none"> • Caramel sauce • Chocolate sauce • Butter scotch sauce • Crème anglaise 	

Learning outcomes	Content.	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Fruit sauces • Fruit coulis • Fruit compote • Fruit curd • Hot fudge • Chocolate sauce <p>3.6.2 Production methods for sweet sauces</p> <ul style="list-style-type: none"> • Thickening • Reduction • Straining • Enriching • Binding • Emulsifying • Deglazing • Caramelizing <p>3.6.3 Quality assessment of sweet sauces.</p> <ul style="list-style-type: none"> • Appearance • Texture • Flavor • Temperature • Moisture and freshness • Aroma • Consistency and stability <p>3.7 Presenting sweet sauces</p> <ul style="list-style-type: none"> • Portioning • Plating techniques • Presentation equipment selection <p>3.8 Cleaning of tools, equipment's and materials</p> <p>3.9 Cleaning of work surfaces and floors.</p> <p>3.10 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	

Suggested Methods of Instruction

- Practical

- Demonstration
- Group discussion
- Direct instruction

RECOMMENDED RESOURCES FOR 25 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
	Textbooks	1) Practical cookery for level 3 Advanced technical diploma in professional cookery. 2) Theory of catering 7TH Edition by Kinton Ceserani and Fosket	5	1:5
			5	1:5
	Projector	Functional projector for displaying content during presentations	1	1:25
	Lap top	Functional laptop with online instructional content	1	1:25
	Flash cards	Assorted	5	1:5
	Flip charts	Plain white	2	1:13
	White board markers	Assorted colors	5	1:5
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:25
B	LEARNING FACILITIES & INFRASTRUCTURE			
	Lecture/Theory Room	Spacious room with seats for 25 trainees, approximately 60 sqm	1	1:25
	Workshop	A Fully Equipped Operational Kitchen.	1	1:25
	laptop	laptop Functional with online instructional content.		
	internet	Stable and reliable with bandwidth of 20mbps		
C	LARGE KITCHEN EQUIPMENT			
	Working table	Stainless steel size 2 by 6 feet	13	1:2
	Sink	Double sink stainless steel	5	1:5
	Gas range	Burner	13	1:2

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Refrigerators	200 to 400 liters capacity with in - built refreeze	2	1:13
	Ovens	Large	2	1:13
	Blender	5-liter capacity Commercial with grinding attachments	2	1:13
	Freezer	Deep freezer 100-liter capacity double door	1	1:25
	Weighing scale	Assorted sizes	5	1:5
D	SMALL KITCHEN EQUIPMENT			
	Sauce pans	Assorted sizes with lids	25	1:1
	Peeler	Assorted sizes	25	1:1
	Squeezers	Fruit squeezers	5	1:5
	Cutters	Egg assorted sizes	25	1:1
	Pastry brushes	Assorted sizes	25	1:1
	Graters	Multi – use	25	1:1
	Cooking sticks	Assorted sizes	25	1:1
	Cooking spoons	Assorted sizes	25	1:1
	Whisks	Balloon	25	1:1
	Bowls	Utility stainless steel bowls assorted sizes	100	4:1
	Plates	Stainless steel utility	100	4:1
	Tea spoons	Stainless steel	25	1:1
	Table spoons	Stainless steel	25	1:1
	Measuring jugs	Assorted	25	1:1
	Measuring spoons	Assorted	25	1:1
	Glass bowls	Assorted sizes	25	1:1
	Conical strainers	Stainless steel assorted sizes	10	1:3
	Chopping boards	Assorted according to color codes	10	1:3
	Chefs knives	Stainless steel assorted types	25	1:1
	Spatulas	Rubber assorted sizes	25	1:1
	Baking trays	Non- stick assorted sizes	25	1:1
	Hot dishes	Assorted sizes	25	1:1
	Serving spoons	Assorted sizes	25	1:1
	Ladle	Soup, sauce assorted sizes	25	1:1
	Tongs	Assorted sizes	25	1:1
	Sieves	Metallic assorted sizes	10	1:3
	Muffin tins	Assorted sizes	5	1:5
	Coupes	Assorted types	25	1:1

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Moulds	Assorted types	25	1:1
	Scoops	Assorted sizes	10	1:3
	Rolling pins	Assorted sizes, shapes	10	1:3
	Pipping bags and nozzles	Reusable or disposal	5	1:5
	Serrated knives	Stainless steel	10	1:3
	Pastry cutters	Stainless steel	10	1:3
	Pallet knives	Stainless steel	10	1:3
	Turn table	Plastic/metallic	2	1:13
	Cooling racks	Stainless steel	5	1:5
E.	NON-FOOD CONSUMABLES			
	Cling film	50cm X480M	1	1:25
	Grease proof / baking paper	20m X30cm	1	1:25
	Disposable gloves	100pcs per packet	1	1:25
	Aluminum foil paper	Heavy duty 500m	1	1:25
F.	CLEANING MATERIALS			
	Detergent	Multi – purpose set free	3liters	1:8
	Bar soap	Scent free 1kg bar	1	1:25
	Scoring pads	Assorted sizes	10	1:3
	Steel wool	Assorted sizes	10	1:3
	Window cleaners	1-liter bottles	5	1:5
	Yellow dusters	Non fluffy	25	1:1
E	CLEANING EQUIPMENT			
	Cob web removers	With handles	2	1:13
	Soft brushes	Soft	2	1:13
	Dustpans and brush	Paired	2	1:13
	Mops	Both dry and wet	5	1:5
	Mop buckets	Assorted materials / sizes	5	1:5
	Hard brushes	Hard	5	1:5
	Squeezers	With handles	2	1:13
F	SAFETY EQUIPMENT.			

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Fire extinguishers	Assorted types(co2,water,foam)	5	1:5
	Fire blankets	Standard size	2	1:13
	First aid kit	Complete set	1	1:25
F	WASTE DISPOSAL EQUIPMENT.			
	Dustbins	Large with lids	6	1.6
	Dustbin liner	50pcs per packet	1	1:25

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PASTRIES PREPARATION

UNIT CODE: 1013 551 04A

TVET CDACC UNIT CODE: HOSCU/FBP/CR/01/4/MA

UNIT DURATION: 120 Hours

Relationship to Occupational Standards

This unit addresses the unit of competency: **prepare pastries**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to prepare pastries. It involves preparation of short pastry, sugar pastry, puff pastry, choux pastry.

Summary of Learning Outcomes

S/No	Learning Outcomes	Duration (Hours)
1.	Prepare short pastry	30
2.	Prepare sugar pastry	30
3.	Prepare puff pastry	40
4.	Prepare choux pastry	20
Total		120

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare short pastry	<p>1.1 Definition of terms</p> <ul style="list-style-type: none">• Pastry• Short pastry <p>1.2 PPEs and their uses</p> <ul style="list-style-type: none">• Kitchen boots• Kitchen cloth• Apron• Chef 's jacket• Chef 's hat• Chef 's trousers/Skirts• Neck tie	<ul style="list-style-type: none">• Practical• Interview• Third Party Reports• Written Tests• Project

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Oven gloves <p>1.3 Rules and best practices when making pastries</p> <ul style="list-style-type: none"> • Measuring accurately • Keeping ingredients cold • Using the right flour • Handling dough gently • Chilling dough • Ventilation for pastries • Using quality ingredients <p>1.4 Hygiene practices</p> <p>1.4.1 Personal hygiene</p> <p>1.4.2 Environmental hygiene</p> <ul style="list-style-type: none"> • Cleaning procedures for work surfaces and equipment • Cleaning materials for work surfaces and equipment <p>1.4.3 Food hygiene</p> <ul style="list-style-type: none"> • HACCP <ul style="list-style-type: none"> • Definition • Identification of critical control points <p>1.5 Classification of equipment for making pastries</p> <ul style="list-style-type: none"> • Large • Mechanical • Small <p>1.6 Ingredients for pastry making</p> <p>1.7 Techniques for preparing pastry</p> <ul style="list-style-type: none"> • Adding fat to flour • Blending /mixing <p>1.8 Techniques used in handling pastry</p> <ul style="list-style-type: none"> • Folding • Kneading • Relaxing • Shaping • Docking • modified straight dough ing • Cutting • Glazing 	

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.9 Cooking methods for pastry products</p> <ul style="list-style-type: none"> • Baking • Steaming • Frying <p>1.10 Identification of ingredients for short pastry</p> <ul style="list-style-type: none"> • Flour • Shortening /margarine /butter • Eggs • Essence/ flavorings <p>1.11 Short pastry making process</p> <ul style="list-style-type: none"> • Mixing the dry ingredients • Cutting in the fat • Kneading • Chilling the dough • modified straight doughing and shaping <p>1.12 Short pastry products</p> <ul style="list-style-type: none"> • Fruit pie • Treacle tart • Cheese and ham savoury flan • Cornish pasties • Turnovers <p>1.13 Qualities of well-made short pastry</p> <ul style="list-style-type: none"> • Texture • Colour • Flavor <p>1.14 Faults in short pastry</p> <p>1.15 Methods of finishing pastry products</p> <ul style="list-style-type: none"> • Dusting • Piping • Filling <p>1.16 Packaging and storage</p> <ul style="list-style-type: none"> • Packaging materials • Labelling • Storage guide 	

Learning Outcome	Content	Suggested Assessment Methods
2. Prepare sugar pastry	2.1 Hygiene practices <ul style="list-style-type: none"> 2.1.1 Personal hygiene 2.1.2 Environmental hygiene <ul style="list-style-type: none"> 2.1.2.1 Cleaning procedures for work surfaces and equipment 2.1.2.2 Cleaning materials for work surfaces and equipment 2.1.2.3 Waste disposal <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 2.1.3 Food hygiene <ul style="list-style-type: none"> 2.1.3.1 HACCP <ul style="list-style-type: none"> • Definition • Identification of critical control points 2.2 Sugar pastry making process <ul style="list-style-type: none"> • Mixing of dry ingredients • Cutting in the fat • Kneading • Chilling the dough • Modified straight dough ing and shaping 2.3 Flan cases <ul style="list-style-type: none"> • Preparation of flan cases • Blind baking 2.4 Sugar pastry products <ul style="list-style-type: none"> • Biscuits • Cookies • Pear and almond tart • Banana flan • Apple flan • Lemon tart • Lemon meringue pie • Bakewell tart 2.5 Packaging and storage <ul style="list-style-type: none"> • Packaging materials • Labelling • Storage guide 	<ul style="list-style-type: none"> • Practical • Interview • Third Party Reports • Written Tests • Project

Learning Outcome	Content	Suggested Assessment Methods
3. Prepare puff pastry	3.1 Hygiene practices <ul style="list-style-type: none"> 3.1.1 Personal hygiene 3.1.2 Environmental hygiene <ul style="list-style-type: none"> 3.1.2.1 Cleaning procedures for work surfaces and equipment 3.1.2.2 Cleaning materials for work surfaces and equipment 3.1.2.3 Waste disposal <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 3.1.3 Food hygiene <ul style="list-style-type: none"> 3.1.3.1 HACCP <ul style="list-style-type: none"> • Definition • Identification of critical control points 3.2 Identification of ingredients for puff pastry <ul style="list-style-type: none"> • Flour • Shortening/ Margarine/ Butter (salted and unsalted) • Lemon juice • Ice cold water 3.3 Methods of preparing puff pastry <ul style="list-style-type: none"> • French method 3.4 Puff pastry products <ul style="list-style-type: none"> • Jam turnovers • Puff pastry slices • Sausage modified straight dough s • Meat pies 3.5 Qualities of well-made puff pastry products <ul style="list-style-type: none"> • Texture • Colour • Flavor 3.6 Faults in puff pastry products 3.7 Packaging and storage 3.8 Packaging materials <ul style="list-style-type: none"> • Labelling • Storage guide 	<ul style="list-style-type: none"> • Practical • Interview • Third Party Reports • Written Tests • Project

Learning Outcome	Content	Suggested Assessment Methods
4. Prepare choux pastry	4.1 Definition of terms <ul style="list-style-type: none"> • Choux pastry 4.2 Hygiene practices 4.2.1 Personal hygiene 4.2.2 Environmental hygiene 4.2.2.1 Cleaning procedures for work surfaces and equipment 4.2.2.2 Cleaning materials for work surfaces and equipment 4.2.2.3 Waste disposal <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 4.2.3 Food hygiene 4.2.3.1 HACCP <ul style="list-style-type: none"> • Definition • Identification of critical control points 4.3 Ingredients 4.3.1 Ingredients for making choux pastry <ul style="list-style-type: none"> • Water • Butter / margarine • Sugar • Salt • Flour • Eggs 4.3.2 Assembling and weighing of ingredients 4.4 Choux pastry making process <ul style="list-style-type: none"> • Boiling water • Stirring • Cooling 4.5 Production of choux pastry products <ul style="list-style-type: none"> • Baking • Deep frying 4.6 Packaging and storage <ul style="list-style-type: none"> • Packaging materials • Labelling • Storage guide 	<ul style="list-style-type: none"> • Practical • Interview • Third Party Reports • Written Tests • Project

Suggested Methods of Instruction

- Practical
- Projects
- Demonstration
- Group discussion
- Direct instruction

RECOMMENDED RESOURCES FOR 25 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
	Textbooks	1) Practical cookery for level 4 Advanced technical diploma in professional cookery. 2) Theory of catering 7TH Edition by Kinton Ceserani and Fosket	1	1:25
	Projector	Functional projector for displaying content during presentations	1	1:25
	Lap top	Functional laptop with online instructional content	1	1:25
	Flip charts	Plain white	1	1:25
	White board markers	Assorted	1	1:25
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:25
B	LEARNING FACILITIES & INFRASTRUCTURE			
	Lecture/Theory Room	Spacious room with minimum capacity for 25 trainees	1	1:25
	Workshop	A Fully Equipped Operational Kitchen including Industrial - Current Tools and Equipment	1	1:25
C	LARGE KITCHEN EQUIPMENTS			
	Working table	Stainless steel size 2 by 6 feet	7	1:4

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Sink	Double sink stainless steel	4	1:6
	Burner	Gas range	7	1:4
	Refrigerators	200 to 400 litres capacity with in - built refreeze	1	1:25
	Displays table	Stainless steel	1	1:25
	Ovens	Electric/ charcoal/ gas	1	1:25
	Blender	With grinding attachments	1	1:25
	Freezer	Deep freezer double door	1	1:25
	Weighing scale	Digital and manual assorted sizes	5	1:5
D	SMALL KITCHEN EQUIPMENTS			
	Sauce pans	Assorted sizes with lids	13	1:2
	Peelers		5	1:5
	Squeezers	lemon squeezers	5	1:5
	Pastry brushes		5	1:5
	Graters	Multi – use	5	1:5
	Cooking spoons	Assorted sizes	14	1:2
	Whisks	Balloon	14	1:2
	Bowls	Utility stainless steel bowls assorted sizes	100	4:1
	Plates	Stainless steel utility	100	4:1
	Tea spoons	Stainless steel	25	1:1
	Table spoons	Stainless steel	25	1:1
	Measuring jugs	Assorted sizes	14	1:1
	Measuring spoons		5	1:5

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Glass bowls	Assorted sizes	25	1:1
	Chopping boards	Assorted according to colour codes	10	1:3
	Chef's knives	Stainless steel assorted types	25	1:1
	Spatulas	Rubber assorted sizes	5	1:5
	Baking trays	Non- stick assorted sizes	10	1:3
	Tongs		5	1:5
	Modified straight doughing pins		5	1:5
	Serrated knife	Stainless steel	5	1:5
	Pallet knife	Stainless steel	5	1:5
	Piping bag nozzles	Assorted	5	1:5
	Pastry cutters		5	1:5
	Piping bag		5	1:5
	Sieves	Metallic assorted sizes	5	1:5
E. NON-FOOD CONSUMABLES				
	Cling film	50cm X480M	1	1:25
	Grease proof / baking paper	20m X30cm	1	1:25
	Disposable gloves	100pcs per packet	1	1:25
	Dustbin liner	50pcs per packet	1	1:25
	Aluminium foil paper	Heavy duty 500m	1	1:25
F. CLEANING MATERIALS				
	Detergent	Multi – purpose set free	3liters	1:8

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Bar soap	Scent free 1kg bar	1	1:25
	Scoring pads	Assorted sizes	10	1:2.5
	Steel wool	Assorted sizes	10	1:2.5
	Window cleaners	1 litre bottles	5	1:5
	Yellow dusters	Non fluffy	25	1:1
E	CLEANING EQUIPMENT			
	Cob web brushes	With handles	2	1:12.5
	Soft brushes	With handle	2	1:12.5
	Dustpans and brush	Paired	2	1:12.5
	Mops	Both dry and wet	5	1:5
	Mop buckets	Assorted materials / sizes	5	1:5
	Hard brushes	With and without handles	5	1:5
	Squeezers	With handles	2	1:13
	Dustbins	Large with lids	4	1:6
F	SAFETY EQUIPMENTS			
	Fire extinguishers	Assorted types (CO2, foam, water)	3	1:8
	Fire blankets	Standard size	2	1:12.5
	First aid kit	Complete set	1	1:25

Variety of Ingredients

PPEs

SPECIALITY DISHES PREPARATION

UNIT CODE: 1013 551 05A

TVET CDACC UNIT CODE: HOSCU/FBP/CR/02/4/MA

UNIT DURATION: 200 Hours

UNIT DESCRIPTION:

Relationship to Occupational Standards

This unit addresses the Unit of Learning: **Prepare speciality dishes**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to prepare specialty dishes. It involves preparation of local dishes, vegetarian dishes, international dishes and sea foods.

Summary of learning outcomes

S/No	Learning Outcomes	Duration (Hours)
1.	Prepare local dishes	50
2.	Prepare vegetarian dishes	50
3.	Prepare international dishes	50
4.	Prepare sea foods	50
Total		200

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Prepare local dishes	1.1 Kitchen organization 1.1.1 Kitchen layout <ul style="list-style-type: none">• Work triangle• Choice of kitchen layout 1.1.2 Kitchen sections <ul style="list-style-type: none">• Staff structure	<ul style="list-style-type: none">• Practical• Project• Portfolio of evidence• Third Party Reports

Learning outcome	Content	Suggested Assessment Methods
	<p>1.1.3 Kitchen services and/or resources</p> <ul style="list-style-type: none"> • Water • Fuel • Energy • Time • Drainage (services) • Ventilation (services) <p>1.1.4 Factors to consider when designing a kitchen.</p> <p>1.2 Kitchen/ workshop Safety</p> <ul style="list-style-type: none"> • PPEs • Safety boots • Side cloth • Apron • Chef 's jacket • Chef 's hat • Chef 's trousers/Skirts • Neck tie • Kitchen gloves • Mask • Oven gloves <p>1.2.2 OSH practices (OSHA)</p> <p>1.3 Hygiene practices</p> <p>1.3.1 Personal hygiene</p> <p>1.3.2 Environmental hygiene</p> <p>1.3.2.1 Cleaning tools and materials</p> <ul style="list-style-type: none"> • Detergent • Mops • Mop buckets • Dust pan • Broom • Sanitizers <p>1.3.3 Food hygiene</p> <ul style="list-style-type: none"> • Food Safety Act • HACCP <p>1.4 Kitchen tools and equipment</p>	<ul style="list-style-type: none"> • Written assessments • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<p>1.4.1 Classification of kitchen tools and equipment</p> <ul style="list-style-type: none"> • Large equipment • Mechanical equipment • Small tools <ul style="list-style-type: none"> • Pans • Pots • Kitchen knives • Wooden spoons • Colanders • Whisks • Wok <p>1.5 Ingredients for local dishes</p> <p>1.5.1 Ingredients used</p> <ul style="list-style-type: none"> • Local vegetables • Herbs and spices • Meats (goat, beef, sheep, fish, camel, game, termites, chicken, rabbit) • Local cereals (maize, sorghum, millet, oats, barley, rice) • Pulses (cowpeas, pigeon peas, green grams, beans, lentils) • Local starches (sweet potatoes, cassava, yams, arrowroots, plantains) <p>1.5.2 Quality and freshness</p> <p>1.6 Recipes</p> <p>1.6.1 Definition</p> <ul style="list-style-type: none"> • Recipe <p>1.6.2 Types of recipes</p> <p>1.6.3 Standard recipe</p> <p>1.6.4 Modified recipe</p> <p>1.6.5 Importance</p> <p>1.6.6 Writing recipes</p> <p>1.6.7 Costing and pricing recipes</p>	

Learning outcome	Content	Suggested Assessment Methods
	<p>1.7 Previous preparation tasks</p> <ul style="list-style-type: none"> • Collecting and assembling equipment and materials • Collecting, assembling and weighing ingredients for local dishes <p>1.8 Types of local dishes</p> <ul style="list-style-type: none"> • Mokimo • Kimanga • Mafuke • Matoke • Mushenye • Pilau • Muthokoi • Aliya • Nyama choma • Githeri • Irio (one-pot meal) • Samaki wa kupaka • Biryani • Groundnut sauce • Mutura <p>1.9 Types of local themes</p> <ul style="list-style-type: none"> • Swahili / coastal dishes • Kikuyu • Luhya • Kamba • Masai • Somali • Kalenjin • Meru • Luo <p>1.10 Preparation methods of local dishes</p> <p>1.11 Production methods and procedures of local dishes</p>	

Learning outcome	Content	Suggested Assessment Methods
	1.12 Quality assessment of finished local dishes 1.13 Presentation of local dishes <ul style="list-style-type: none"> • Plating (uteo, clay platters and pots, guards, calabash, bamboo baskets, wooden trays, banana/palm leaves) 1.14 Storage of local dishes 1.15 Post production tasks 1.16 Waste disposal <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	
2. vegetarian dishes	2.1 Types of vegetarian dishes <ul style="list-style-type: none"> • Semi- vegetarian • Vegans • Lacto-ovo • Fruitarian • Lacto - vegetarian 2.2 Preparation methods of vegetarian dishes 2.3 Production methods and procedures of vegetarian dishes 2.4 Quality assessment of finished vegetarian dishes 2.5 Presentation of vegetarian dishes 2.6 Storage of vegetarian dishes 2.7 Post production tasks <ul style="list-style-type: none"> • Final clearing 2.8 Waste disposal <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning
3. Prepare sea foods	3.1 Classification of sea foods 3.1.1 Types of sea foods <ul style="list-style-type: none"> • Fried Calamari 	<ul style="list-style-type: none"> • Practical • Project

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Steamed Crab • Grilled Lobster • Prawn masala • Grilled octopus • Oysters <p>3.2 Sauces accompanying sea foods</p> <p>3.3 Preparation methods of sea foods</p> <p>3.4 Production methods and procedures of sea foods</p> <p>3.5 Quality assessment of finished sea foods</p> <p>3.6 Presentation of sea foods</p> <p>3.7 Storage of sea foods</p> <p>3.8 Post production tasks</p> <ul style="list-style-type: none"> • Final clearing <p>3.9 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	<ul style="list-style-type: none"> • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning
4. Prepare international dishes	<p>4.1 Ingredients used in international dishes</p> <ul style="list-style-type: none"> • Pasta • Caviar • Wheat • Cheese • Wines • Vinegar • Soy sauce • Chives <p>4.2 Types of international dishes</p> <ul style="list-style-type: none"> • Japanese (Sushi) • Italian (Lasagna, Bolognese) • Indian (Paneer masala) • Russian (Stroganoff) • Chinese (sweet and sour pork) • Irish (Irish stew) 	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • American (chilli corn cane) • French (beef bourguignon) • Oriental cuisines <p>4.3 Preparation methods of international dishes</p> <p>4.4 Production methods and procedures of international dishes</p> <p>4.5 Quality assessment of finished international dishes</p> <p>4.6 Presentation of international dishes</p> <p>4.7 Storage of international dishes</p> <p>4.8 Post production tasks</p> <ul style="list-style-type: none"> • Final clearing <p>4.9 Waste disposal</p> <ul style="list-style-type: none"> • Types of waste • Methods of waste disposal 	

Suggested Methods of Instruction

- Practical
- Demonstration
- Group discussion
- Trainer led instruction.

RECOMMENDED RESOURCES FOR 25 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
	Textbooks	<p>1) Practical cookery for level 3 Advanced technical diploma in professional cookery.</p> <p>2) Theory of catering 7TH Edition by Kinton Ceserani and Fosket</p>	25	1:1

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Projector	Functional projector for displaying content during presentations	1	1:25
	Lap top	Functional laptop with online instructional content	1	1:25
	Flash cards	Assorted	5	1:5
	Flip charts	Plain white	2	1:13
	White board markers	Assorted colors	5	1:5
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:25
B	Learning facilities & Infrastructure			
	Lecture/Theory Room	Spacious room with seats for 25 trainees, approximately 60 sqm	1	1:25
	Workshop	A Fully Equipped Operational Kitchen including Industrial - Current Tools and Equipment	1	1:4
C	LARGE KITCHEN EQUIPMENT			
	Working table	Stainless steel size 2 by 6 feet	13	1:2
	Sink	Double sink stainless steel	5	1:6
	Burner	12 Burner gas range	2	1:2
	Refrigerators	200 to 400 liters capacity with in - built refreeze	2	1:12
	Food displays	Cold food displays	2	1:12
	Ovens	Double decker industrial oven	2	1:12
	Bain Marie	Industrial	2	1:12
	Commercial mixer	60 liter capacity With dough hooks	1	1:25
	Blender	30 liter capacity Commercial with grinding attachments	2	1:25
	Freezer	Deep freezer 650 liter capacity double door	1	1:25
	Weighing scale	Electrical assorted sizes	4	1:6
	Potato chipper	Electrical, Commercial	1	1:25
	Potato peeler	Electrical 300kg per hour	1	1:25

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Commercial Griddle plate	Temperature adjustable from 65-300°C/150-570°F W310*D568*H370mm	1	1:25
	Electric grill	750mm(W)×520mm(D)×310mm(H)	1	1:25
	Charcoal grill	Heavy-Duty Charcoal BBQ Grills Extra Large Outdoor Barbecue Grill with 794 SQ.IN	1	1:25
	Steamer	GDA-3 Steamer, Dual-Pressure, Gas 10inch Diameter	1	1:25
	Mincer	TK-M8 Meat mincer - Light duty (60kg/hr)	1	1:25
	Commercial juicer	Commercial juicer	2	1:12
	Chaffing dishes	Triple insert chaffing dishes	5	1:5
D	SMALL KITCHEN EQUIPMENT			
	Sauce pans	Assorted sizes With lids	50	2:1
	Shallow Frying pans	Assorted sizes	50	2:1
	Wok	360 mm (14 in) wok with handle	25	1:1
	Fish slice	Metallic fish slice	25	1:1
	Local food preparation and presentation equipment	Uteo Calabash Cooking pots Wooven baskets		
	Roasting trays	Assorted	25	1:1
	Kitchen forks	5.5 to 8 inches (140 to 200 mm) and two or three narrow tines	25	1:1
	Tongs	Assorted size (9 inch to 16 inch length)	12	2:1
	Perforated spoons	Stainless steel long oval perforated spoon	25	1:1
	Baking Sheets	jelly roll pans cookie sheets	25	1:1
	Spider	Stainless Steel 6.3inch	25	1:1
	Baking pan	Assorted pans 8- or 9-inch square 13 x 9-inch baking Dish	25	1:1

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
		9-inch round cake pans 9- x 5-inch bread pans 12-cup (2 1/2-inches muffin tins 8×1 1/2-inch pie plate/dish		
	Casserole Dishes	Ceramic or glass bakeware.	25	1:1
	Colander	7- to 9-inches diameter	25	1:1
	Sifter	7- to 9-inches diameter	25	1:1
	Wire Whisks	Spider shaped	20	1:1
	Utility plates	Stainless steel	100	4:1
	Utility bowls	Stainless steel(Assorted sizes)	100	4:1
	Dredgers	Stainless steel	5	1:5
	Thermos flask	Assorted sizes	25	1:1
	Measuring cups and spoons	Assorted sizes	5 sets	1:5
	Glass bowls	Assorted sizes	25	1:1
	Chopping boards	Assorted colour codes in sets	50	2:1
	Chefs Knives	8inch 12.32cm	25	1:1
	Butchers cleavers	7 inch 17.78 cm	5	1:5
	Paring knives	3 inch 7.62cm	25	1:1
	Boning	5" 12.7 cm	25	1:1
	Serrated knife	9 inches 22.86cm	10	1:2
	Pallet knife	5" 12.7 cm	5	1:5
	Filleting knife	5" 12.7 cm	5	1:5
	Peelers	Stainless steel	25	1:1
	Can opener	standard	1	1:25
	Motar and pestle	Ceramic	5	1:2
	Weighing scale	Manual and digital	5	1:5
	Peeler	Assorted sizes	25	1:1
	Squeezers	Fruit squeezers	25	1:1
	Cutters	Egg assorted sizes	25	1:1
	Pastry brushes	Assorted sizes	25	1:1
	Graters	Multi – use	25	1:1
	Cooking sticks	Assorted sizes	25	1:1

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Cooking spoons	Assorted sizes	25	1:1
	Whisks	Balloon	25	1:1
	Bowls	Utility stainless steel bowls assorted sizes	100	4:1
	Plates	Stainless steel utility	100	4:1
	Thermos flasks	Assorted sizes (1 – 5liters)	10	1:2.5
	Tea spoons	Stainless steel	25	1:1
	Table spoons	Stainless steel	25	1:1
	Measuring jugs	Assorted	25	1:1
	Plastic bowls	Assorted sizes	10	1:2.5
	Conical strainers	Stainless steel assorted sizes	10	1:2.5
	Spatulas	Rubber assorted sizes	25	1:1
	Baking trays	Non- stick assorted sizes	25	1:1
	Hot dishes	Assorted sizes	25	1:1
	Soup tureens	Stainless steel assorted sizes	25	1:1
	Serving spoons	Assorted sizes	25	1:1
	Ladle	Soup, sauce assorted sizes	25	1:1
E.	NON FOOD CONSUMABLES			
	Cling film	50cm X480M	1	1:1
	Grease proof / baking paper	20m X30cm	1 roll	1:1
	Disposable gloves	100pcs per packet	1	1:1
	Dustbin liner	50pcs per packet	1	1:1
	Aluminum foil paper	Heavy duty 500m	1	1:1
	Muslin cloth	Cotton 12 by 12inches	3	1:8
F.	CLEANING MATERIALS			
	Detergent	Multi – purpose set free	3liters	1:8
	Bar soap	Scent free 1kg bar	1	1:25
	Scoring pads	Assorted sizes	10	1:3
	Steel wool	Assorted sizes	10	1:3
	Window cleaners	1-liter bottles	5	1:5
	Yellow dusters	Non fluffy	25	1:1
G.	CLEANING EQUIPMENT			
	Cob web brush	With handles	2	1:13

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Soft brushes	Soft with handle and without	2	1:13
	Dustpans and brush	A set	2	1:13
	Mops	Both dry and wet	5	1:5
	Mop buckets	Assorted materials / sizes	5	1:5
	Hard brushes	Hard with handle and without	5	1:5
	Squeezers	With handles	2	1:13
H.	SAFETY EQUIPMENT.			
	Fire extinguishers	Assorted types(co2,water,foam)	5	1:5
	Fire blankets	Standard size	2	1:13
	First aid kit	Complete set	1	1:25
I.				
	Dustbins	Large with lids	6	1.6
	Dustbin liner	50pcs per packet	1	1:25

DIGITAL LITERACY

ISCED UNIT CODE: 0611 551 06A

Relationship with occupational standards

This unit addresses the Unit of Learning: **Apply Digital Literacy**

DURATION OF UNIT: 40 HOURS

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to apply digital literacy. It involves operating computer devices, solving tasks using the Office suite, managing data and information, performing online communication and collaboration and applying cybersecurity.

Summary of Learning Outcomes

S/No	Learning Outcomes	Duration (Hours)
1.	Operate Computer Devices	10
2.	Solve Tasks Using Office Suite	5
3.	Manage Data and Information	5
4.	Perform Online Communication and Collaborations	10
5.	Apply Cybersecurity Skills	5
6.	Perform Online Jobs	5
Total		40

Summary of Learning Outcomes

Unit of learning code	Unit of learning title	Elements	Duration in hours
0611 551 06A	Digital literacy	Operate Computer Devices	10
		Solve Tasks Using Office Suite	10
		Manage Data and Information	10

Unit of learning code	Unit of learning title	Elements	Duration in hours
		Perform Online Communication and Collaborations	20
		Apply Cybersecurity Skills	10
		Perform Online Jobs	20
	TOTAL		80

Learning outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Operate computer devices	1.1 Meaning and importance of digital literacy 1.2 Functions and Uses of Computers 1.3 Classification of computers 1.4 Components of a computer system 1.5 Computer Hardware 1.5.1 The System Unit E.g. Motherboard, CPU, casing 1.5.2 Input Devices e.g. pointing, keying, scanning, voice/speech recognition, direct data capture devices. 1.5.3 Output Devices e.g. hardcopy output and softcopy output 1.5.4 Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives 1.5.5 Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.	Observation Written assessment <ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	1.6 Classification of computer software 1.7 Operating system functions 1.8 Procedure for turning/off a computer 1.9 Mouse use techniques 1.10 Keyboard Parts and Use Techniques 1.11 Desktop Customization 1.12 File and Files Management using an operating system 1.13 Computer Internet Connection Options 1.13.1 Mobile Networks/Data Plans 1.13.2 Wireless Hotspots 1.13.3 Cabled (Ethernet/Fiber) 1.13.4 Dial-Up 1.13.5 Satellite 1.14 Computer external devices management 1.14.1 Device connections 1.14.2 Device controls (volume controls and display properties)	
2. Solve tasks using Office suite	2.1 Meaning and Importance of Word Processing 2.2 Examples of Word Processors 2.3 Working with word documents 2.3.1 Open and close word processor 2.3.2 Create a new document 2.3.3 Save a document 2.3.4 Switch between open documents 2.4 Enhancing productivity 2.4.1 Set basic	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> options/preferences 2.4.2 Help resources 2.4.3 Use magnification/zoom tools 2.4.4 Display, hide built-in tool bar 2.4.5 Using navigation tools 2.5 Typing Text 2.6 Document editing (copy, cut, paste commands, spelling and Grammar check) 2.7 Document formatting <ul style="list-style-type: none"> 2.7.1 Formatting text 2.7.2 Formatting paragraph 2.7.3 Formatting styles 2.7.4 Alignment 2.7.5 Creating tables 2.7.6 Formatting tables 2.8 Graphical objects <ul style="list-style-type: none"> 2.8.1 Insert object (picture, drawn object) 2.8.2 Select an object 2.8.3 Edit an object 2.8.4 Format an object 2.9 Document Print setup <ul style="list-style-type: none"> 2.9.1 Page layout, 2.9.2 Margins set up 2.9.3 Orientation. 2.10 Word Document Printing 2.11 Meaning & Importance of electronic spreadsheets 2.12 Components of Spreadsheets 2.13 Application areas of spreadsheets 2.14 Using spreadsheet application <ul style="list-style-type: none"> 2.14.1 Parts of Excel screen: 	

Learning Outcome	Content	Suggested Assessment Methods
	<p>ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.</p> <p>2.14.2 Cell Data Types</p> <p>2.14.3 Block operations</p> <p>2.14.4 Arithmetic operators (formula bar (-, +, *, /)).</p> <p>2.14.5 Cell Referencing</p> <p>2.15 Data Manipulation</p> <p>2.15.1 Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)</p> <p>2.15.2 Using Formulae</p> <p>2.15.3 Sorting data</p> <p>2.15.4 Filtering data</p> <p>2.15.5 Visual representation using charts</p> <p>2.16 Worksheet printing</p> <p>2.17 Electronic Presentations</p> <p>2.18 Meaning and Importance of electronic presentations</p> <p>2.19 Examples of Presentation Software</p> <p>2.20 Using the electronic presentation application</p> <p>2.20.1 Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).</p> <p>2.20.2 Open and close presentations</p> <p>2.20.3 Creating Slides (Insert new slides, duplicate, or reuse slides.)</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> 2.20.4 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check). 2.20.5 Use magnification/zoom tools 2.20.6 Apply or change a theme. 2.20.7 Save a presentations 2.20.8 Switch between open presentations 2.21 Developing a presentation <ul style="list-style-type: none"> 2.21.1 Presentation views 2.21.2 Slides 2.21.3 Master slide 2.22 Text <ul style="list-style-type: none"> 2.22.1 Editing text 2.22.2 Formatting 2.22.3 Tables 2.23 Charts <ul style="list-style-type: none"> 2.23.1 Using charts 2.23.2 Organization charts 2.24 Graphical objects <ul style="list-style-type: none"> 2.24.1 Insert, manipulate 2.24.2 Drawings 2.25 Prepare outputs <ul style="list-style-type: none"> 2.25.1 Applying slide effects and transitions 2.25.2 Check and deliver <ul style="list-style-type: none"> 2.25.2.1 Spell check a presentation 2.25.2.2 Slide orientation 2.25.2.3 Slide shows, navigation 2.26 Print presentations (slides and 	

Learning Outcome	Content	Suggested Assessment Methods
	handouts)	
3. Manage Data and Information	3.1 Meaning of Data and information 3.2 Importance and Uses of data and information 3.3 Types of internet services <ul style="list-style-type: none"> 3.3.1 Communication Services 3.3.2 Information Retrieval Services 3.3.3 File Transfer 3.3.4 World Wide Web Services 3.3.5 Web Services 3.3.6 Automatic Network Address Configuration 3.3.7 News Group 3.3.8 Ecommerce 3.4 Types of Internet Access Applications 3.5 Web browsing concepts <ul style="list-style-type: none"> 3.5.1 Key concepts 3.5.2 Security and safety 3.6 Web browsing <ul style="list-style-type: none"> 3.6.1 Using the web browser 3.6.2 Tools and settings 3.6.3 Clearing Cache and cookies 3.6.4 URIs 3.6.5 Bookmarks 3.6.6 Web outputs 3.7 Web based information <ul style="list-style-type: none"> 3.7.1 Search 3.7.2 Critical evaluation of information 3.7.3 Copyright, data protection 3.8 Downloads Management	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	3.9 Performing Digital Data Backup (Online and Offline) 3.10 Emerging issues in internet	
4. Perform online communication and collaboration	4.1 Netiquette principles 4.2 Communication concepts 4.2.1 Online communities 4.2.2 Communication tools 4.2.3 Email concepts 4.3 Using email 4.3.1 Sending email 4.3.2 Receiving email 4.3.3 Tools and settings 4.3.4 Organizing email 4.4 Digital content copyright and licenses 4.5 Online collaboration tools 4.5.1 Online Storage (Google Drive) 4.5.2 Online productivity applications (Google Docs & Forms) 4.5.3 Online meetings (Google Meet/Zoom) 4.5.4 Online learning environments 4.5.5 Online calendars (Google Calendars) 4.5.6 Social networks (Facebook/Twitter - Settings & Privacy) 4.6 Preparation for online collaboration 4.6.1 Common setup features 4.6.2 Setup 4.7 Mobile collaboration 4.7.1 Key concepts 4.7.2 Using mobile devices	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	4.7.3 Applications 4.8 Synchronization	
5. Apply cybersecurity skills	5.1 Data protection and privacy <ul style="list-style-type: none"> 5.1.1 Confidentiality of data/information 5.1.2 Integrity of data/information 5.1.3 Availability of data/information 5.2 Internet security threats <ul style="list-style-type: none"> 5.2.1 Malware attacks 5.2.2 Social engineering attacks 5.2.3 Distributed denial of service (DDoS) 5.2.4 Man-in-the-middle attack (MitM) 5.2.5 Password attacks 5.2.6 IoT Attacks 5.2.7 Phishing Attacks 5.2.8 Ransomware 5.3 Computer threats and crimes 5.4 Cybersecurity control measures <ul style="list-style-type: none"> 5.4.1 Physical Controls 5.4.2 Technical/Logical Controls (Passwords, Pins, Biometrics) 5.4.3 Operational Controls 5.5 Laws governing protection of ICT in Kenya <ul style="list-style-type: none"> 5.5.1 The Computer Misuse and Cybercrimes Act No. 5 of 2018 5.6 The Data Protection Act No. 24 Of 2019	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment
Perform Online Jobs	5.7 Data protection and privacy <ul style="list-style-type: none"> 5.7.1 Confidentiality of 	<ul style="list-style-type: none"> • Observation

Learning Outcome	Content	Suggested Assessment Methods
	<p>data/information</p> <p>5.7.2 Integrity of data/information</p> <p>5.7.3 Availability of data/information</p> <p>5.8 Internet security threats</p> <p>5.8.1 Malware attacks</p> <p>5.8.2 Social engineering attacks</p> <p>5.8.3 Distributed denial of service (DDoS)</p> <p>5.8.4 Man-in-the-middle attack (MitM)</p> <p>5.8.5 Password attacks</p> <p>5.8.6 IoT Attacks</p> <p>5.8.7 Phishing Attacks</p> <p>5.8.8 Ransomware</p> <p>5.9 Computer threats and crimes</p> <p>5.10 Cybersecurity control measures</p> <p>5.10.1 Physical Controls</p> <p>5.10.2 Technical/Logical Controls (Passwords, Pins, Biometrics)</p> <p>5.10.3 Operational Controls</p> <p>5.11 Laws governing protection of ICT in Kenya</p> <p>5.11.1 The Computer Misuse and Cybercrimes Act No. 5 of 2018</p> <p>5.12 The Data Protection Act No. 24 Of 2019</p>	<ul style="list-style-type: none"> • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment
<p>6. Apply job entry techniques</p>	<p>6.1 Introduction to online working</p> <p>6.2 Types of online Jobs</p> <p>6.3 Online job platforms</p> <p>6.3.1 Remo task</p> <p>6.3.2 Data annotation tech</p> <p>6.3.3 Cloud worker</p>	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment

Learning Outcome	Content	Suggested Assessment Methods
	6.3.4 Upwork 6.3.5 One forma 6.3.6 Appen 6.4 Online account and profile management 6.5 Identifying online jobs/job bidding 6.6 Online digital identity 6.7 Executing online tasks 6.8 Management of online payment accounts.	<ul style="list-style-type: none"> • Practical assessment • Oral assessment

Suggested Methods Instruction

- Instructor-led facilitation using active learning strategies
- Demonstration by trainer
- Practical work by trainees
- Viewing of related videos
- Group discussions
- Project
- Role play
- Case study

RECOMMENDED RESOURCES FOR 30 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
	Textbooks	Comprehensive texts books on Digital Literacy	30 pcs	1:1
	Installation Manuals	Detailed guides for equipment and software installation and troubleshooting	5 pcs	1:5
	PowerPoint Presentations	For trainer's use, covering course content and practical applications	1	1:30

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Projector	Functional projector for displaying content during presentations	1	1:30
	Lap top	Functional with online instructional content.		
	Internet	Stable and reliable with bandwidth of 20Mbps		
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:30
	Printer	An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings	1	1:30
	Templates	Templates for creating various documents e.g., CV, Cover Letter, etc.	30	1:1
B	Learning Facilities & Infrastructure			
	Lecture/Theory Room /Learning resource Area*	Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m)	1	1:30
	Computer Laboratory	Equipped with at least 30 functional computers with internet connectivity and the following software: Windows/ Linux/ Macintosh Operating System Microsoft Office Software Google Workspace Account Antivirus Software	30	1:1
C	Consumable Materials			
	Printing Papers	A4 and A3 Printing papers suitable for the task	Enough	

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Whiteboard Marker Pens	Dry-erase markers for trainers use. Assorted colors	Enough	
	Storage devices	Any of the following storage devices: USB Flash Drive USB Hard Drive Compact Disks (CDs) Digital Versatile Disks (DVDs)	Enough	

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FOOD AND BEVERAGE SERVICE

UNIT CODE: 1013 451 08A

TVET CDACC UNIT CODE: HOS/OS/FBS/CR/01/5/MA

UNIT DURATION: 100 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Serve Food and Beverage

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to serve Food and Beverage It involves Perform mis-en-scene, Perform mis-en-place and Carry out food and beverage service.

Summary of Learning Outcomes

S/No	Learning Outcomes	Duration (Hours)
1.	Perform mis-en-scene	20
2.	Perform mis-en-place	30
3.	Carry out food and beverage service	50
Total		100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Perform Mis -en-scene	2.1 Introduction to food and beverage service. 1.1.1. Definitions <ul style="list-style-type: none">• Food• Beverage• Hospitality• Service• Food and beverage service 1.1.2. Importance of food and beverage service 1.1.3. Food and beverage sectors. <ul style="list-style-type: none">• Welfare• Commercial 1.2. Staff organization <ul style="list-style-type: none">• Organization structure• Small organization• Large organization	<ul style="list-style-type: none">• Practical• Third party reports• Portfolio of evidence.• Written texts• Oral test.

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Duties and responsibilities of service personnel. <p>1.3. Safety rules in the workshop</p> <p>1.4. PPEs in service.</p> <ul style="list-style-type: none"> • Black leather low-heeled shoes • Black trouser/skirt • Bowtie • Half coat • Waiter's cloth <p>1.5. Hygiene rules in the workshop</p> <p>1.5.1 Personal hygiene</p> <ul style="list-style-type: none"> • Neat hair • Short nails • Clean uniform <p>1.5.2 Environmental hygiene</p> <ul style="list-style-type: none"> • Cleaning the restaurant • Cleaning work surfaces <p>1.6. Conservation of resources</p> <ul style="list-style-type: none"> • Fuel • Water • Energy • Food commodities <p>1.7. Mis en scene task</p> <ul style="list-style-type: none"> • Lighting the room • High dusting • Low dusting • Wiping surfaces • Cleaning windows and doors • Cleaning furniture • Cleaning floor <p>1.8. Cleaning materials and equipment</p> <ul style="list-style-type: none"> • Detergents • Mops • Mop bucket • Cob web remover • Dust pan • Sanitizers • Cleaning cloth • Wipes • Bin • Broom • Brush 	

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.9. Cleaning procedures</p> <ul style="list-style-type: none"> • Dusting • Sweeping • Mopping • Vacuum cleaning • Scrubbing <p>1.10. Floor types and finishes.</p> <ul style="list-style-type: none"> • Terrazzo • Wooden • Tiled • Linoleum • Thermoplastic • Carpeted <p>2.0. Furniture, fittings and furnishing</p> <p>1.1.1 Types of furniture</p> <ul style="list-style-type: none"> • Tables • Chairs • Buffet table • Sideboards <ul style="list-style-type: none"> ➤ Consideration in stocking sideboard ➤ Items stocked in a sideboard <p>1.1.2 Fittings</p> <ul style="list-style-type: none"> • Lighting • Wall hangings • Artwork <p>1.1.3 Furnishing</p> <ul style="list-style-type: none"> • Carpets • Curtains <p>1.1.4 Factors to consider when planning dining arrangements</p> <p>1.1.5 Dining arrangements</p> <ul style="list-style-type: none"> • Loose-module • Loose random • Booth • High density • Module • In situ • Bar and lounge areas 	
2. Perform mis -en- place duties	<p>3.1 Food and beverage service equipment and materials</p> <p>2.1.1. Tableware</p> <ul style="list-style-type: none"> ▪ Flatware 	<p>Practical</p> <p>Third party reports</p>

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> ▪ Cutlery ▪ Hollowware ▪ Storage and maintenance tableware. <p>2.1.2. Special service equipment.</p> <ul style="list-style-type: none"> ▪ Teapots ▪ Table number ▪ Flower vase ▪ Ashtray ▪ Ice-cream coups ▪ Butter knife ▪ Cheese knife ▪ Sugar tong ▪ Cob holder ▪ Nut cracker ▪ Grape scissors ▪ Sundae spoon ▪ Fruit knife and fork ▪ Carving board ▪ Chaffing dishes ▪ Sauce ladle ▪ Service gears <p>2.1.3. Crockery</p> <ul style="list-style-type: none"> ▪ Types of crockery <ul style="list-style-type: none"> ➤ Porcelain ➤ Hotel earthen ware ➤ Bone china ➤ Stoneware ▪ Storage and maintenance of crockery. <p>2.1.4. Glassware</p> <ul style="list-style-type: none"> ▪ Types of glassware ▪ Storage and maintenance glassware. <p>2.1.5. Disposables</p> <ul style="list-style-type: none"> ▪ Types of disposables <ul style="list-style-type: none"> ➤ Storage and cooking purpose ➤ Decorations ➤ Hygiene disposables ➤ Packaging disposables ➤ Service for food and beverage ▪ Advantages of disposables ▪ Disadvantages of disposables. <p>2.1.6. Trolley</p> <ul style="list-style-type: none"> ▪ Types of trolley and uses. <ul style="list-style-type: none"> ➤ Salad trolley 	<p>Portfolio of evidence.</p> <p>Written texts</p> <p>Oral test.</p>

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> ➤ Cheese trolley ➤ Liqueur trolley ➤ Wine trolley ➤ Hors-d’oeuvre trolley ➤ Fruit trolley ▪ Care and maintenance trolley. 2.1.7. Automatic vending machines- <ul style="list-style-type: none"> ▪ Types of vending machines <ul style="list-style-type: none"> ➤ Snack vending machine ➤ Hot non-beverage vending machine ➤ Cold non-alcoholic vending machine ➤ Alcoholic vending machine ▪ Advantages vending machine ▪ Disadvantages. vending machine 2.1.8. Factors to consider while purchasing food and beverage service equipment. 2.2. Food and beverage service area and ancillary department <ul style="list-style-type: none"> ▪ Hotplate ▪ Stillroom ▪ Wash up ▪ Spare linen store ▪ Dispense bar ▪ Silver room 2.3. Polishing equipment <ul style="list-style-type: none"> ▪ Glassware ▪ Tableware’s ▪ Crockery 2.4. Stocking sideboard <ul style="list-style-type: none"> ▪ Items stocked in a sideboard ▪ Considerable points in stocking sideboard. 2.5. Linen <ul style="list-style-type: none"> 2.5.1 Types of linen <ul style="list-style-type: none"> ▪ Waiters’ cloth ▪ Tablecloth ▪ Napkin ▪ Buffet cloth ▪ Glass cloth ▪ Tea cloth ▪ Slip cloth ▪ Skirting cloth ▪ Sideboard liner 	

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> ▪ Tray cloth. 2.5.2. Uses of linen 2.5.3. Storage and maintenance of linen. 2.5.4. Laying tablecloth <ul style="list-style-type: none"> ▪ Square table ▪ Round table ▪ Rectangular table 2.5.5. Napkin folds and application. <ul style="list-style-type: none"> ▪ Bishop mitre ▪ Cone ▪ Candle ▪ Fan ▪ Cockscomb ▪ Triple wave ▪ Buffet ▪ Rose 2.5.6. Skirting of tables <ul style="list-style-type: none"> ▪ Box pleats ▪ Knife pleats ▪ Inverted pleats ▪ Accordion pleats ▪ Sunray pleats ▪ Single pleats ▪ Spiral pleats 2.6. Table accompaniments <ul style="list-style-type: none"> ▪ Cruet set ▪ Flower vase ▪ Table number ▪ Menu card ▪ Condiment holder ▪ Toothpick holder. ▪ Beverage list. 2.7. Menu knowledge <ul style="list-style-type: none"> 2.7.1 Menu <ul style="list-style-type: none"> ▪ Types of menus <ul style="list-style-type: none"> ▪ A' la carte menu ▪ Table dhote menu ▪ Other types of menus <ul style="list-style-type: none"> ▪ Function menu ▪ Speciality menu ▪ Cyclic menu ▪ Breakfast menu ▪ Children menu ▪ Dessert menu ▪ Coffee house Menu 	

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> ▪ Hospital menu ▪ Functions of a menu. ▪ Characteristics of menu card. ▪ Factors to consider when planning menu. <p>2.7.2 Menu card/beverage list</p> <ul style="list-style-type: none"> ▪ Design a menu card and beverage list. ▪ Content and layout of a menu card and beverage list. <p>2.8. Covers</p> <p>2.8.1. Types of covers</p> <ul style="list-style-type: none"> ▪ A' la carte cover ▪ Table d' hotel cover ▪ Standard cover <p>2.8.2. Food accompaniments and covers</p> <p>2.8.3. Condiments</p> <ul style="list-style-type: none"> ▪ Ketchup ▪ Mustard ▪ Hot sauce ▪ Mayonnaise ▪ Soy sauce 	
<p>3. Carry out food and beverage service</p>	<p>4.1 Food and beverage service</p> <p>3.1.1. Food and beverage service sequence</p> <ul style="list-style-type: none"> ▪ Confirm bookings and reservations. ▪ Welcoming and seating dinners ▪ Unfolding napkins. ▪ Menu and beverage list presentation ▪ Taking food and beverage orders. ▪ Service of food and beverages ▪ Clearing during service. ▪ Billing ▪ Dish washing ▪ Clearing following service <p>3.1.2. Methods of service</p> <ul style="list-style-type: none"> ▪ Table service <ul style="list-style-type: none"> ▪ Plate service ▪ Silver service ▪ Family service ▪ French service ▪ Assisted service <ul style="list-style-type: none"> ▪ Buffet service 	<p>Practical</p> <p>Third party reports</p> <p>Portfolio of evidence.</p> <p>Written texts</p> <p>Oral test.</p>

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> ▪ Carvery service ▪ Self-service <ul style="list-style-type: none"> ▪ Cafeteria • Types of cafeterias <ul style="list-style-type: none"> ▪ Counter ▪ Flee-flow cafeteria ▪ Echelon ▪ Carousel ▪ Supermarkets ▪ Single point service. <ul style="list-style-type: none"> ▪ Automatic vending machine ▪ Drive-thru. ▪ Take-away ▪ Fast food ▪ Food court ▪ Kiosks <p>3.1.3. Service of different types of beverages</p> <ul style="list-style-type: none"> • Alcoholic beverages • Non-alcoholic beverages • Hot drinks • Cold drinks <p>3.1.4. Orders taking methods</p> <ul style="list-style-type: none"> • Duplicate • Triplicate • Pre-ordered • Service with order <p>3.1.5. Special food checks</p> <ul style="list-style-type: none"> • Suivant • Retour/en-place • Supplement • Accident <p>3.1.6. Interpersonal skills</p> <ul style="list-style-type: none"> • Dealing with customer complains • Dealing with children • Dealing with impaired vision/blind, deaf, • Dealing with person with communication difficulties • Dealing with limited mobility • Dealing with an ill customer • Dealing with spillages • Dealing with lost items • Dealing with suspicious items <p>3.1.7. Billing methods</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Separate bill • Bill with order • Pre-paid. • Voucher. • Bill as check. • No charge. • Deferred account. <p>3.1.8 Methods of payments</p> <ul style="list-style-type: none"> • Cash, • Card, • Cheque, • Voucher <p>3.3.9. Guest feedback</p> <ul style="list-style-type: none"> • Customer meal experience. • Details on guest feedback form <ul style="list-style-type: none"> ▪ Quality of food and beverage ▪ Level of service ▪ Time management ▪ Comfort and amenities ▪ Value for money ▪ Dining experience ▪ Cleanliness ▪ Ambience ▪ Overall experience ▪ Areas of improvement. • Illustration of a guest feedback form. <p>3.3.10. Post food and beverage service duties</p> <ul style="list-style-type: none"> • Final clearance <ul style="list-style-type: none"> ▪ Stripping of tables ▪ Cleaning the restaurant ▪ Return food items to the store ▪ Stripping sideboard ▪ Return equipment in the store ▪ Re-clothing of tables ▪ Re- laying of restaurant. • Waste disposal <ul style="list-style-type: none"> ▪ Solid waste ▪ Liquid waste ▪ Bio-degradable ▪ Non-degradable 	

Suggested Methods of delivery

Demonstration

Practical

Direct instruction

Group discussions

Projects

RECOMMENDED RESOURCES FOR 25 TRAINEES

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Theory room	1	1:25
2.	Laptop	2	2:13
3	Stable and reliable Internet at least 200mps		
4	Projector	1	1:25
5.	Flash cards	5 assorted colour	1:5
6	White board	1	1:25
7.	Flip charts	Rolls	1:5
8.	White board markers	5 Assorted colour	1:5
9.	Stationery	Printing paper, manilla papers, pens, tapes, rulers, stickers, toner and ink cartridges	
10.	A fully equipped operational restaurant, conference rooms, guest rooms and a bar area.		
11.	A fully equipped operational restaurant, conference rooms and guest rooms		

Equipment

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
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1.	Flatware	100 each (service spoons, sweet spoons, tea spoon, soup spoon, coffee spoon)	1:4
2.	Crockeries	100 each (Dinner plates, fish plates, sweet plates, side plates, soup plates, coffee cups, consommé cups, tea cups)	1:4
3.	Cutlery	each (Joint knives, joint forks, fish forks, fish knives, side knives, dessert forks)	1:4
4.	Hollowware	25 (coffee pots, milk jugs, sugar dish, sauce boat, protein dish, coups)	1:4
5.	Trays	25	1:1
6.	Salvers	25	1:1
7.	Water glasses	100	1:4
8.	Water jugs	25	1:1
9.	Table accompaniments	25 Cruet set, table number, toothpick holder, ashtray, condiment holder,)	1:1
10.	Commercial hotplates	2	1:13

Furniture

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Square tables	15	1:2
2.	Buffet tables	6	1:4
3.	Sideboards	15	1:2
4.	Service trolley	4	1:6
5.	Cheese trolley	4	1:6
6.	Wine trolley	4	1:6
7.	Liqueur trolley	4	1:6

Cleaning materials

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Detergent	400 litres	1:15
2.	Bar soap	25 bars	1:1
3.	Scouring pads	12	1:2
4.	Steel wool	5	1:5
5.	Window cleaner	5	1:5
6.	Yellow dusters	5	1:5
7.	Sanitizers	5	1:5
8.	Wipes	5	1:5
9.	Cleaning cloths	5	1:5

Cleaning equipment

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Cobweb removers	5	1:5
2.	Soft brush	5	1:5
3.	Dustpan & brush	5	1:5
4.	Mops	5	1:5
5.	Mop buckets	5	1:5
6.	Hard brushes	5	1:5
7.	Squeezers	5	1:5
8.	Large dustbins	5	1:5

Linen

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Table clothes	25	1:1
2.	Slip clothes	25	1:1
3.	Molton	4	1:6
4.	Napkins	100	1:4
5.	Skiting clothes	5	1:5

6.	Waiters' clothes	25	1:1
7.	Glass clothes	25	1:1
8.	Side board liners	25	1:1
9.	Tray cloths	25	1:1
10.	Tea clothes	25	1:1

Safety equipment

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Assorted Fire extinguishers	5	1:5
2.	Fire blankets	2	1:13
3.	Complete first aid kits	2	1:13

ICT Equipment

No.	Item	Quantity	Recommended
	Desktops	3	1:9
	Laptops	3	1:9
	Smartphones	4	1:7
	Tablets	4	1:7
	Smartwatches	6	1:5
	Wall Clocks	2	1:13

FOOD AND BEVERAGE SERVICE TECHNIQUES

UNIT CODE: 1013 451 09 A

TVET CDACC UNIT CODE: HOS/OS/FBS/CR/02/5/MA

UNIT DURATION: 100 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Perform Food and Beverage Service Techniques

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to Perform Food and Beverage Service Techniques. It involves Perform food and beverage technical skills, Carry out specialized service and Carry out breakfast service and afternoon tea.

Summary of Learning Outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Perform food and beverage technical skills	30
2.	Carry out specialized service	30
3.	Carry out breakfast and afternoon tea service	40
Total		100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Perform food and beverage technical skills	1.1 Service equipment and materials <ul style="list-style-type: none">• Flatware• Cutleries• Hollowware• Glassware• Specialized service equipment• Furniture<ul style="list-style-type: none">○ Tables○ Chairs	<ul style="list-style-type: none">• Practical• Third party reports• Portfolio of evidence.• Written texts• Oral test

	<ul style="list-style-type: none"> ○ Trolleys ○ Side board - Sideboards board layout - Factors affecting stocking of a sideboard ● Linens <p>1.2 Service equipment cleaning and polishing</p> <ul style="list-style-type: none"> ● Importance of cleaning and polishing ● Cleaning and polishing service equipment <p>1.3 Food and Beverage Service technical skills</p> <ul style="list-style-type: none"> ● Introduction to technical skills ● Importance of technical skills ● Spoon and fork manipulation ● Plate Carrying techniques ● Using a silver salver ● Use of a service plate ● Glass Carrying techniques ● Using large trays ● Table skirting ● Napkin folds <p>Table setting</p>	
<p>2. Carry out specialized service</p>	<p>5.4 Introduction to specialized service</p> <p>2.1.1 Specialized forms of service</p> <ul style="list-style-type: none"> ● Floor/room service ● Lounge service ● Hospital/tray service ● Home delivery ● Airline tray service ● Rail service ● Gueridon service <p>5.5 Conservation of resources</p> <ul style="list-style-type: none"> ● Fuel ● Water ● Energy ● Food commodities <p>5.6 Taking orders in specialized service</p>	<ul style="list-style-type: none"> ● Practical ● Third party reports ● Portfolio of evidence. ● Written texts ● Oral test

	<ul style="list-style-type: none"> ▪ Room service order taking <ul style="list-style-type: none"> ✓ Telephone. ✓ Email. ✓ Door hanger ▪ Details filled in an order pad <ul style="list-style-type: none"> • Name • Room number • Food and beverage order • Time <p>5.7 specialized service equipment and materials.; Identify</p> <ul style="list-style-type: none"> ▪ Special service equipment. ▪ Tableware ▪ Furniture ▪ Crockery ▪ Glassware ▪ Linen ▪ Disposables <p>5.8 Preparation for specialized service</p> <ul style="list-style-type: none"> ▪ Polishing equipment ▪ Arranging trolley/tray <p>5.9 Billing and handling payments</p> <ul style="list-style-type: none"> ▪ Deferred account ▪ Cheque <p>5.10 Guest feedback</p> <ul style="list-style-type: none"> ▪ Customer meal experience. ▪ Details on guest feedback form <ul style="list-style-type: none"> • Quality of food and beverage • Level of service • Time management • Comfort and amenities • Value for money • Dining experience • Cleanliness • Ambience • Overall experience • Areas of improvement. ▪ Illustration of a guest feedback form. <p>5.11 Post food and beverage service</p> <ul style="list-style-type: none"> • Final clearing of guest rooms 	
<p>3. Carry out breakfast service and afternoon tea</p>	<p>3.1 Introduction to breakfast service</p> <p>3.1.1 Types of breakfast</p> <ul style="list-style-type: none"> • Full breakfast • Continental breakfast <p>3.1.2 Importance of breakfast service</p> <p>3.1.3 Components of breakfast</p> <p>3.1.4 Breakfast menus</p>	<ul style="list-style-type: none"> • Practical • Third party reports • Portfolio of evidence. • Written texts

	3.1.5 Breakfast covers 3.2 Introduction to afternoon tea 3.2.1 Types of afternoon tea <ul style="list-style-type: none"> • Full afternoon tea • High tea • Reception/ buffet tea 3.2.2 Importance of afternoon tea 3.2.3 Components of afternoon tea 3.2.4 Afternoon tea menus 3.2.5 Afternoon tea covers	<ul style="list-style-type: none"> • Oral test
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Suggested Methods of delivery

Demonstration

Practical

Direct instruction

Group discussions

Projects

RECOMMENDED RESOURCES FOR 25 TRAINEES

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Theory room	1	1:25
2.	Laptop	2	2:13
3	Stable and reliable Internet at least 200mps		
4	Projector	1	1:25
5.	Flash cards	5 assorted colours	1:5
6	White board	1	1:25
7.	Flip charts	Rolls	1:5
8.	White board markers	5 Assorted colours	1:5
9.	Stationery	Printing paper, manilla papers, pens, tapes , rulers, stickers, toner and ink cartridges	
10.	A fully equipped operational restaurant, conference rooms, guest rooms and a bar area.		
11.	A fully equipped operational restaurant, conference rooms and guest rooms		

Equipment

NO.	ITEM	QUANTITY	Recommended Ratio
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			(Item: Trainee)
	Flatware	100 each (service spoons, sweet spoons, tea spoon, soup spoon, coffee spoon)	1:4
	Crockeries	100 each (Dinner plates, fish plates, sweet plates, side plates, soup plates, coffee cups, consommé cups, tea cups)	1:4
	Cutlery	each (Joint knives, joint forks, fish forks, fish knives, side knives, dessert forks)	1:4
	Hollowware	25 (coffee pots, milk jugs, sugar dish, sauce boat, protein dish, coups)	1:4
	Trays	25	1:1
	Salvers	25	1:1
	Water glasses	100	1:4
	Water jugs	25	1:1
	Table accompaniments	25 Cruet set, table number, toothpick holder, ashtray, condiment holder,)	1:1
	Commercial hotplates	2	1:13

Furniture

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Square tables	15	1:2
2.	Buffet tables	6	1:4
3.	Sideboards	15	1:2
4.	Service trolley	4	1:6
5.	Cheese trolley	4	1:6
6.	Wine trolley	4	1:6
7.	Liqueur trolley	4	1:6

Cleaning materials

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Detergent	400 litres	1:15
2.	Bar soap	25 bars	1:1
3.	Scouring pads	12	1:2
4.	Steel wool	5	1:5
5.	Window cleaner	5	1:5
6.	Yellow dusters	5	1:5
7.	Sanitizers	5	1:5
8.	Wipes	5	1:5
9.	Cleaning cloths	5	1:5

Cleaning equipment

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Cobweb removers	5	1:5
2.	Soft brush	5	1:5
3.	Dustpan & brush	5	1:5
4.	Mops	5	1:5
5.	Mop buckets	5	1:5
6.	Hard brushes	5	1:5
7.	Squeezers	5	1:5
8.	Large dustbins	5	1:5

Linen

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
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1.	Table clothes	25	1:1
2.	Slip clothes	25	1:1
3.	Molton	4	1:6
4.	Napkins	100	1:4
5.	Skiting clothes	5	1:5
6.	Waiters' clothes	25	1:1
7.	Glass clothes	25	1:1
8.	Side board liners	25	1:1
9.	Tray cloths	25	1:1
10.	Tea clothes	25	1:1

Safety equipment

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Assorted Fire extinguishers	5	1:5
2.	Fire blankets	2	1:13
3.	Complete first aid kits	2	1:13

ICT Equipment

No.	Item	Quantity	Recommended
1.	Desktops	3	1: 9
2.	Laptops	3	1:9
3.	Smartphones	4	1:7
4.	Tablets	4	1:7
5.	Smartwatches	6	1:5
6.	Wall Clocks	2	1:13

MOCKTAILS AND COCKTAILS

UNIT CODE: 1013 551 10A

TVET CDACC UNIT CODE: HOSCU/FBS/CR/03/3/MA

UNIT DURATION: 120 HOURS

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Prepare mocktails and cocktails**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery, and resources required to prepare mocktails and cocktails. It involves preparation of mocktails and cocktails ingredients, mocktails, and cocktails.

Summary of Learning Outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Prepare mocktails and cocktails ingredients	30
2.	Prepare mocktails	40
3.	Prepare cocktails	50
Total		120

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare mocktails and cocktails ingredients	2. 1 Work organization 1.1.1 Assembling ingredients 1.1.2 Assembling equipment. 2. 2 Garnishes /decorations <ul style="list-style-type: none">• Lemon wheels• Lemon twists• Orange slices• Sugar and salt ring• Jelly crystals 1.3 Waste disposal	<ul style="list-style-type: none">• Practical• Portfolio of evidence• Third party reports• Oral test• Written texts

Learning Outcome	Content	Suggested Assessment Methods
2. Prepare mocktails	2. 1 Work organisation <ul style="list-style-type: none"> 2.1.1 Assembling ingredients 2.1.2 Assembling equipment 2. 2 Introduction to mocktails <ul style="list-style-type: none"> 2.2.1 Definition of mocktails 2.2.2 Importance of mocktails 2.2.3 Rules to observe when preparing mocktails 2.2.4 Components of a mocktails 2.3 Types of mocktails glasses <ul style="list-style-type: none"> 2.3.1 Glasses <ul style="list-style-type: none"> • Tom Collins glass • Cosmopolitan glass • Martini glass • Brandy balloon • Highball • Paris goblet glass • Flute • Champagne saucer. • Whisky glasses 2.3.2 Polishing 2.4 Mocktails making methods <ul style="list-style-type: none"> • Shaking • Stirring • Layering • Building 2.5 Garnishing mocktails 2.6 Service of mocktails <ul style="list-style-type: none"> 2.6.1 Mocktails <ul style="list-style-type: none"> • Shirley temple • Virgin mojito • Virgin colada 2.7 Post service duties <ul style="list-style-type: none"> • Taking closing bar stock • Cleaning equipment and surfaces • Drying equipment • Storing equipment 2.8 Waste disposal	<ul style="list-style-type: none"> • Practical • Portfolio of evidence • Third party reports • Oral test • Written texts

Learning Outcome	Content	Suggested Assessment Methods
3. Prepare cocktails	2. 1 Work organization <ul style="list-style-type: none"> 1.1.1 Assembling ingredients 1.1.2 Assembling equipment 2. 2 Introduction to cocktails <ul style="list-style-type: none"> 1.2.1 Definition of cocktails 1.2.2 Importance of mocktails 1.2.3 Rules to observe when preparing cocktails 1.2.4 Components of a cocktails 2. 3 Method of making cocktails <ul style="list-style-type: none"> • Stirring • Shaking • Layering • Muddling • Binding • Blending • Flaming • Smoking 2. 4 Categories of cocktails <ul style="list-style-type: none"> • Sours • Fizz • Old fashion • Shooter 2. 5 Composition of a cocktail 2. 6 Types of cocktail glasses <ul style="list-style-type: none"> 2.6.1 Glasses <ul style="list-style-type: none"> • Tom Collins glass • Cosmopolitan glass • Martini glass • Brandy balloon • Highball • Paris goblet glass • Flute • Champagne saucer. • Whisky glasses 2.6.2 Polishing 2.7 Cocktail making methods <ul style="list-style-type: none"> • Shaking • Stirring 	<ul style="list-style-type: none"> • Practical • Portfolio of evidence • Third party reports • Oral test • Written texts

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Layering • Building <p>2.8 Garnishing cocktails</p> <p>2.9 Service of cocktails</p> <p>2.9.1 Types of cocktails</p> <ul style="list-style-type: none"> • Blood Mary • Screw driver • Whisky sour • Pink gin • Old fashioned • Pina colada <p>2.10 Post service duties</p> <ul style="list-style-type: none"> • Taking closing bar stock • Cleaning equipment and surfaces • Drying equipment • Storing equipment • Waste disposal <p>3.11 Apply Entrepreneurial Skills</p> <ul style="list-style-type: none"> • Sources of personal and business funds • Entrepreneurial roles and characteristics • Salaried employment and self-employment • Regulatory requirements 	

Suggested Methods of delivery

- Demonstration
- Group discussions
- Direct instructions
- Practical
- Project

RECOMMENDED RESOURCES FOR 25 TRAINEES

Item	Quantities	Recommended Ratio (Item: Trainee)
Laptops	2	1:13
Stable and reliable Internet connection		all students

Item	Quantities	Recommended Ratio (Item: Trainee)
Projectors	2	1:13
Assorted Flash Cards	5	1:5
Whiteboards	1	1:25
Flip Charts	5	1:5
Assorted colour of whiteboard markers		
A stimulated bar environment		

Equipment

Item	Quantities	Recommended Ratio (Item: Trainee)
Salver	12	1:3
Boston shaker	12	1:3
Cocktail shaker	12	1:3
Mixing glasses	12	1:3
Assorted glasses	100	4:1
Bar spoons	12	1:3
Cutting board	12	1:3
Refrigerators	2	1:13
Ice maker	2	1:13
Ice bucket & tongs	5	1:5
Wine stands	5	1:5
Wine baskets	5	1:5
Wine buckets	5	1:5
Cock screw opener	5	1:5
Coasters	15	1:2
Bottle opener	12	1:3
Tot measure	10	1:3
Speed pourers	10	1:3
Side plates	12	1:3
Small glass bowls	12	1:3
Knives	12	1:3
Variety of beverages		

Safety equipment

Item	Quantities	Recommended Ratio (Item: Trainee)
Assorted Fire extinguishers	5	1:5
Fire blankets	5	1:5
Well stocked first aid kits	2	1:13

BAR KEEPING OPERATIONS

UNIT CODE: 1013 551 14A

TVET CDACC UNIT CODE: HOSCU/FBS/CR/04/3/MA

UNIT DURATION: 150 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Perform bar keeping operations**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to perform bar keeping operations. It involves performing bar opening duties, preparing and serves non-alcoholic beverages, preparing and serving alcoholic beverages, presenting cigars and carrying out bar closing activities

Summary of Learning Outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Perform bar opening duties.	30
2.	Prepare and serve non-alcoholic beverages.	30
3.	Prepare and serve alcoholic beverages.	40
4.	Present cigars	30
5.	Carry out bar closing activities	20
	Total	150

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Perform bar opening duties	1.1.Introduction to bar. 1.1.1. Parts of a bar. <ul style="list-style-type: none">▪ Front bar▪ Back bar▪ Under bar 1.1.2. Arrangement of the bar 1.1.3. Types of bars <ul style="list-style-type: none">▪ Cash bar▪ Snack bar▪ Main bar	<ul style="list-style-type: none">• Practical• Portfolio of evidence• Third party reports• Oral test• Written texts

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> ▪ Dispense bar ▪ Pool bar <p>1.1.4. Bar personnel</p> <p>Attributes</p> <ul style="list-style-type: none"> ● Personal Management ● Self-Awareness ● Self Esteem ● Stress Management ● Assertiveness ● Drug and Substance abuse ● Time Management <ul style="list-style-type: none"> ▪ Bar manager ▪ Head barman ▪ Barman ▪ Glass washer <p>1.1.5. Duties and responsibilities of bar personnel.</p> <p>1.2. Safety rules in the bar.</p> <p>1.3. Hygiene rules in the bar.</p> <p>1.3.1. Personal hygiene</p> <ul style="list-style-type: none"> • Neat hair • Short nails • Clean uniform <p>1.3.2. PPES</p> <ul style="list-style-type: none"> ▪ Black leather low-heeled shoes ▪ Black trouser/skirt ▪ Bowtie ▪ Half coat ▪ Waiter's cloth <p>1.3.3. Environmental hygiene</p> <ul style="list-style-type: none"> ▪ Cleaning the bar ▪ Cleaning work surfaces <p>1.4. Conservation of resources</p> <ul style="list-style-type: none"> ▪ Fuel ▪ Water ▪ Energy ▪ Food commodities ▪ Time. <p>1.5. Cleaning procedures</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> ▪ Dusting ▪ Sweeping ▪ Mopping ▪ Wiping bar surfaces <p>1.6. Bar stock taking (opening stock)</p> <p>1.6.1. Details in the checklist</p> <ul style="list-style-type: none"> ▪ Number of drinks ▪ Bin number ▪ Opening stock ▪ Received stock ▪ Total stock ▪ Consumption ▪ Price per visit. <p>1.6.2. Bar records</p> <ul style="list-style-type: none"> • Daily consumption sheet • Bin card • Order book • Good returned book • Good inwards book • Cellar ledger • Requisition book • Ullage book • Off-sales book • Transfer book <p>1.7. Bar tools and equipment</p> <p>1.7.1. Assorted bar glasses</p> <ul style="list-style-type: none"> ▪ White wine glass ▪ Red wine glass ▪ Tulip ▪ Champagne saucer ▪ Sherry glass ▪ Beer glass ▪ Tumbler ▪ Cocktail glass ▪ Paris goblet. ▪ Elgin. <p>1.7.2. Large equipment</p> <ul style="list-style-type: none"> ▪ Fridge ▪ Ice makers ▪ Ice cream maker. 	

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> ▪ Ice bucket. <p>1.7.3. Small equipment</p> <ul style="list-style-type: none"> ▪ Bar spoon ▪ Mixing glasses ▪ Boston shakers, ▪ Wine opener ▪ Wine basket ▪ Wine bucket ▪ Hawthorn strainer ▪ Tot measure. ▪ Strainers. ▪ Tongs. ▪ Funnel. ▪ Decanter ▪ Candle. ▪ Carafe. ▪ Coasters. ▪ Openers. ▪ Mixing glass. ▪ Chopping board and knife <p>1.7.3. Factors to consider when purchasing bar equipment.</p> <p>1.7.4. Use, care and maintenance of bar equipment</p> <p>1.8. Bar supplies stocking.</p> <ul style="list-style-type: none"> ▪ Fruits ▪ Vegetables ▪ Herbs ▪ Spices ▪ Condiments. ▪ Sugars. ▪ Straw. ▪ Cocktail sticks ▪ Serviettes ▪ Doilies. ▪ Eggs ▪ Ice cubes ▪ Beverages ▪ Jelly crystals ▪ Food colours. 	

<p>2. Prepare and serve non-alcoholic and alcoholic beverages</p>	<p>2. 1Classification of non-alcoholic beverages</p> <p>2.1.1 Dispense bar beverages</p> <ul style="list-style-type: none"> ▪ Aerated waters ▪ Natural juices ▪ Squashes ▪ Syrup ▪ Natural spring waters. ▪ Smoothie ▪ Milkshake <p>2.1.2 Stillroom beverages</p> <ul style="list-style-type: none"> ▪ Types of stillroom beverages <ul style="list-style-type: none"> • Tea • Coffee <p>2.1.3 Wine and drink list</p> <ul style="list-style-type: none"> • Prepare and design soft drink menu <p>2.1.4 Taking beverage orders</p> <ul style="list-style-type: none"> • Duplicate • Triplicate • Pre-ordered • Service with order <p>2. 2Ingredients for preparing non-alcoholic beverages.</p> <ul style="list-style-type: none"> ▪ Fruits ▪ Vegetables ▪ Herbs ▪ Spices ▪ Condiments. ▪ Sugars. ▪ Straw. ▪ Jelly crystals ▪ Food colours. ▪ Cocktail sticks ▪ Serviettes ▪ Doilies. ▪ Eggs ▪ Ice cubes ▪ Beverages <p>2. 3Quality inspection of ingredients for non-alcoholic beverages.</p> <ul style="list-style-type: none"> ▪ Freshness ▪ Expiration date ▪ Smell and appearance. ▪ Check damaged and leaking seals <p>2. 4Prepare of beverages.</p> <p>1.4.1 Preparation of non-alcoholic beverages</p> <p>1.4.2 Methods of preparing non-alcoholic beverages</p>	<ul style="list-style-type: none"> • Practical • Portfolio of evidence • Third party reports • Oral test • Written texts
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<p>3. Present cigars</p>	<p>3.1 Definition of terms</p> <ul style="list-style-type: none"> • Cigar • Cigar menu <p>3.2 Types of cigars</p> <ul style="list-style-type: none"> • Corona • Cigarillo • Lonsdale • Churchill <p>3.3 Cigar service tools</p> <ul style="list-style-type: none"> • Cigar cutter • Lighter • Ashtray <p>3.4 Presentation and service of cigar</p> <p>3.5 Billing and handling payments</p> <p>3.5.1 Billing methods</p> <ul style="list-style-type: none"> ▪ Separate bill, ▪ Pre-paid, ▪ Voucher, ▪ Bill as check, ▪ No charge, ▪ Deferred account <p>3.5.2 Methods of payments</p> <ul style="list-style-type: none"> ▪ Cash, ▪ Card, ▪ Cheque, ▪ Voucher <p>3.6 Clearance</p> <p>Clearance of ash trays</p>	<ul style="list-style-type: none"> • Practical • Portfolio of evidence • Third party reports • Oral test • Written texts
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Learning Outcome	Content	Suggested Assessment Methods
4. Carry out bar closing activities	<p>4.1 Bar closing procedures</p> <p>4.1.1 Bar closing stock</p> <ul style="list-style-type: none"> ▪ Details in the checklist <ul style="list-style-type: none"> • Number of drinks • Bin number • Closing stock • Received stock • Inventory usage. <ul style="list-style-type: none"> ▪ Total stock. ▪ Stock level ▪ Consumption ▪ Waste and spoilage ▪ Restock needed <p>4.2 Sales reconciliation</p> <ul style="list-style-type: none"> ▪ Reconciliation of bills ▪ Sales summary report. <ul style="list-style-type: none"> • Details <ul style="list-style-type: none"> ▪ Sales mix ▪ Total sales ▪ Payment breakdown <p>4.3 Cleaning of bar equipment and tools</p> <p>4.4 Cleaning bar surfaces</p> <p>4.5 Waste disposal</p> <p>4.5.1 Types of waste</p> <ul style="list-style-type: none"> • Bio-degradable • Non-degradable 	<ul style="list-style-type: none"> • Practical • Portfolio of evidence • Third party reports • Oral test • Written texts

Suggested Methods of delivery

- Demonstration
- Group discussions
- Direct instructions
- Practical
- Project

RECOMMENDED RESOURCES FOR 25 TRAINEES

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Theory room	1	1:25
2.	Laptop	2	2:13
3	Stable and reliable Internet at least 200mps		
4	Projector	1	1:5
5.	Flash cards	5 assorted colours	1:25
6	White board	1	1:5
7.	Flip charts	rolls	1:5
8.	White board markers	5 Assorted colours	1:25
9.	Stationery	Printing paper, manilla papers, pens, tapes, rulers, stickers, toner and ink cartridges	
10.	A fully equipped operational restaurant and a bar		
11.	Assorted beverages		

Equipment

	Item	Quantities	Recommended Ratio (Item: Trainee)
1.	Salver	12	1:3
2.	Boston shaker	12	1:3
3.	Cocktail shaker	12	1:3
4.	Mixing glasses	12	1:3
5.	Assorted glasses	100	1:4
6.	Bar spoons	12	1:3
7.	Cutting board	12	1:3
8.	Refrigerators	2	1:13
9.	Ice maker	2	1:13
10	Ice bucket & tongs	5	1:5
11	Wine stands	5	1:5
12	Wine baskets	5	1:5
13	Wine buckets	5	1:5
14	Cock screw opener	5	1:5
15	Coasters	15	1:2

	Item	Quantities	Recommended Ratio (Item: Trainee)
16	Bottle opener	12	1:3
17	Tot measure	10	1:3
18	Beer pourers	10	13
19	Side plates	12	1:3
20	Small glass bowls	12	1:3
21	Knives	12	1:3

Cleaning materials

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Detergent	400 litres	1:15
2.	Bar soap	25 bars	1:1
3.	Scouring pads	12	1:2
4.	Steel wool	5	1:5
5.	Window cleaner	5	1:5
6.	Yellow dusters	5	1:5
7.	Sanitizers	5	1:5
8.	Wipes	5	1:5
9.	Cleaning cloths	5	1:5

Cleaning equipment

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Cobweb removers	5	1:5
2.	Soft brush	5	1:5
3.	Dustpan & brush	5	1:5
4.	Mops	5	1:5
5.	Mop buckets	5	1:5
6.	Hard brushes	5	1:5
7.	Squeezers	5	1:5
8.	Large dustbins	5	1:5

Safety equipment

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Assorted Fire extinguishers	5	1:5
2.	Fire blankets	2	1:13
3.	Complete first aid kits	2	1:13

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BANQUETS AND EVENTS OPERATIONS

UNIT CODE: 1013 551 15 A

TVET CDACC UNIT CODE: HOSCU/FBO/CR/01/3/MA

UNIT DURATION: 180 Hours

Relationship to occupational standards

This unit addresses the unit of competency: **Perform banquets and events**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to perform banquets and events. It involves Carrying out mis en scene for banquets and events, performing banquets and events operations and performing post banqueting tasks.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Carry out mis en scene for banquets and events	30
2.	Carry out mis en place for banquets and events	50
3.	Perform banquets and events operations	60
4.	Perform post banqueting tasks	40
Total		180

Summary of learning outcomes

Learning outcomes, content and suggested assessment methods

Learning outcome	Content	Suggested Assessment methods
1. Carry out mis en scene for banquets and events	<p>1.1 Introduction to banqueting</p> <ul style="list-style-type: none">• Definition<ul style="list-style-type: none">▪ Banquets▪ Events▪ Banquets menu <p>1.1.1 Banqueting staff and responsibilities</p> <ul style="list-style-type: none">• Banqueting manager• Banqueting sale manager• Banqueting supervisor• Banquet waiter	<ul style="list-style-type: none">• Practical• Projects• Portfolio of Evidence• Written tests• Oral tests

Learning outcome	Content	Suggested Assessment methods
	<ul style="list-style-type: none"> • Bar man • Wine waiter • Causal staff • Porter <p>1.2 Types of functions</p> <p>1.2.1 Professional functions</p> <ul style="list-style-type: none"> • Meetings • Conferences • Exhibitions • Incentives <p>1.2.2 Social functions</p> <ul style="list-style-type: none"> • Wedding • Birthdays • Burials • Baby Shower • Anniversaries <p>1.2.3 State functions</p> <ul style="list-style-type: none"> ▪ Public holidays <p>1.3 Banqueting booking and reservation</p> <ul style="list-style-type: none"> ▪ Documents used in banquet booking <ul style="list-style-type: none"> ○ Function book ○ Contract agreement ○ Function sheet <p>1.4 PPES for service</p> <ul style="list-style-type: none"> • Black leather low heeled shoes • Hair nets • Black trousers/ skirts • White Blouse/shirt • Half coat • Bowtie • Hygiene gloves • Waiters' cloth 	

Learning outcome	Content	Suggested Assessment methods
	<p>1.5 Occupational safety and hygiene practices</p> <p>1.5.1 Safety rules in events</p> <ul style="list-style-type: none"> • Clear marked emergency exits • Fire alarms • Fire extinguishers in place • Crowd management • Security measures • Fire assembly point • Clear instructions on safety displayed <p>1.6 Hygiene rules for events</p> <p>1.6.1 Environmental hygiene</p> <p>1.6.2 Hygiene and sanitation in food and beverage event.</p> <p>1.6.3 Conservation of resources</p> <ul style="list-style-type: none"> • Fuel • Water • Energy • Time • Food commodities <p>1.6.4 Materials</p> <p>1.6.5 Cleaning material and equipment</p> <ul style="list-style-type: none"> • Detergents • Mops • Mop bucket • Dust pan • Broom • Sanitisers • Wipes • Cleaning cloths • Cob web remover <p>1.6.6 Cleaning procedures</p> <ul style="list-style-type: none"> • High dusting • Low Dusting • Sweeping • Wiping Surfaces 	

Learning outcome	Content	Suggested Assessment methods
	<ul style="list-style-type: none"> • Mopping <p>1.6.7 Types of floors</p> <ul style="list-style-type: none"> • Carpeted • Terrazzo • Tiled • Wooden <p>1.6.8 Furniture arrangement / Layouts</p> <ul style="list-style-type: none"> • U- Shaped • T-Shaped • V-Shaped • Square • E Or Comb shaped <p>1.6.9 Décor interpretation</p> <ul style="list-style-type: none"> ▪ Decorations for different functions <ul style="list-style-type: none"> ○ Wall hanging ○ Floral ○ Drapery ○ Carvings ○ Wall paintings ○ Lightings 	
2. Carry out mis en place banquets and events	<p>2.1 Banquets and events equipment's</p> <p>2.1.1 Cutlery</p> <ul style="list-style-type: none"> • Joint knives • Wine knives • Fish knives • Side knives • Fruit knives • Steak knives <p>2.1.2 Flatware</p> <ul style="list-style-type: none"> • Soup spoon • Sweet spoon • Tea spoon • Bar spoon • Coffee spoon • Joint fork <p>2.1.3 Crockery</p> <ul style="list-style-type: none"> • Side plate • Soup plate 	<ul style="list-style-type: none"> • Practical • Projects • Portfolio of Evidence • Written tests • Oral tests

Learning outcome	Content	Suggested Assessment methods
	<ul style="list-style-type: none"> • Dessert plate • Fish plate • Service plate • Fruit plate <p>2.1.4 Hollowware</p> <ul style="list-style-type: none"> • Serving dishes • Coffee pots • Sugar dish • protein bowls • vegetable dish <p>2.1.5 Glassware</p> <ul style="list-style-type: none"> • Water glasses • Wine glasses • Juice glasses <p>2.1.6 Large banquets service equipment</p> <ul style="list-style-type: none"> • Chaffing dishes • Trolley • Plate warmers • Service trays <p>2.1.7 Linen</p> <ul style="list-style-type: none"> • Table cloth • skirting's • Molton • Slip cloth • Buffet cloth • Napkins • Seat covers <p>2.1.1 Disposables</p> <ul style="list-style-type: none"> • Plates • Spoons and forks • Plastic cups • Napkins • Paper cups <p>2.2 Polishing of equipment</p> <p>2.3 Procedure of polishing cutlery</p> <p>2.4 Procedure of polishing glassware</p> <p>2.5 Laying the linen</p> <ul style="list-style-type: none"> • square tables 	

Learning outcome	Content	Suggested Assessment methods
	<ul style="list-style-type: none"> • buffet tables <p>2.6 Table accompaniments</p> <ul style="list-style-type: none"> • Flower vases • Cruets • Table number • Menu cards • toothpick holder <p>2.7 Covers</p> <ul style="list-style-type: none"> • Table d 'hotel cover • A la carte cover • Standard menu <p>2.8 Customer relations</p> <p>2.9 Challenges in management of banqueting operations</p> <p>Preparation of banquet and event service report</p>	
3.Perform banquets and events operations	<p>3.1 Banquet service procedure</p> <ul style="list-style-type: none"> • Welcoming the guests • Seating the guests <p>3.2 Food service methods in events</p> <ul style="list-style-type: none"> • Buffet service • Table service • Silver service • Family service • Specialized service • Plate service • Wave service • Self service • Cafeteria service <p>3.3 Banquets beverage service ways</p> <ul style="list-style-type: none"> • Open or closed bars • Cash bars • Wine service • Host bar • Corkage <p>3.4 Clearance procedures</p> <p>3.5 Billing methods</p> <ul style="list-style-type: none"> • Pre-paid • Bill with order 	<ul style="list-style-type: none"> • Practical • Projects • Portfolio of evidence • Written tests • Oral tests

Learning outcome	Content	Suggested Assessment methods
4. Perform post banqueting tasks	<p>4.1 Striping linens and sorting</p> <ul style="list-style-type: none"> ▪ Table cloths ▪ Buffets cloths ▪ Slip cloths ▪ Seat covers ▪ Skirting cloths <p>4.2 Cleaning tools, equipment and materials</p> <ul style="list-style-type: none"> ▪ Drying tools, equipment and materials <p>4.3 Storing tools, equipment and materials</p> <p>Cleaning the restaurant /service areas</p>	<ul style="list-style-type: none"> • Practical • Projects • Portfolio of Evidence • Written tests • Oral tests

Suggested Methods of Delivery

- Practical
- Projects
- Demonstrations
- Group discussion
- Direct instructions

RECOMMENDED RESOURCES FOR 25 TRAINEES

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Theory room	1	1:25
2.	Laptop	2	2:13
3	Stable and reliable Internet at least 200mps		
4	Projector	1	1:5
5.	Flash cards	5 assorted colours	1:25
6	White board	1	1:5
7.	Flip charts	rolls	1:5
8.	White board markers	5 Assorted colours	1:25
9.	Stationery	Printing paper, manilla papers, pens, tapes, rulers, stickers, toner and ink cartridges	

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
10.	A fully equipped operational restaurant, conference rooms and guest rooms		
11.	Assorted food and beverages as per styles of services		

Equipment

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
	Flatware	100 each (service spoons, sweet spoons, tea spoon, soup spoon, coffee spoon)	1:4
	Crockeries	100 each (Dinner plates, fish plates, sweet plates, side plates, soup plates, coffee cups, consommé cups, tea cups)	1:4
	Cutlery	each (Joint knives, joint forks, fish forks, fish knives, side knives, dessert forks)	1:4
	Hollowware	25 (coffee pots, milk jugs, sugar dish, sauce boat, protein dish, coups)	1:1
	Trays	25	1:1
	Salvers	25	1:1
	Water glasses	100	
	Water jugs	25	1:1
	Table accompaniments	25 Cruet set, table number, toothpick holder, ashtray, condiment holder,)	1:1
	Commercial hotplates	2	1:13

Furniture

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Square tables	15	1:2
2.	Buffet tables	6	1:4

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
3.	Sideboards	15	1:2
4.	Service trolley	4	1:6
5.	Cheese trolley	4	1:6
6.	Wine trolley	4	1:6
7.	Liqueur trolley	4	1:6

Cleaning materials

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Detergent	400 litres	1:15
2.	Bar soap	25 bars	1:1
3.	Scouring pads	12	1:2
4.	Steel wool	5	1:5
5.	Window cleaner	5	1:5
6.	Yellow dusters	5	1:5
7.	Sanitizers	5	1:5
8.	Wipes	5	1:5
9.	Cleaning cloths	5	1:5

Cleaning equipment

NO.	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Cobweb removers	5	1:5
2.	Soft brush	5	1:5
3.	Dustpan & brush	5	1:5
4.	Mops	5	1:5
5.	Mop buckets	5	1:5
6.	Hard brushes	5	1:5
7.	Squeezers	5	1:5
8.	Large dustbins	5	1:5

Linen

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Table clothes	25	1:1
2.	Slip clothes	25	1:1

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
3.	Molton	4	1:6
4.	Napkins	100	1:4
5.	Skiting clothes	5	1:5
6.	Waiters' clothes	25	1:1
7.	Glass clothes	25	1:1
8.	Side board liners	25	1:1
9.	Tray cloths	25	1:1
10.	Tea clothes	25	1:1
11.	Seat cover	100	4:1
12.	Cocktail table covers	25	1:1

Safety equipment

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Assorted Fire extinguishers	5	1:5
2.	Fire blankets	2	1:13
3.	Complete first aid kits	2	1:13

Décor and Decorations Materials

NO	ITEM	QUANTITY	Recommended Ratio (Item: Trainee)
1.	Carpets	1	1:25
2.	Drapers	5	1:5
3.	Lighting		
4.	Florals		
5.	Wall hangings		

COMMUNICATION SKILLS

ISCED UNIT CODE: 0031 551 11A

TVET CDACC UNIT CODE: HOS/CU/FBO/BC/02/5/MA

Relationship with Occupational Standards

This unit addresses the Unit of Learning: **Apply Communication Skills**

DURATION OF UNIT: 40 HOURS

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to apply Communication Skills. It involves applying communication channels, written communication skills, non-verbal skills, oral communication skills and group communication skills.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Apply communication channels.	05
2.	Apply written communication skills.	05
3.	Apply non-verbal skills.	10
4.	Apply oral communication skills.	10
5.	Apply group communication skills.	10
Total		40

Learning outcomes, Content, and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Apply communication channels	1.1 Communication process 1.2 Principles of effective communication 1.3 Channels/medium/modes of communication 1.4 Factors to consider when selecting a channel of communication	<ul style="list-style-type: none">• Oral questions• Written assessment• Observation• Portfolio of Evidence• Practical assessment• Third party report

Learning outcome	Content	Suggested Assessment Methods
	1.5 Barriers to effective communication 1.6 Flow/patterns of communication 1.7 Sources of information 1.8 Organizational policies	
2. Apply written communication skills	2.1 Types of written communication 2.2 Elements of communication 2.3 Organization requirements for written communication	<ul style="list-style-type: none"> • Oral assessment • Written assessment • Observation • Portfolio of Evidence • Practical assessment • Third party report
3. Apply non-verbal communication skills	3.1 Utilize body language and gestures 3.2 Apply body posture 3.3 Apply workplace dressing code	<ul style="list-style-type: none"> • Oral assessment • Written assessment • Observation • Portfolio of Evidence • Practical assessment • Third party report
4. Apply oral communication skills	4.1 Types of oral communication pathways 4.2 Effective questioning techniques 4.3 Workplace etiquette 4.4 Active listening	<ul style="list-style-type: none"> • Oral assessment • Written assessment • Observation • Portfolio of Evidence • Practical assessment • Third party report
5. Apply group discussion skills	5.1 Establishing rapport 5.2 Facilitating resolution of issues 5.3 Developing action plans 5.4 Group organization techniques 5.5 Turn-taking techniques 5.6 Conflict resolution techniques 5.7 Team-work	<ul style="list-style-type: none"> • Oral assessment • Written assessment • Observation • Portfolio of Evidence • Practical assessment

Suggested Methods of Instruction

- Discussion
- Roleplaying
- Simulation
- Direct instruction

- Demonstration
- Field trips

RECOMMENDED RESOURCES FOR 30 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
	Textbooks	Comprehensive texts books on Communication Skills	30 pcs	1:1
	Mobile Phones	Smartphone for use by trainees	30 pcs	1:1
	Internet connection	Internet connection to aid communication between trainees		
	PowerPoint Presentations	For trainer's use, covering course content and practical applications	1	1:30
	Projector	Functional projector for displaying content during presentations	1	1:30
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:30
	Printer	An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings	1	1:30
	Templates	Templates for creating various documents e.g. CV, Cover Letter, minutes, reports etc.	30	1:1
B	Learning facilities & Infrastructure			
	Lecture/Theory Room /Learning resource Area*	Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m)	1	1:30
	Computer Laboratory	Equipped with at least 30 functional computers with internet connectivity and the following software:	30	1:1

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
		Windows/ Linux/ Macintosh Operating System Microsoft Office Software Google Workspace Account Antivirus Software		
C	Consumable Materials			
	Printing Papers	A4 and A3 Printing papers suitable for the task	Enough	
	Flashcards	For carrying out various activities by trainees	Enough	
	Flipcharts	Sufficient for group work activities and displaying	Enough	
	Whiteboard Marker Pens	Dry-erase markers for trainers use. Assorted colors	Enough	

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WORK ETHICS AND PRACTICES

ISCED UNIT CODE: 0417 551 12A

TVET CDACC UNIT CODE: HOS/CU/FB0/BC/03/5/MA

Relationship with Occupational Standards

This unit addresses the Unit of Learning: **Apply work ethics and practices.**

DURATION OF UNIT: 40 HOURS

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to apply work ethics and practices. It involves applying self-management skills, promoting ethical practices and values, Teamwork, maintaining professional and personal development, applying problem-solving skills and promoting customer care.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Apply self-management skills	10
2.	Promote ethical practices and values	4
3.	Promote Teamwork	10
4.	Maintain professional and personal development	10
5.	Apply Problem-solving skills	4
6.	Promote Customer care.	2
Total		40

Learning outcomes, Content, and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Apply self-management skills	1.1 Self-awareness 1.2 Formulating personal vision, mission, and goals 1.3 Healthy lifestyle practices 1.4 Strategies for overcoming work challenges 1.5 Emotional intelligence	<ul style="list-style-type: none">• Observation• Written assessment• Oral assessment• Third party reports• Portfolio of evidence• Project

Learning outcome	Content	Suggested Assessment Methods
	1.6 Coping with Work Stress. 1.7 Assertiveness versus aggressiveness and passiveness 1.7.1 Developing and maintaining high self-esteem 1.7.2 Developing and maintaining positive self-image 1.7.3 Time management 1.7.4 Setting performance targets 1.7.5 Monitoring and evaluating performance targets	<ul style="list-style-type: none"> • Practical
2. Promote ethical work practices and values	2.1 Integrity 2.2 Core Values, ethics and beliefs 2.3 Patriotism 2.4 Professionalism 2.5 Organizational codes of conduct 2.6 Industry policies and procedures	<ul style="list-style-type: none"> • Observation • Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical
3. Promote Teamwork	3.1 Types of teams 3.2 Team building 3.2.1 Individual responsibilities in a team 3.2.2 Determination of team roles and objectives 3.2.3 Team parameters and relationships 3.2.4 Benefits of teamwork 3.2.5 Qualities of a team player 3.2.6 Leading a team	<ul style="list-style-type: none"> • Observation • Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical

Learning outcome	Content	Suggested Assessment Methods
	<p>3.2.7 Team performance and evaluation</p> <p>3.3 Conflicts and conflict resolution</p> <p>3.4 Gender and diversity mainstreaming</p> <p>3.5 Developing Healthy workplace relationships</p> <p>3.6 Adaptability and flexibility</p> <p>3.7 Coaching and mentoring skills</p>	
<p>4. Maintain professional and personal development</p>	<p>4.1 Personal vs professional development and growth</p> <p>4.2 Avenues for professional growth</p> <p>4.3 Recognizing career advancement</p> <p>4.4 Training and career opportunities</p> <p> 4.4.1 Assessing training needs</p> <p> 4.4.2 Mobilizing training resources</p> <p>4.5 Licenses and certifications for professional growth and development</p> <p>4.6 Pursuing personal and organizational goals</p> <p>4.7 Managing work priorities and commitments</p> <p>4.8 Dynamism and on-the-job learning</p>	<ul style="list-style-type: none"> • Observation • Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical
<p>5. Apply Problem-solving skills</p>	<p>5.1 Causes of problems</p> <p>5.2 Methods of solving problems</p> <p>5.3 Problem-solving process</p> <p>5.4 Decision making</p> <p>Creative thinking and critical thinking process in development of innovative and practical solutions</p>	<ul style="list-style-type: none"> • Observation • Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical

Learning outcome	Content	Suggested Assessment Methods
6. Promote Customer Care	6.1 Identifying customer needs 6.2 Qualities of good customer service 6.3 Customer feedback methods 6.4 Resolving customer concerns 6.5 Customer outreach programs Customer retention	<ul style="list-style-type: none"> • Observation • Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical

Suggested Methods of Instruction

- Instructor lead facilitation of theory using active learning strategies.
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Projects
- Case studies
- Assignments

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
	Textbooks	Comprehensive texts books on Work Ethics and Practices	30 pcs	1:1
	PowerPoint Presentations	For trainer's use, covering course content and practical applications	1	1:30
	Projector	Functional projector for displaying content during presentations	1	1:30
	Media Resources	This include but are not limited to: Video Clips Audio Clips TV Sets		

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
		Radio Sets		
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:30
B	Learning facilities & Infrastructure			
	Lecture/Theory Room /Learning resource Area*	Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m)	1	1:30
	Computer Laboratory	Equipped with at least 30 functional computers with internet connectivity and the following software: Windows/ Linux/ Macintosh Operating System Microsoft Office Software Google Workspace Account Antivirus Software	30	1:1
C	Consumable Materials			
	Printing Papers	A4 and A3 Printing papers suitable for the task	Enough	
	Flashcards	For carrying out various activities by trainees	Enough	
	Charts	Sufficient for group work activities and displaying	Enough	
	Whiteboard Marker Pens	Dry-erase markers for trainers use. Assorted colors	Enough	

PRINCIPLES OF FOOD SCIENCE AND NUTRITION

UNIT CODE: 0915 551 07A

TVET CDACC UNIT CODE: HOSCU/FBO/CC/01/5/MA

UNIT DURATION: 80 Hours

Relationship to Occupational Standards

This unit addresses the unit of learning: **apply principles of human nutrition**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to apply principles of human nutrition. It involves applying knowledge of food composition, nutritional deficiency and disorders, organic chemistry in food production and food micro-biology.

Summary of learning outcomes

S/No	Learning Outcomes	Duration (Hours)
1.	Apply knowledge of food composition	20
2.	Apply knowledge of nutritional deficiency and disorders	20
3.	Apply knowledge of organic chemistry in food production	20
4.	Apply knowledge of food micro-biology	20
Total		80

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Apply knowledge of food composition	1.1 Definition of terms <ul style="list-style-type: none">• Food• Food composition• Nutrients• Nutritional requirements• Macronutrients• Micronutrients• Balanced diet 1.2 Components of balance diet	<ul style="list-style-type: none">• Written.• Third party report• Oral questioning• Interviews

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Carbohydrates • Proteins • Fats • Vitamins • Minerals • Fibres • Water <p>1.3 Interpretation of food composition tables.</p> <p>1.3.1 Macronutrients</p> <p>Energy(kcal/kj) Total energy provided by food</p> <ul style="list-style-type: none"> • Carbohydrate • Proteins • Fats <p>1.3.2 Micronutrients</p> <ul style="list-style-type: none"> • Vitamins • Minerals <p>1.3.3 Other components</p> <ul style="list-style-type: none"> • Water content • fibre • Ash • Phytochemicals <p>1.3.4 Serving information (nutritional content per 100gms or standard serving size)</p> <p>1.3.5 Uses of food composition tables</p> <ul style="list-style-type: none"> • Nutritional assessment • Meal planning • Research <p>1.3.6 Examples of food composition tables</p> <ul style="list-style-type: none"> • FAO/INFOODS Global Food Composition table • USDA National Nutrient Database • Nutrients <p>1.3.1 Types</p> <ul style="list-style-type: none"> • Carbohydrates • Proteins • Fats 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Vitamins • Minerals <p>1.3.2 Sources</p> <p>1.3.3 Functions.</p> <p>1.4 Nutritional daily requirement</p> <p>1.4.1 Recommended intake</p> <p>1.4.2 Daily amount</p> <p>1.4.3 Purpose</p> <ul style="list-style-type: none"> • Macro –nutrients <ul style="list-style-type: none"> • Carbohydrates • Proteins • Fats • Water • Dietary fibre • Micro nutrients <ul style="list-style-type: none"> • Vitamins • Minerals <p>1.5 Specific requirements for special groups</p> <p>1.5.1 Children and adolescents</p> <p>1.5.2 Pregnant and lactating mothers</p> <p>1.5.3 Older adults</p> <p>1.5.4 Athletes</p> <p>1.6 Balanced meal plan</p> <p>1.6.1 Daily nutritional goals</p> <p>1.6.2 Portion control</p> <p>1.6.3 Colour diversity</p> <p>1.6.4 Limited processed foods</p> <p>Special needs</p>	
2 Apply knowledge of nutritional deficiency and disorders	<p>2. 1Digestion of foods</p> <p>2.1.1 Definition of terms</p> <ul style="list-style-type: none"> • Digestion • Mastication • Deglutination • Indigestion • Egestion • Absorption • Peristalsis <p>2.1.2 Human digestive system</p> <p>2.1.3 Food absorption and metabolism</p>	<ul style="list-style-type: none"> • Written. • Third party report • Oral questioning • Interviews

Learning outcome	Content	Suggested Assessment Methods
	2.2 Nutritional deficiency diseases 2.2.1 common nutritional deficiency/ disorders Causes, signs, symptoms and prevention	
3. Apply knowledge of organic chemistry in food production	3.1 Functional groups 3.1.1 Definition 3.1.2 Common functional groups <ul style="list-style-type: none"> • Hydroxyl group (-OH) • Carboxyl group (-COOH) • Amine group (-NH₂) • Carbonyl group (C=O) • Phosphate group (-PO₄) • Ester group (-COO-) 3.1.3 Role of functional groups Chemical properties, <ul style="list-style-type: none"> • Taste texture, • Nutritional value of food 3.2. Hydrocarbons in foods 3.2.1 Types of hydrocarbons <ul style="list-style-type: none"> • Alkanes • Alkenes • Alkynes • Aromatic hydrocarbons • Terpenes • Food additives 3.2.2 Effects of hydrocarbons reactions in food preparation and production. <ul style="list-style-type: none"> • Hydrocarbon in fats and oils • Hydrocarbons in Maillard reaction • Hydrocarbons in caramelization • Hydrocarbons in smocking and grilling • Hydrocarbons in frying • Hydrocarbons in baking and roasting Hydrocarbons in food preservation.	<ul style="list-style-type: none"> • Written. • Third party report • Oral questioning • Interviews
4. Apply knowledge of food micro-biology	4.1. Food Microbiology 4.1.1 Definition of terms <ul style="list-style-type: none"> • Microbiology 	<ul style="list-style-type: none"> • Written. • Observation

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Microorganisms • Food contamination • Food spoilage • Food poisoning/illness <p>4.1.1 Introduction to food microbiology</p> <p>4.2 Understanding microorganism in food.</p> <p>4.2.1 Beneficial microorganism</p> <ul style="list-style-type: none"> • Lactic acid bacteria • Yeasts • Moulds • Probiotics <p>4.2.2 Harmful microorganism</p> <ul style="list-style-type: none"> • Bacteria (salmonella, Escherichia coli, clostridium, etc) • Viruses (norovirus, hepatitis A, Rotavirus) • Parasites (tapeworms, Giardia intestinalis) • Fungi (Aspergillus flavus, Penicillium moulds) <p>4.3. Food contamination.</p> <p>4.3.1 Types of food contaminants</p> <ul style="list-style-type: none"> • Microbial contamination • Chemical contamination • Physical contamination <p>4.2.2 Common sources of food Contamination</p> <ul style="list-style-type: none"> • Food handlers • Raw ingredients • Equipment and surfaces • Storage issues <p>4.2.3 Key practices to prevent food contamination</p> <ul style="list-style-type: none"> • Personal hygiene • Food storage • Cooking and preparation • Sanitation <p>4.2.4 Factors influencing microbial growth in food.</p> <p>4.4 Food spoilage</p>	<ul style="list-style-type: none"> • Third party report • Oral questioning • Interviews • Role playing

Learning outcome	Content	Suggested Assessment Methods
	<p>4.4.1 Types of food spoilage</p> <ul style="list-style-type: none"> • Microbial spoilage • Enzymatic spoilage • Chemical spoilage • Physical spoilage • Natural spoilage <p>4.4.2 Causes of food spoilage</p> <ul style="list-style-type: none"> • Microbial growth • Enzymatic activity • Physical damage of food • Environmental factors • Chemical reactions • Improper food handling • Microbial toxins • Use of spoiled or expired ingredients <p>4.4.3 Characteristics of spoilt food.</p> <ul style="list-style-type: none"> • Off-odours • Discolouration • Change in texture • Formation of mold • Off-taste • Presence of excessive liquids • Sticky or slippery surface • Fermentation • Softening or melting • <p>4.4.4 Preventive measures</p> <ul style="list-style-type: none"> • Proper storage • Use of preservatives • Correct temperature • Hygiene and cleanliness <p>4.5 Food poisoning</p> <p>4.5.1 Types of food poisoning</p> <ul style="list-style-type: none"> • Bacterial food poisoning • Viral food poisoning • Parasitic food poisoning • Food bone toxins • Chemical food poisoning <p>4.5.2 Causes of food poisoning</p> <ul style="list-style-type: none"> • Bacteria contamination 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Viral contamination • Parasitic contamination • Chemical contamination • Cross contamination • Improper food storage • Poor hygiene practices • Food allergens and intolerances <p>4.5.3 Preventive measures of food poisoning.</p> <ul style="list-style-type: none"> • Proper food handling • Cook food properly • Store food correctly • Avoid cross contamination • Maintain cleanliness <p>4.6 Legal requirements in prevention of food poisoning.</p> <ul style="list-style-type: none"> • Food safety and hygiene regulations • Food service standards • Licensing and inspection requirement • Hazard analysis and critical control points. <p>Environmental healthy and waste management</p>	

Suggested Methods of Instruction

- Projects
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction
- Role playing

RECOMMENDED RESOURCES FOR 30 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
	Textbooks	Comprehensive texts books on Entrepreneurial Skills	30 pcs	1:1
	PowerPoint Presentations	For trainer's use, covering course content and practical applications	1	1:30
	Projector	Functional projector for displaying content during presentations	1	1:30
	Media Resources	These include but are not limited to: Video Clips Audio Clips TV Sets Radio Sets Newspapers Business Journals Case studies		
	Templates	Templates for creating various documents e.g. business plan, invoices etc.	30	1:1
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:30
B	Learning facilities & Infrastructure			
	Lecture/Theory Room /Learning resource Area*	Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m)	1	1:30
	Computer Laboratory	Equipped with at least 15 functional computers with internet connectivity and the following software: Windows/ Linux/ Macintosh Operating System Microsoft Office Software Google Workspace Account	1	1:1

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
		Antivirus Software		
C	Consumable Materials			
	Writing Materials	Writing materials for note taking	Enough	
	Flashcards	For carrying out various activities by trainees	Enough	
	Charts	Sufficient for group work activities and displaying	Enough	
	Whiteboard Marker Pens	Dry-erase markers for trainers use. Assorted colors	Enough	

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ENTREPRENEURIAL SKILLS

ISCED UNIT CODE: 0413 541 19A

TVET CDACC UNIT CODE: HOSCU/FBM/BC/01/6/MA

Relationship with occupational standards

This unit addresses the unit of learning: Apply Entrepreneurial skills.

Duration of unit: 40 Hours

Unit Description:

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to apply Entrepreneurial skills. It involves applying financial literacy apply the entrepreneurial concept, identifying entrepreneurship opportunities, applying business legal aspects, innovating Business Strategies, developing Business Plan and applying financial literacy

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Apply financial literacy	6
2.	Apply the entrepreneurial concept	4
3.	Identify entrepreneurship opportunities	6
4.	Apply business legal aspects	6
5.	Innovate Business Strategies	6
6.	Develop Business Plan	12
Total		40

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Apply financial literacy	1.1 Personal finance management 1.2 Balancing between needs and wants 1.3 Budget Preparation 1.4 Saving management 1.5 Factors to consider when deciding where to save	<ul style="list-style-type: none">• Observation• Project• Written assessment• Oral assessment• Third party report• Interviews

Learning outcome	Content	Suggested Assessment Methods
	1.6 Debt management 1.7 Factors to consider before taking a loan 1.8 Investment decisions 1.9 Types of investments 1.10 Factors to consider when investing money 1.11 Insurance services 1.12 insurance products available in the market 1.13 Insurable risks	
2. Apply entrepreneurial concept	2.1 Difference between Entrepreneurs and Business persons 2.2 Types of entrepreneurs 2.3 Ways of becoming an entrepreneur 2.4 Characteristics of Entrepreneurs 2.5 salaried employment and self-employment 2.6 Requirements for entry into self-employment 2.7 Roles of an Entrepreneur in an enterprise 2.8 Contributions of Entrepreneurship	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report •
3. Identify entrepreneurship opportunities	3.1 Sources of business ideas 3.2 Factors to consider when evaluating business opportunity 3.3 Business life cycle	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report
4. Apply business legal aspects	4.1 Forms of business ownership 4.2 Business registration and licensing processing 4.3 Types of contracts and agreements 4.4 Employment laws	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report

Learning outcome	Content	Suggested Assessment Methods
	4.5 Taxation laws	
5. Innovate business Strategies	5.1 Creativity in business 5.2 Innovative business strategies 5.3 Entrepreneurial Linkages 5.4 ICT in business growth and development	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report
6. Develop Business Plan	6.1 Business description 6.2 Marketing plan 6.3 Organizational/Management 6.4 plan 6.5 Production/operation plan 6.6 Financial plan 6.7 Executive summary 6.8 Business plan presentation 6.9 Business idea incubation	<ul style="list-style-type: none"> • Observation • Written assessment • Project • Oral assessment • Third party report

Suggested Methods of Instruction

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- Direct instruction with active learning strategies
- Project (Business plan)
- Case studies
- Field trips
- Group Discussions
- Demonstration
- Question and answer
- Problem solving
- Experiential
- Team training
- Guest speakers

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
1.	Textbooks	Comprehensive texts books on Entrepreneurial Skills	30 pcs	1:1
2.	PowerPoint Presentations	For trainer's use, covering course content and practical applications	1	1:30
3.	Projector	Functional projector for displaying content during presentations	1	1:30
4.	Media Resources	These include but are not limited to: <ul style="list-style-type: none"> • Video Clips • Audio Clips • TV Sets • Radio Sets • Newspapers • Business Journals • Case studies 		
5.	Templates	Templates for creating various documents e.g., business plan, invoices etc.	30	1:1
6.	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:30
B	Learning facilities & Infrastructure			
1.	Lecture/Theory Room /Learning resource Area*	Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m)	1	1:30

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
2.	Computer Laboratory	Equipped with at least 15 functional computers with internet connectivity and the following software: <ul style="list-style-type: none"> • Windows/ Linux/ Macintosh Operating System • Microsoft Office Software • Google Workspace Account • Antivirus Software 	1	1:1
C	Consumable Materials			
1.	Writing Materials	Writing materials for note taking	Enough	
2.	Flashcards	For carrying out various activities by trainees	Enough	
3.	Charts	Sufficient for group work activities and displaying	Enough	
4.	Whiteboard Marker Pens	Dry-erase markers for trainers use. Assorted colors	Enough	

FOOD AND BEVERAGE COST AND CONTROL

UNIT CODE: 0413 551 13A

TVET CDACC UNIT CODE: HOSCU/FBO/CR/01/5/MA

UNIT DURATION: 100 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Learning: **Perform food and beverage cost and control**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to perform food and beverage cost and control. It involves performing food and beverage purchasing and receiving procedures, food and beverage store keeping procedures, food and beverage costing and pricing, food and beverage labor cost control and preparing food and beverage budgets.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Perform food and beverage purchasing and receiving procedures.	10
2.	Perform food and beverage store keeping procedures	25
3.	Perform food and beverage costing and pricing	20
4.	Perform food and beverage labor cost control	20
5.	Prepare food and beverage budgets	25
Total		100

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Perform food and beverage purchasing and	1.1 Introduction to purchasing 1.1.1 Definition of terms <ul style="list-style-type: none">• Purchasing• Receiving	<ul style="list-style-type: none">• Practical• Projects• Third party report• Simulation

Learning outcome	Content	Suggested Assessment Methods
receiving procedures	<ul style="list-style-type: none"> • Standard purchase specification 1.1.2 Importance of purchasing 1.1.3 Principles of effective purchasing 1.1.4 Duties of a purchasing officer 1.1.5 Purchasing procedure 1.1.6 Documents in purchasing <ul style="list-style-type: none"> • Purchase specification • Purchase requisitions • Food requisition • Beverage requisition • Letter of inquiry • Quotations 1.1.5 Selecting suppliers 1.1.6 Supplier rating <ul style="list-style-type: none"> • Price performance • Quality performance • Delivery performance 1.1.7 Methods of purchasing <ul style="list-style-type: none"> • Cash • Contract • Daily market list • Daily/weekly/ fortnightly quotation list • Cash and carry • Paid reserve • Total supply • Cost plus • Centralized purchasing 1.2 Objectives of receiving <ul style="list-style-type: none"> 1.2.5 Delivery procedure 1.2.6 Receiving procedure <ul style="list-style-type: none"> • Quantity inspection • Quality inspection • Clerical procedures 1.2.7 Receiving methods <ul style="list-style-type: none"> • Invoice receiving 	<ul style="list-style-type: none"> • Portfolio of evidence • Interviews • Written tests • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Blind receiving 1.2.8 Timetabling deliveries 1.2.9 Documents <ul style="list-style-type: none"> • Purchase order • Delivery note • Credit note • Invoice 1.2.10 Receiving of food 1.2.11 Receiving beverages 1.2.12 Material tagging 1.2.13 Dispatching to the stores and user department	
2. Perform food and beverage store keeping procedures	2.1 Definition: <ul style="list-style-type: none"> • Storing • Issuing 2.1.1 Types of stores <ul style="list-style-type: none"> • Impress • Centralized • decentralized 2.1.2 Store layout 2.1.3 Features of effective storekeeping 2.1.4 Duties of a storekeeper 2.2 Documents used in stores <ul style="list-style-type: none"> • delivery note • goods received book • store ledger • store requisition • credit note 2.2.1 Materials and supplies coding <ul style="list-style-type: none"> • Uses • methods of coding • principles of coding 2.3 Stock turnover 2.3.1 Stock control 2.3.2 Stock levels 2.3.3 Determinants of stock levels 2.3.4 Setting stock levels 2.3.5 Formulae of stock levels	<ul style="list-style-type: none"> • Practical • Projects • Third party report • Simulation • Portfolio of evidence • Interviews • Written tests • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<p>2.3.6 Material valuation methods</p> <ul style="list-style-type: none"> • LIFO • FIFO • Simple average • Weighted average • Standard price <p>2.4 Documents used in issuing</p> <p>- Stores records</p> <ul style="list-style-type: none"> • Stores ledger • Bin cards • Stock cards • Perpetual inventory records • Transfer notes • Breakage and damaged goods books • Cellar control book • Beverage perpetual inventory empties return book • Ullage and breakage book • Liquor return <p>2.5 Definition of stock taking</p> <p>2.5.1 Objectives of stock taking</p> <p>2.5.2 Methods of stock-taking</p> <ul style="list-style-type: none"> • Perpetual inventory • Continuous stocktaking • Periodical stocktaking 	
<p>3. Perform food and beverage costing and pricing</p>	<p>3.1 Elements of costs</p> <ul style="list-style-type: none"> • Material cost • Labour cost • Overhead cost <p>3.1.1 Cost dynamics</p> <ul style="list-style-type: none"> • Fixed costs • Semi- fixed cost • Variable costs <p>3.1.2 Cost analysis</p> <p>3.1.3 Overhead allotments</p>	<ul style="list-style-type: none"> • Practical • Projects • Third party report • Simulation • Portfolio of evidence • Interviews • Written tests

Learning outcome	Content	Suggested Assessment Methods
	<p>3.1.4 Overhead absorption</p> <p>3.2 Pricing methods</p> <p>3.2.1 Informal approaches</p> <ul style="list-style-type: none"> • Intuitive <p>3.2.2 Competitive</p> <ul style="list-style-type: none"> • Imitative • Trial and error <p>3.2.3 Formal approaches</p> <ul style="list-style-type: none"> ➤ Cost based pricing <ul style="list-style-type: none"> • Simple markup pricing • Contribution margin pricing • Ratio pricing • Simple prime costing • Cost plus pricing • Modifying factors <ul style="list-style-type: none"> • Historical prices • Perceived price • Price rounding • Statutory taxes ▪ Discounting pricing ➤ Market based pricing <ul style="list-style-type: none"> • Floor pricing • Penetration pricing • Parity pricing • Premium pricing • Leadership pricing • Stay out pricing • Bundle pricing • Value based pricing • Cross benefit pricing <p>3.3 Menu pricing application</p> <ul style="list-style-type: none"> • Profit margin • Mark-up <p>3.4 Sales analysis</p> <p>3.5 Approaches to recording and controlling food and beverage sales</p> <ul style="list-style-type: none"> • Manual systems • Automated system 	<ul style="list-style-type: none"> • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
4. Perform food and beverage labour cost control	<p>4.1 Definitions</p> <ul style="list-style-type: none"> • Labour cost • Staff remuneration. • Incentives. • Staff turnover. • Labour productivity. <p>4.2 Elements of labour costs</p> <ul style="list-style-type: none"> ▪ Fixed cost personnel ▪ Variable cost personnel <p>4.2.1 Standards of performance</p> <p>4.2.2 Objectives of staff training</p> <p>4.3 Labour costing</p> <ul style="list-style-type: none"> • Basic pay • Labour related costs • Incentive schemes • Premium bonus schemes • Group bonus schemes <p>4.4 Profit sharing and co partnership</p> <p>4.5 Staff turnovers</p> <ul style="list-style-type: none"> • Causes of staff turnover • Effects of staff turnover • Payroll particulars 	<p>Simulation</p> <p>Oral questioning</p> <p>Portfolio of evidence</p> <p>Interviews</p> <p>Third party report</p> <p>Written tests</p> <p>Practical</p> <p>Projects</p>
5. Prepare food and beverage budgets	<p>5.1 Definitions</p> <ul style="list-style-type: none"> • Budget. • Budgetary control. • Budget committee • Budget control. <p>4.2.1 Budgetary goals and objectives</p> <p>4.2.2 Advantages of budgets</p> <p>4.2.3 Functions of budget committee</p> <p>4.2.4 Budgetary control</p> <p>5.2 Formulation of budgets</p> <p>5.1.1 Types of budgets</p> <ul style="list-style-type: none"> • Capital budget • Operating budget • Fixed budgets 	<p>Practical</p> <p>Third party reports</p> <p>Portfolio of evidence.</p> <p>Written test.</p> <p>Oral test</p>

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Flexible budgets • Departmental budgets • Master budgets • Sales budget • Production budget • Material usage budget • Purchases budget • Labour cost budget • Overhead cost budget • Office and administration budget • Maintenance budget • Cash budget • Budgeted profit and loss account <p>5.3 Budget reports preparation</p>	

Suggested Methods of Instruction

- Demonstration
- Practical work

RECOMMENDED RESOURCES FOR 25 TRAINEES

NO.	ITEM	QUANTITY
1.	Theory room	1
2.	Laptop	1
3	Good Internet connectivity	
4	Projector	1
5.	Flash cards	5 assorted colour
6	White board	1
7.	Flip charts	rolls
8.	White board markers	5 Assorted colour
9.	Stationery	Enough
10.	A functional store.	

DIET THERAPY

UNIT CODE: 0915 551 16A

TVET CDACC UNIT CODE: HOSCU/FBM/CC/01/6/MA

UNIT DURATION: 70 Hours

Relationship to Occupational Standards

This unit addresses the unit of learning: **apply diet therapy**

Unit Description

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to apply diet therapy It involves Apply principles of diet therapy Manage diseases and conditions using diet therapy Apply home nursing care

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Apply principles of diet therapy	20
2.	Manage diseases and conditions using diet therapy	30
3.	Apply home nursing care	20
Total		70

Summary of learning outcomes

Unit of learning code	Unit of learning title	Elements	Duration in hours
0611 551 16A	Diet therapy	1. Apply principles of diet therapy	20
		2. Manage diseases and conditions using diet therapy	30
		3. Apply home nursing care	20
	TOTAL		70

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Apply principles of diet therapy	<p>1.1 Diet therapy</p> <ul style="list-style-type: none"> • -Definition of terms • -Diet • Diet therapy • Therapeutic diet • Modified diet <p>1.1.2 Importance of dietary requirements</p> <ul style="list-style-type: none"> • To promote repair of worn-out tissue • To promote growth • Maintenance of body cells • Improve immune system <p>1.2 Factors that influence dietary requirements</p> <ul style="list-style-type: none"> • -occupation • -age • -sex • -disease • -genetic makeup <p>1.3 Recommended dietary allowances (RDA)</p> <ul style="list-style-type: none"> • -definition of RDA • -uses of RDA <p>-Acts as a reference standard for discussing nutritional needs of patients</p> <p>-used in guiding healthy individuals to achieve adequate nutrient intake</p> <ul style="list-style-type: none"> • Recommended dietary allowance of various groups <ul style="list-style-type: none"> • -expectant mother • -lactating mother • -adolescent girls • -Adolescent boys • -toddlers • -infants • -elderly 	<ul style="list-style-type: none"> • Apply principles of diet therapy

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • -men • RDA Tables <p>1.4 Nutrition health education</p> <ul style="list-style-type: none"> • The eat well plate • Food composition table <p>1.5 Therapeutic diet</p> <ul style="list-style-type: none"> • Modified consistency diets • Calorie restricted diet • Fat restricted diet • Low cholesterol diet <ul style="list-style-type: none"> • Bland diet 	
2. Manage diseases and conditions using diet therapy	<p>2.1 Diseases and conditions requiring diet modification</p> <ul style="list-style-type: none"> • Ulcers • Diabetes • High blood pressure • Paralytic ileus • Persistence diarrhea • GIT obstruction <p>2.2 Management of diseases and conditions</p> <p>2.3 Modified diets</p> <ul style="list-style-type: none"> • Liquid • Soft • Bland • Pureed • Low fat diet • High protein diet • Carbohydrate controlled <p>2.4 modes of feeding in therapeutic diet</p> <ul style="list-style-type: none"> • parenteral feeding • enteral feeding <p>2.5 Dietetic food commodities</p> <ul style="list-style-type: none"> • Infant formula • Meal replacement food • Sport food <ul style="list-style-type: none"> • Intravenous 	3 Manage diseases and conditions using diet therapy

Learning outcome	Content	Suggested Assessment Methods
3. Apply home nursing care	<p>3.1 Home nursing</p> <ul style="list-style-type: none"> • definition of home nursing • Importance of home nursing • duties of a home nurse • qualities/attributes of a home nurse <p>3.2 Nutritional needs of the sick</p> <ul style="list-style-type: none"> • Balance • Right consistency • Quantities • Intervals (frequency of meals) • Variation in colour • Cooking methods <p>3.3 Public health concerns (sterilization and disinfection)</p> <ul style="list-style-type: none"> • Safety needs of the patients • Social needs of the patient • Emotional needs of the patient • Equity • Religious need of the patient • Psychological needs of the patient • Physical needs of the patient <p>3.4 the sick room</p> <ul style="list-style-type: none"> • essential supplies in a sick room • sanitation and hygiene in a sick room <p>-cleaning protocols -making the bed -handling of equipment -handling of body discharge</p>	4 Apply home nursing care

Suggested Methods of Delivery

1. Projects
2. Demonstration by trainer

- Practice by the trainee
- Discussions
- Direct instruction
- Role playing

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
7.	Textbooks	Comprehensive texts books on Entrepreneurial Skills	30 pcs	1:1
8.	PowerPoint Presentations	For trainer's use, covering course content and practical applications	1	1:30
9.	Projector	Functional projector for displaying content during presentations	1	1:30
10.	Media Resources	These include but are not limited to: <ul style="list-style-type: none"> • Video Clips • Audio Clips • TV Sets • Radio Sets • Newspapers • Business Journals • Case studies 		
11.	Templates	Templates for creating various documents e.g. business plan, invoices etc.	30	1:1
12.	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:30
B	Learning facilities & Infrastructure			
3.	Lecture/Theory Room /Learning resource Area*	Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m)	1	1:30

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
4.	Computer Laboratory	Equipped with at least 15 functional computers with internet connectivity and the following software: <ul style="list-style-type: none"> • Windows/ Linux/ Macintosh Operating System • Microsoft Office Software • Google Workspace Account • Antivirus Software 	1	1:1
C	Consumable Materials			
5.	Writing Materials	Writing materials for note taking	Enough	
6.	Flashcards	For carrying out various activities by trainees	Enough	
7.	Charts	Sufficient for group work activities and displaying	Enough	
8.	Whiteboard Marker Pens	Dry-erase markers for trainers use. Assorted colors	Enough	
1.	Lap top	Functional with online instructional content.		
2.	Internet	Stable and reliable with bandwidth of 20Mbps		

ACCOUNTING OPERATIONS

UNIT CODE: 0411 551 17A

TVET CDACC UNIT CODE: HOSCU/FBM/CC/02/6/MA

UNIT DURATION: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **apply accounting operations**

Unit Description

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to apply accounting operations. It involves applying accounting equation, double entry and ledger system, balancing accounts and extracting trial balance and preparing final books of accounts.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Apply accounting equation	10
2.	Apply double entry and ledger system	20
3.	Balance accounts and extract trial balance	30
4.	Prepare final books of accounts	20
Total		80

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Apply accounting equation	<ul style="list-style-type: none">• Definition of terms<ul style="list-style-type: none">• Accounting concepts• Accounting equation• Financial records1.2.1 Identify accounting principles include<ul style="list-style-type: none">• Going concern principle• Consistency principle• Accrual principle• Matching principle	<ul style="list-style-type: none">• Observation• Written• Oral• Case study• Presentation

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Cost principle 1.2 Explain accounting equation <ul style="list-style-type: none"> • Assets • Liabilities • Capital 1.3 Identify financial records <ul style="list-style-type: none"> • Bank statement • Budget reports • Donor records • Audited financial statements • Accounts receivable • Invoices • Purchase order • Balance sheets <ul style="list-style-type: none"> • 1.3.1 Explain the importance of financial records in hospitality industry 	
1. Apply double entry and ledger system	2.1 Definition of terms <ul style="list-style-type: none"> • Ledger • Nominal ledger • Private ledger • General Ledger 2.1.1 Explain rules of double entry system 2.2 Prepare ledger accounts <ul style="list-style-type: none"> • Personal accounts • Real accounts • Nominal accounts <ul style="list-style-type: none"> • 2.3 Transactions recorded in ledger accounts 	<ul style="list-style-type: none"> • Observation • Written • Oral • Case study • Presentation
3. Balance accounts and extract trial balance	3.5 Balancing off accounts 3.6 Extract credit and debit balances 3.7 Trial balance is prepared. 3.7.1 Prepare balance sheet 3.7.2 Purpose of trial balance <ul style="list-style-type: none"> • Limitations of a trial balance 	<ul style="list-style-type: none"> • Observation • Written • Oral • Case study • Presentation

Learning outcome	Content	Suggested Assessment Methods
4. Prepare books of original entry	<p>4.1 Definition of terms</p> <ul style="list-style-type: none"> • Source documents • Journal • Books of original entry • Receipt • Invoice • Credit note • Debit note • Payment voucher <p>4.1.1 Identify books of original entry</p> <ul style="list-style-type: none"> • Sale journal • Purchases journal • Cash receipts journal • Cash payments journal • Petty cash book • General journal • Returns inwards journal • Returns outwards journal <p>4.2 Prepare journal accounts</p> <p>4.3 Prepare general journal accounts</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Observation • Written • Oral • Case study • Presentation
5. Prepare final books of accounts	<p>5.1 Definition of terms</p> <ul style="list-style-type: none"> • Sales • Gross profit • Net profit/Net loss • Cost of goods • Trading profit and loss account <p>5.1.1 Prepare income statement</p> <p>5.2 Prepare statement of financial positions</p> <p>5.3 Identify purpose of final books of account</p>	<ul style="list-style-type: none"> • Observation • Written • Oral • Case study • Presentation

Suggested Delivery Methods

- Instructor led facilitation
- Demonstration
- Practical work
- Viewing of related videos

Recommended resources for 25 Trainees.

NO.	ITEM	QUANTITY
1.	Theory room	1
2.	Laptop	1
3	Good Internet connectivity	
4	Projector	1
5.	Flash cards	5 assorted colour
6	White board	1
7.	Flip charts	3 rolls
8.	White board markers	5 Assorted colour
9.	Stationery	Enough

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MARKETING SKILLS

UNIT CODE: 0414 551 20A

TVET CDACC UNIT CODE: HOSCU/FBM/CC/03/6/MA

UNIT DURATION: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Learning: Apply Marketing Skills

Unit Description

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to apply Marketing Skills It involves developing marketing plan, developing hospitality service marketing strategy, evaluating demand for hospitality services, evaluating marketing environment and develop marketing mix.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Developing marketing plan	10
2.	Developing hospitality service marketing strategy,	20
3.	Evaluating demand for hospitality services.	15
4.	Evaluating marketing environment	15
5.	Develop marketing mix.	20
Total		80

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Develop marketing plan	1.1 Definition of terms <ul style="list-style-type: none">• Marketing• Market• Needs• Wants• Demands• Value• Exchange	<ul style="list-style-type: none">• Oral questioning• Portfolio of evidence• Interviews• Third party report• Written tests

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Transactions • Relationships • Marketing resources <p>1.1.2 Marketing objectives</p> <ul style="list-style-type: none"> • Improving customer satisfaction • Increase brand awareness • Expand market research • Boosting sales. • Launch new products and services <p>1.2 SWOT analysis</p> <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats <p>1.2.1 Importance's of SWOT analysis</p> <p>1.3 Target market</p> <ul style="list-style-type: none"> • Demographic target market • Geographic target market • Psychographic target market • Behavioural target market • Segmented by product usage • Industry or Niche market target <p>1.4 Marketing resources development</p> <ul style="list-style-type: none"> • Human resources • Financial resources • Digital tools and platforms 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Content resource • Marketing channels • Promotional materials • Training and educational resources 	
2. Evaluate marketing environment	<p>2.1 Definition of terms</p> <ul style="list-style-type: none"> • Marketing environment • Marketing information • Competitors • Market strategies <p>2.1.1 Market information</p> <ul style="list-style-type: none"> • Customer information • Competitor information • Industry trends • Market size and potential • Distribution and supply chain • Sources of market information <p>2.1.1 Importance of customer information</p> <p>2.1.2 Emerging trends</p> <p>2.2 Market segmentation</p> <ul style="list-style-type: none"> • Demographic segmentation • Geographic segmentation • Psychographic segmentation • Behavioural segmentation <p>3 Marketing decisions</p>	<ul style="list-style-type: none"> • Oral questioning • Portfolio of evidence • Interviews • Third party report • Written tests

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Products decisions • Price decisions • Place (Distribution decisions) • Promotion decisions <p>4 Marketing strategies</p> <ul style="list-style-type: none"> • Digital marketing strategy • Content marketing strategy • Brand marketing strategy • In-bound marketing strategy • Out-bound marketing strategy • Importance of marketing strategy. 	
<p>3. Evaluate demand for hospitality services</p>	<p>3.1 Definition of terms</p> <ul style="list-style-type: none"> • Evaluation • Service demand • Hospitality services • Product category • Product demand • Marketing data <p>3.1.1 Outline marketing objectives</p> <p>3.1.2 Importance of collecting marketing data.</p> <p>4 Types of competitors.</p> <p>1.4.1 Methods of analysing competitors.</p> <p>1.4.2 Effects of competition in hospitality industry</p> <ul style="list-style-type: none"> • Types of products • Factors affecting product demand 	<ul style="list-style-type: none"> • Oral questioning • Portfolio of evidence • Interviews • Third party report • Written tests

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Importance of monitoring market performance 	
4. Evaluate marketing environment	<p>4.1. Definition of terms</p> <ul style="list-style-type: none"> • Macro environment • Micro environment • Consumer data • Market trends <p>4.1.1 State macro environmental factors</p> <ul style="list-style-type: none"> • Political factors • Economic factors • Sociocultural factors • Technological factors • Environmental factors • Legal factors <p>4.1.2 State micro environment factors</p> <ul style="list-style-type: none"> • Customers • Competitors • Suppliers • Intermediaries • Employees • Public <p>4.2 Methods of evaluating competitor's strategy.</p> <ul style="list-style-type: none"> • Cost leadership • Differentiation • Niche strategy • Innovation <p>4.2.1 Effects of macro and micro environment in hospitality business</p> <p>4.3 Methods of collecting consumer data</p> <ul style="list-style-type: none"> • Questionnaire's • Website analysis • Social media monitoring 	<ul style="list-style-type: none"> • Oral questioning • Portfolio of evidence • Third party report • Written tests

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Customer feedback and reviews • Interviews <p>4.3.1 Importance of collecting consumer data.</p> <p>4.4 Types of market trends</p> <ul style="list-style-type: none"> • Technological trends • Social and cultural trends • Environmental trends • Consumer trends • Economic trends • Objectives of market trends. 	
5. Develop marketing mix.	<p>5.1 Definition of terms</p> <ul style="list-style-type: none"> • Marketing mix • Product portfolio • Promotion • Price • Place • Market programming <p>5.1.2 Product portfolio</p> <ul style="list-style-type: none"> • Elements of product portfolio • Product lines • Product mix • Life cycle stages • Types of product portfolio <p>5.2 Packaging of product</p> <ul style="list-style-type: none"> • Factors to consider when packaging • Types of packaging • Functions of packaging <p>5.3 Promotion methods</p> <ul style="list-style-type: none"> • Public relations 	<ul style="list-style-type: none"> • Oral questioning • Portfolio of evidence • Interviews • Third party report • Written tests

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Traditional advertising • Digital marketing • Sales promotion • Influencer Marketing • Word of mouth Marketing <p>5.3.1 Importance of promotion methods</p> <p>5.3.2 Advantages and disadvantages of promotion methods</p> <p>5.4 Market programming</p> <ul style="list-style-type: none"> • Types of marketing program • Details of marketing program <p>5.5 Competitive prices</p> <ul style="list-style-type: none"> • Pricing strategies • Factors affecting pricing strategies • Importance of pricing <p>5.6 Appropriate marketing place</p> <ul style="list-style-type: none"> • Factors to consider • Elements of place 	

Suggested Methods of Instruction

- Role playing
- Viewing of related videos
- Discussion
- Direct Instruction

Recommended Resources for 25 Trainees

NO.	ITEM	QUANTITY
1.	Theory room	1
2.	Laptop	1
3	Good Internet connectivity	
4	Projector	1
5.	Flash cards	5 assorted colour

NO.	ITEM	QUANTITY
6	White board	1
7.	Flip charts	4 rolls
8.	White board markers	5 Assorted colour
9.	Stationery	Enough

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HOSPITALITY RESEARCH

UNIT CODE: 0541 551 21A

TVET CDACC UNIT CODE: HOSCU/FBM/CC/04/6/MA

UNIT DURATION: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Learning: **Undertake Hospitality Research**

UNIT DESCRIPTION

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to undertake hospitality research. It involves preparing research proposal, applying scientific research methods and analyzing scientific research finding.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Prepare a research proposal	20
2.	Apply scientific research methods	30
3.	Analyze scientific research findings	30
Total		80

Learning outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Prepare research proposal	<p>1.1 Introduction</p> <p>1.1.1 Definition of terms</p> <ul style="list-style-type: none">• Research• Population• Sample• Hypothesis• Data• Theory <p>1.1.2 Components of research</p> <ul style="list-style-type: none">• Identification of research area and topic• Statement of the problem• Literature review• Methodology design	<ul style="list-style-type: none">• Practical assessment• Project• Portfolio of evidence• Third party report• Written tests• Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Sampling frame and sampling techniques • Data collection tools • Design and techniques • Data analysis methods • Report writing techniques <ul style="list-style-type: none"> 1.1.3 Purpose of research 1.1.4 Sources of knowledge 1.1.5 Characteristics of a good research 1.2 Scientific research proposal <ul style="list-style-type: none"> 1.2.1 Procedure of developing a scientific research proposal <ul style="list-style-type: none"> • Title • Introduction • Abstract • Literature review • Research objectives • Methodology • Significance of the study • Timelines • Budget • References • Appendixes 	
2. Apply scientific research methods	2.1 Types of scientific study design <ul style="list-style-type: none"> • Descriptive research design • Correlational research design • Experimental research design 2.2 Research methodology <ul style="list-style-type: none"> • Qualitative designs • Quantitative designs 2.3 Sampling techniques <ul style="list-style-type: none"> • Probability • Non-probability 2.4 Data collection tools <ul style="list-style-type: none"> • Questionnaires • Interviews • Observation 	<ul style="list-style-type: none"> • Practical assessment • Project • Portfolio of evidence • Third party report • Written tests • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Suggestion boxes • Focus groups • Documents and records 2.5 Ethical considerations in research. <ul style="list-style-type: none"> • Avoid plagiarism • Confidentiality • Integrity • Voluntary participation • Informed consent 	
3. Analyze scientific research finding	3.1 Data analysis methods <ul style="list-style-type: none"> • ANOVA • Measures of central tendency <ul style="list-style-type: none"> ✓ Mean ✓ Median ✓ Mode • Measures of dispersion <ul style="list-style-type: none"> ✓ Range ✓ Variance ✓ Standard deviation 3.2 Research report <ul style="list-style-type: none"> 3.2.1 Components of research reports 3.2.2 Design of research reports 3.2.3 Ethics in research 3.2.4 Citations and referencing 	<ul style="list-style-type: none"> • Practical assessment • Project • Portfolio of evidence • Third party report • Written tests • Oral questioning

Suggested Methods of Instruction

- Practical
- Projects
- Demonstration
- Group discussion
- Direct instruction

RECOMMENDED RESOURCES FOR 25 TRAINEES

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning materials			
	Textbooks	1) Research methodology and scientific writing, C. George Thomas 2) Research Design and Methods, Garry J. Burkholder	1	1:25
	Projector	Functional projector for displaying content during presentations	1	1:25
	Lap top	Functional laptop with online instructional content	1	1:25
	Flip charts	Plain white	1	1:25
	White board markers	Assorted	1	1:25
	White board	Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction	1	1:25
B	LEARNING FACILITIES & INFRASTRUCTURE			
	Lecture/Theory Room	Spacious room with seats for 25 trainees.	1	1:25
3.	Lap top	Functional with online instructional content.		
4.	Internet	Stable and reliable with bandwidth of 20Mbps		

FOOD AND BEVERAGE OPERATIONS MANAGEMENT PRINCIPLES

UNIT CODE: 1013 551 22A

TVET CDACC UNIT CODE: HOSCU/FBM/CC/05/6/MA

UNIT DURATION: 250 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply principles of management in food and beverage operations.

Unit description

This unit of learning covers the learning outcomes, content, assessment methods, delivery methods, and resources required for Food and beverage management. It involves preparing a food and beverage production and service work plan, organizing food and beverage production and service, and controlling food and beverage production and service operations.

Summary of learning outcomes

By the end of this unit, the learner should be able to:

S/No	Learning Outcomes	Duration (Hours)
1.	Prepare food and beverage production and service work plan.	60
2.	Organize food and beverage production and service.	90
3.	Control food and beverage production and service operations	90
Total		250

Learning outcomes, content, and suggested assessment methods.

Learning outcome	Content	Suggested Assessment Methods
1. Prepare food and beverage production and service work plan.	<p>1.1 Definition of terms</p> <ul style="list-style-type: none">• Work plan• Food and beverage• Food and beverage work layout <p>1.4.1 food and beverage production and service objectives</p> <ul style="list-style-type: none">• Guest comfort and satisfaction• Safety and security• Operational efficiency	<ul style="list-style-type: none">• Practical• Project• Portfolio of evidence• Third Party Reports• Written assessments• Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Sustainability. • Revenue generation <p>1.1.2 Supervisory aspects</p> <ul style="list-style-type: none"> • Decision making • Leadership and guidance • Performance management • Communication • Conflict resolution • Training and development • Delegation of duties. • Resource allocation. <p>1.1.3 Attributes of a food and beverage manager.</p> <ul style="list-style-type: none"> • Professional attributes • Personal attributes. • Technical attributes. <p>1.1.4 Duties of a food and beverage manager.</p> <ul style="list-style-type: none"> • Room management • Staff supervision • Budgeting and financial oversight • Health and safety compliance • Facility maintenance • Marketing and promoting. • Record keeping and reporting. • Crisis management. <p>1.1.5 Elements of management.</p> <ul style="list-style-type: none"> • Forecasting and planning • Organizing • Commanding • Coordinating • Controlling <p>1.1.5 Skills for effective supervision</p> <ul style="list-style-type: none"> • Technical skills • People skills • Conceptual skills <p>1.2 Identify food and beverage production and service activities</p> <ul style="list-style-type: none"> • Food production 	

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Food and beverage Service <p>1.1 Identify food and beverage production and service materials and equipment.</p> <p>Production equipment</p> <ul style="list-style-type: none"> • Ovens • Fridges • Sauce pans • Deep freezers • Dough mixers • Grillers • Cooking ranges • Coffee making machines <p>Production materials</p> <ul style="list-style-type: none"> • Flour • Sea foods • Poultry • Vegetables • Dairy products • Fruits • Fungi foods • Butchery <p>Food and beverage Service equipment</p> <ul style="list-style-type: none"> • Table wares • Microwaves • Hot plate • Fridges • Glassware • Furniture • Crockery • Hollow ware <p>Food and beverage Service materials</p> <ul style="list-style-type: none"> • Beverages • Linens • Table accompaniments\ • Food items • Tobacco and cigars • Accessories 	

Learning outcome	Content	Suggested Assessment Methods
	<p>1.4 Prepare food and beverage production and service activities work schedule</p> <ul style="list-style-type: none"> • Timed order of work • Work shifts <p>1.1 Prepare food and beverage production and service budget.</p> <ul style="list-style-type: none"> • Define a budget. • Types of budgets. • Importance of a budget. • Factors to consider when preparing a budget. 	
<p>2 Organize food and beverage production and service.</p>	<p>2.1 Definition of terms.</p> <ul style="list-style-type: none"> • Food and beverage resources • Risk mitigation • Coordination <p>2.1.1 Allocate food and beverage production and service duties</p> <ul style="list-style-type: none"> • food preparation and presentation • food service • customer service • event catering • cleaning of surfaces • customers security and safety • coordination with other departments <p>2.2 Allocate food and beverage production and service resources</p> <ul style="list-style-type: none"> • Kitchen equipment's • Staff and skills • Ingredients and supplies • Technology and software • Facilities • Utilities <p>2.3 Coordinate food and beverage production and service activities.</p> <p>2.4 Apply risk mitigation measures</p> <ul style="list-style-type: none"> • Food safety and hygiene • Fire and safety measures • Health and well-being 	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments <p>Oral questioning</p>

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Risk management for customers 	
3. Control food and beverage production and service operations	<p>3.1 Definition of terms</p> <ul style="list-style-type: none"> • Staff training • Staff performance • Staff motivation • Monitor • Operational performance • Food and beverage revenue • Operational performance report. <p>3.1.1 Coordinate food and beverage production and service operations</p> <ul style="list-style-type: none"> • Food production • Food service • Accommodation • Housekeeping • Maintenance • Accounts department <p>3.1.1 Monitor food and beverage production and service resources.</p> <p>3.1.2 Conduct food and beverage production and service staff training.</p> <ul style="list-style-type: none"> • Health and safety • Customer service • Communication • Compliance • Managerial training <p>3.1.3 Evaluate food and beverage production and service staff performance.</p> <ul style="list-style-type: none"> • Customer service skills • Product knowledge • Efficiency and organization • Team work • Guest interaction • Professionalism and appearance • Crisis management <p>3.2 Conduct food and beverage production and service staff motivation.</p> <ul style="list-style-type: none"> • Training and development 	<ul style="list-style-type: none"> • Practical • Project • Portfolio of evidence • Third Party Reports • Written assessments • Oral questioning

Learning outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Mentorship programs • Rewarding of staff • Safe and comfortable work environment <p>3.3 Monitor food and beverage production and service revenue.</p> <p>3.4 Prepare food and beverage production and service operational performance reports.</p> <ul style="list-style-type: none"> • Customer satisfaction scores • Service efficiency • Food cost percentage • Revenue • Facilities management 	

Suggested methods of delivery

- Practical
- Demonstration
- Group discussion
- Trainer led instructions.

Recommended Resources for 25 Trainees

NO.	ITEM	QUANTITY
1.	Theory room	1
2.	Laptop	1
3	Good Internet connectivity	
4	projector	1
5.	Flash cards	5 assorted colour
6	White board	1
7.	Flip charts	1. rolls
8.	White board markers	5 Assorted colour
9.	Stationery	Enough
10.	A fully equipped operational restaurant including industrial -current tools and equipment	
11.	Variety of food/dishes/courses	

Equipment

NO.	ITEM	QUANTITY
1.	Flatware	100 each (service spoons, sweet spoons, tea spoon, soup spoon, coffee spoon)
2.	Crockeries	100 each (Dinner plates, fish plates, sweet plates, side plates, soup plates, coffee cups, consommé cups, tea cups)
3.	Cutlery	100 each (Joint knives, joint forks, fish forks, fish knives, side knives, dessert forks)
4.	Hollowware	25 (coffee pots, milk jugs, sugar dish, sauce boat, protein dish, coups)
5.	Trays	30
6.	Salvers	30
7.	Water glasses	100
8.	Water jugs	25
9.	Table accompaniments	25 Cruet set, table number, toothpick holder, ashtray, condiment holder,)
10.	Commercial hotplates	2

Furniture

NO.	ITEM	QUANTITY
1.	Square tables	15
2.	Buffet tables	6
3.	Sideboards	15
4.	Service trolley	4
5.	Cheese trolley	4
6.	Wine trolley	4
7.	Liqueur trolley	4

Cleaning materials

NO	ITEM	QUANTITY
1.	Detergent	400 litres
2.	Bar soap	30 bars
3.	Scouring pads	12
4.	Steel wool	5
5.	Window cleaner	5
6.	Yellow dusters	5
7.	Sanitizers	5
8.	Wipes	5
9.	Cleaning cloths	5

Cleaning equipment

NO.	ITEM	QUANTITY
1.	Cobweb removers	5
2.	Soft brush	5
3.	Dustpan & brush	5

NO.	ITEM	QUANTITY
4.	Mops	5
5.	Mop buckets	5
6.	Hard brushes	5
7.	Squeezers	5
8.	Large dustbins	5

Linen

NO	ITEM	QUANTITY
1.	Table clothes	25
2.	Slip clothes	25
3.	Molton	4
4.	Napkins	100
5.	Skirting clothes	5
6.	Waiters' clothes	25
7.	Glass clothes	25
8.	Side board liners	25
9.	Tray cloths	25
10.	Tea clothes	25

Safety equipment

NO	ITEM	QUANTITY
1.	Assorted Fire extinguishers (co2, foam, water)	5
2.	Fire blankets	2
3.	Complete first aid kits	2