



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

FOOD PRODUCTION (CULINARY ARTS) TECHNICIAN

LEVEL 6



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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Council Secretary/CEO
TVET Curriculum Development, Assessment and Certification Council
P.O. Box 15745–00100
Nairobi, Kenya
Email: info@tvetcdacc.go.ke

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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint, Vision 2030 and sustainable development goals.

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

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency based curriculum for culinary artist. These Occupational Standards will also be the basis for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Hospitality sector.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION**

PREFACE

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

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

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Hospitality Sector Skills Advisory Committee (SSAC). These standards will be the basis for development of competency based curriculum for culinary artist level 6.

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

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

CHAIRPERSON, TVET CDACC

ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVETCDACC) for providing guidance on the development of these Standards. My gratitude goes to Hospitality Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these standards.

CHAIRPERSON

HOSPITALITY SECTOR SKILLS ADVISORY COMMITTEE

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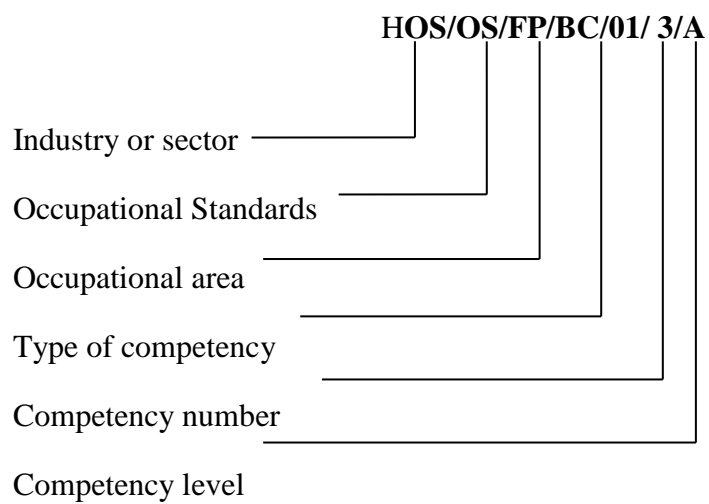
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ABBREVIATIONS AND ACRONYMS

BC	: Basic competency
CC	: Common Competency
CR	: Core Competency
CBET	: Competency Based Education and Training
CDACC	: Curriculum Development Assessment and Certification Council
HOS	: Hospitality
FP	: Food Production
OS	: Occupational Standard
OSHA	: Occupation Safety and Health Act
PPE	: Personal Protective Equipment
TVET	: Technical and Vocational Education and Training

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KEY TO UNIT CODE



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OVERVIEW

The Food Production (Culinary Arts) Qualification Level 6 consists of competencies that a person must achieve to plan, prepare, cook, present and disseminate various hot and cold products, including food accompaniments, soups, stocks, sauces, salads, meats, desserts pastries, breads and beverages

The Units of Competency comprising this qualification include the following:

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

BASIC UNITS OF COMPETENCY

Unit Code	Unit Title
HOS/OS/FP/BC/01/6/A	Communication skills
HOS/OS/FP/BC/02/6/A	Numeracy skills
HOS/OS/FP/BC/03/6/A	Digital literacy
HOS/OS/FP/BC/04/6/A	Entrepreneurial skills
HOS/OS/FP/BC/05/6/A	Employability skills
HOS/OS/FP/BC/06/6/A	Environmental literacy
HOS/OS/FP/BC/07/6/A	Occupational safety and health practices

CORE UNITS OF COMPETENCY

Unit Code	Unit Title
HOS/OS/FP/CR/01/6/A	Prepare food accompaniments
HOS/OS/FP/CR/02/6/A	Prepare soups
HOS/OS/FP/CR/03/6/A	Prepare stocks
HOS/OS/FP/CR/04/6/A	Prepare sauces
HOS/OS/FP/CR/05/6/A	Prepare meats
HOS/OS/FP/CR/06/6/A	Prepare salads
HOS/OS/FP/CR/07/6/A	Prepare breads
HOS/OS/FP/CR/08/6/A	Prepare pastries
HOS/OS/FP/CR/09/6/A	Prepare desserts
HOS/OS/FP/CR/10/6/A	Prepare beverages

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met based on workplace requirements 1.2 Different communication approaches are identified and applied according to clients' needs 1.3 Conflict is identified and addressed as per the standards of the organization
2. Develop communication strategies	2.1 Strategies for effective internal and external dissemination of information are developed as per organization's requirements 2.2 Special communication needs are considered in developing strategies according workplace procedures 2.3 <i>Communication strategies</i> are analyzed, evaluated and revised based the workplace needs
3. Establish and maintain communication pathways	3.1 Pathways of communication are established as per organization policy 3.2 Pathways are maintained and reviewed according to organization procedures
4. Promote use of communication strategies	4.1 Information is provided to all areas of the organization as per strategy requirements 4.2 Effective communication techniques are articulated and modeled according work requirements 4.3 Personnel are given guidance about adapting communication strategies as per organization procedures

5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in <i>interview situations</i> based on the workplace requirements</p> <p>5.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.3 Effective questioning, listening and nonverbal communication techniques are used as per needs</p>
6. Facilitate group discussion	<p>6.1 Mechanisms to enhance <i>effective group interaction</i> are identified and implemented according to workplace requirements</p> <p>6.2 Strategies to encourage group participation are identified and used as per organizations' procedures</p> <p>6.3 Meetings objectives and agenda are set and followed based on workplace requirements</p> <p>6.4 Relevant information is provided and feedback obtained according to set protocols</p> <p>6.5 Evaluation of group communication strategies is undertaken in accordance with workplace guidelines</p> <p>6.6 Specific communication needs of individuals are identified and addressed as per individual needs</p>
7. Represent the organization	<p>7.1 Relevant presentation are researched and presented based on internal or external communication forums requirements</p> <p>7.2 Presentation is delivered in a clear and sequential manner as per the predetermined time</p> <p>7.3 Presentation is made as per appropriate media</p> <p>7.4 Difference views are respected based on workplace procedures</p> <p>7.5 Written communication is done as per organizational standards</p> <p>7.6 Inquiries are responded according to organizational standard</p>

RANGE

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

Variable	Range
<p><i>I.</i> Communication strategies may include but not limited to:</p>	<ul style="list-style-type: none"> • Language switch • Comprehension check • Repetition • Asking confirmation • Paraphrase • Clarification request • Translation

	<ul style="list-style-type: none"> • Restructuring • Approximation • Generalization
2. Effective group interaction may include but not limited to:	<ul style="list-style-type: none"> • Identifying and evaluating what is occurring within an interaction in a nonjudgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
3. Situations may include but not limited to:	<ul style="list-style-type: none"> • Establishing rapport • Eliciting facts and information • Facilitating resolution of issues • Developing action plans • Diffusing potentially difficult situations

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Active listening
- Interpretation
- Negotiation
- Writing

Required Knowledge

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups
- Styles of group leadership
- Key elements of communications strategy

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Developed communication strategies to meet the organization requirements and applied in the workplace</p> <p>1.2 Established and maintained communication pathways for effective communication in the workplace</p> <p>1.3 Used communication strategies involving exchanges of complex oral information</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Materials relevant to the proposed activity or tasks</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct observation</p> <p>3.2 Oral questioning</p> <p>3.3 Written texts</p>
<p>4. Context of Assessment</p>	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE NUMERACY SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i>
1. Apply a wide range of mathematical calculations for work	1.1 Mathematical information embedded in a range of workplace tasks and texts is extracted as per workplace procedures. 1.2 Mathematical information is interpreted and comprehended as per job specifications 1.3 A range of mathematical and problem solving processes are selected and used as per job specification 1.4 Different forms of fractions, decimals and percentages are flexibly used as per SOPs 1.5 Calculation performed with positive and negative numbers as per SOPs 1.6 Numbers are expressed as powers and roots and are used in calculations as per SOPs 1.7 Calculations done using routine formulas as per SOPs 1.8 Estimation and assessment processes are used to check outcome as per workplace procedures 1.9 Mathematical language is used to discuss and explain the processes, results and implications of the task as per workplace procedures
2. Use and apply ratios, rates and	2.1 Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts as per SOPs

<p>proportions for work</p>	<p>2.2 Mathematical information related to ratios, rate and proportions is analysed as per SOPs</p> <p>2.3 Problem solving processes are used to undertake the task as per workplace procedures</p> <p>2.4 Equivalent ratios and rates are simplified as per SOPs</p> <p>2.5 Quantities are calculated using ratios, rates and proportions as per SOPs</p> <p>2.6 Graphs, charts or tables are constructed to represent ratios, rates and proportions as per SOPs</p> <p>2.7 The outcomes reviewed and checked as per job specifications</p> <p>2.8 Information is record using mathematical language and symbols as per workplace procedures</p>
<p>3. Estimate, measure and calculate measurement for work</p>	<p>3.1 Measurement information embedded in workplace texts and tasks are extracted and interpreted as per job specifications</p> <p>3.2 Appropriate workplace measuring equipment are identified and selected as per job specifications</p> <p>3.3 Accurate measurements are estimated and made as per SOPs</p> <p>3.4 The area of 2D shapes including compound shapes are calculated as per SOPs</p> <p>3.5 The volume of 3D shapes is calculated using relevant formulas as per SOPs</p> <p>3.6 Sides of right angled triangles are calculated using Pythagoras' theorem as per SOPs</p> <p>3.7 conversions are perform between units of measurement as per job specification</p> <p>3.8 Problem solving processes are used to undertake the task as per workplace Procedures</p> <p>3.9 The measurement outcomes are reviewed and checked as per workplace procedures</p> <p>3.10 Information is recorded using mathematical language and symbols appropriate for the task as per workplace procedures</p>
<p>4. Use detailed maps to plan travel routes for work</p>	<p>4.1 Different types of maps are identified and interpreted as per job requirements</p> <p>4.2 Key features of maps are identified as per job requirements</p> <p>4.3 Scales are identified and interpreted as per job requirements</p>

	<p>4.4 Scales are applied to calculate actual distances</p> <p>4.5 Positions or locations are determined using directional information as per job requirements</p> <p>4.6 Routes are planned by determining directions and calculating distances, speeds and times as per job requirements</p> <p>4.7 Information is gathered and identified and relevant factors related to planning a route checked as per job requirements</p> <p>4.8 Relevant equipment is select and checked for accuracy and operational effectiveness as per job requirements</p> <p>4.9 Task is planned and recorded using specialized mathematical language and symbols appropriate for the task as per job requirements</p>
<p>5. Use geometry to draw 2D shapes and construct 3D shapes for work</p>	<p>5.1 A range of 2D shapes and 3D shapes and their uses in work contexts is identified as per job specifications</p> <p>5.2 Features of 2D and 3D shapes are named and described as per job specifications</p> <p>5.3 Types of angles in 2D and 3D shapes are identified as per job specifications</p> <p>5.4 Angles are drawn, estimated and measured using geometric instruments as per job requirements</p> <p>5.5 Angle properties of 2D shapes are named and identified as per SOPs</p> <p>5.6 Angle properties are used to evaluate unknown angles in shapes as per SOPs</p> <p>5.7 Properties of perpendicular and parallel lines are applied to shapes as per SOPs</p> <p>5.8 Understanding and use of symmetry is demonstrated as per SOPs</p> <p>5.9 Understanding and use of similarity is demonstrated as per SOPs</p> <p>5.10 The workplace tasks and mathematical processes required are identified as per workplace procedures</p> <p>5.11 2D shapes is drawn for work as per job specification</p> <p>5.12 3D shapes is constructed for work as per job specification</p> <p>5.13 The outcomes are reviewed and checked as per workplace procedures</p>

	5.14 Specialized mathematical language and symbols appropriate for the task are used as per SOPs
6. Collect, organize, and interpret statistical data for work	<p>6.1 Workplace issue requiring investigation are identified as per workplace procedures</p> <p>6.2 Audience / population / sample unit is determined as per workplace procedures as per workplace procedures</p> <p>6.3 Data to be collected is identified as per workplace procedures</p> <p>6.4 Data collection method is selected as per workplace procedures</p> <p>6.5 Appropriate statistical data is collected and organized as per SOPs</p> <p>6.6 Data is illustrated in appropriate formats as per SOPs</p> <p>6.7 The effectiveness of different types of graphs are compared as per SOPs</p> <p>6.8 The summary statistics for collected data is calculated as per SOPs</p> <p>6.9 The results / findings are interpreted as per SOPs</p> <p>6.10 Data is checked to ensure that it meets the expected results and content as per workplace procedures</p> <p>6.11 Information from the results including tables, graphs and summary statistics is extracted and interpreted as per workplace procedure</p> <p>6.12 Mathematical language and symbols are used to report results of investigation as per workplace procedure</p>
7. Use routine formula and algebraic expressions for work	<p>7.1 Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated as per SOPs</p> <p>7.2 Simple algebraic expressions and equations are developed as per job specification</p> <p>7.3 Operate on algebraic expressions as per job requirement</p> <p>7.4 Algebraic expressions are simplified as per job requirement</p> <p>7.5 Substitution into simple routine equations is done as per SOPs</p> <p>7.6 Routine formulas used for work tasks are identified and comprehended as per SOPs</p> <p>7.7 Routine formulas are evaluate by substitution as per SOPs</p> <p>7.8 Routine formulas transposed as per SOPs</p>

	<p>7.9 Appropriate formulas are identified and used for work related tasks as per workplace procedures</p> <p>7.10 Outcomes are checked and result of calculation used as per workplace procedures</p>
8. Use common functions of a scientific calculator for work	<p>8.1 Required numerical information to perform tasks is located as per job specification</p> <p>8.2 The order of operations and function keys necessary to solve mathematical calculation are determined as per job specification</p> <p>8.3 Function keys on a scientific calculator are identified and used as per SOPs</p> <p>8.4 Estimations are referred to check reasonableness of problem solving process as per workplace procedures</p> <p>8.5 Appropriate mathematical language, symbols and conventions are used to report results as per workplace procedures</p>

RANGE

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

Variable	Range
1. 2D shapes may include but not limited to: may include but not limited to:	<ul style="list-style-type: none"> • Triangles • Square • Rectangle • Triangle

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Measuring
- Logical thinking
- Computing
- Drawing of graphs
- Applying mathematical formulas
- Analytical

Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables & graphs

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1. 1 Developed communication strategies to meet the organization requirements and applied in the workplace 1. 2 Established and maintained communication pathways for effective communication in the workplace 1. 3 Used communication strategies involving exchanges of complex oral information
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview 3.6 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job

	4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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DEMONSTRATE DIGITAL LITERACY

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification 1.3 Appropriate computer software is identified according to manufacturer's specification 1.4 Appropriate computer hardware is identified according to manufacturer's specification 1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification
2. Apply security measures to data, hardware, software in automated environment	2.1 <i>Data security and privacy are classified</i> in accordance with the prevailing technology 2.2 <i>Security threats</i> reidentified <i>and control measures</i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected in accordance to Information Management security guidelines 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	3.1 <i>Word processing concepts</i> are applied in resolving workplace tasks, report writing and documentation as per the job requirements 3.2 <i>Word processing utilities</i> are applied in accordance with workplace procedures

	<p>3.3 Worksheet layout is prepared in accordance with work procedures</p> <p>3.4 Worksheet is built and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures</p>
4. Apply internet and email in communication at workplace	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 Network configuration is determined in accordance with office operations procedures</p> <p>4.4 Official World Wide Web is installed and managed according to workplace procedures</p>
5. Apply Desktop publishing in official assignments	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>
6. Prepare presentation packages	<p>6.1 Types of presentation packages are identified in accordance with office requirements</p> <p>6.2 Slides are created and formulated in accordance with workplace procedures</p> <p>6.3 Slides are edited and run-in accordance with work procedures</p> <p>6.4 Slides and handouts are printed according to work requirements</p>

RANGE

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

Variable	Range
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1. Appropriate computer hardware may include but not limited to:	Collection of physical parts of a computer system such as: <ul style="list-style-type: none"> • Computer case, monitor, keyboard, and mouse • All the parts inside the computer case, such as the hard disk drive, motherboard and video card
2. Data security and privacy may include but not limited to:	<ul style="list-style-type: none"> • Confidentiality of data • Cloud computing • Integrity -but-curious data surfing
3. Security and control measures may include but not limited to:	<ul style="list-style-type: none"> • Counter measures against cyber terrorism • Risk reduction • Cyber threat issues • Risk management • Pass-wording
4. Security threats may include but not limited to:	<ul style="list-style-type: none"> • Cyber terrorism • Hacking

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures

- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
 - Functions and concepts of word processing.
 - Documents and tables creation and manipulations
 - Mail merging
 - Word processing utilities
- Spread sheets;
 - Meaning, formulae, function and charts, uses and layout
 - Data formulation, manipulation and application to cells
 -
- Database;
 - Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
 - Designing and developing desktop publishing tools
 - Manipulation of desktop publishing tools
 - Enhancement of typeset work and printing documents
- Presentation Packages;
 - Types of presentation Packages
 - Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;
 - Computer networking and internet.
 - Electronic mail and world wide web
- Emerging trends and issues in ICT;
 - Identify and integrate emerging trends and issues in ICT
 - Challenges posed by emerging trends and issues

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes
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	<ul style="list-style-type: none"> 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 1.5 Opened electronic mail for office communication as per workplace procedure 1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures 1.7 Integrated emerging issues in computer ICT applications 1.8 Applied laws governing protection of ICT
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview 3.6 Third party report
4. Context of Assessment	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENTREPRENEURIAL SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate understanding of an Entrepreneur	<ul style="list-style-type: none">1. 1 Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship1. 2 <i>Types of entrepreneurs</i> are identified as per principles of entrepreneurship1. 3 Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship1. 4 <i>Characteristics of Entrepreneurs</i> are identified as per principles of Entrepreneurship1. 5 Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship
2. Demonstrate understanding of Entrepreneurship and self-employment	<ul style="list-style-type: none">2. 1 Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship2. 2 Importance of self-employment is analysed based on business procedures and strategies2. 3 <i>Requirements for entry into self-employment</i> are identified according to business procedures and strategies2. 4 Role of an Entrepreneur in business is determined according to business procedures and strategies2. 5 Contributions of Entrepreneurs to National development are identified as per business procedures and strategies

	<p>2.6 Entrepreneurship culture in Kenya is explored as per business procedures and strategies</p> <p>2.7 Born or made Entrepreneurs are distinguished as per entrepreneurial traits</p>
3. Identify Entrepreneurship opportunities	<p>3.1 Sources of business ideas are identified as per business procedures and strategies</p> <p>3.2 Business ideas and opportunities are generated as per business procedures and strategies</p> <p>3.3 Business life cycle is analysed as per business procedures and strategies</p> <p>3.4 Legal aspects of business are identified as per procedures and strategies</p> <p>3.5 Product demand is assessed as per market strategies</p> <p>3.6 Types of <i>business environment</i> are identified and evaluated as per business procedures</p> <p>3.7 Factors to consider when evaluating business environment are explored based on business procedure and strategies</p> <p>3.8 Technology in business is incorporated as per best practice</p>
4. Create entrepreneurial awareness	<p>4.1 <i>Forms of businesses</i> are explored as per business procedures and strategies</p> <p>4.2 Sources of business finance are identified as per business procedures and strategies</p> <p>4.3 Factors in selecting source of business finance are identified as per business procedures and strategies</p> <p>4.4 <i>Governing policies</i> on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies</p> <p>4.5 Problems of starting and operating SSEs are explored as per business procedures and strategies</p>
5. Apply entrepreneurial motivation	<p>5.1 <i>Internal and external motivation</i> factors are determined in accordance with motivational theories</p> <p>5.2 Self-assessment is carried out as per entrepreneurial orientation</p> <p>5.3 Effective communications are carried out in accordance with communication principles</p>

	5.4 Entrepreneurial motivation is applied as per motivational theories
6. Develop innovative business strategies	6.1 Business innovation strategies are determined in accordance with the organization strategies 6.2 Creativity in business development is demonstrated in accordance with business strategies 6.3 <i>Innovative business strategies</i> are developed as per business principles 6.4 Linkages with other entrepreneurs are created as per best practice 6.5 ICT is incorporated in business growth and development as per best practice
7. Develop Business Plan	7.1 Identified Business is described as per business procedures and strategies 7.2 Marketing plan is developed as per business plan format 7.3 Organizational/Management plan is prepared in accordance with business plan format 7.4 Production/operation plan in accordance with business plan format 7.5 Financial plan is prepared in accordance with the business plan format 7.6 Executive summary is prepared in accordance with business plan format 7.7 Business plan is presented as per best practice

RANGE

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

Variable	Range
1. Types of entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> • Innovators • Imitators • Craft • Opportunistic • Speculators
2. Characteristics of Entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> • Creative • Innovative • Planner

	<ul style="list-style-type: none"> • Risk taker • Networker • Confident • Flexible • Persistent • Patient • Independent • Future oriented • Goal oriented
3. Requirements for entry into self-employment may include but not limited to	<ul style="list-style-type: none"> • Technical skills • Management skills • Entrepreneurial skills • Resources • Infrastructure
4. Internal and external motivation may include but not limited to:	<ul style="list-style-type: none"> • Interest • Passion • Freedom • Prestige • Rewards • Punishment • Enabling environment • Government policies
5. Business environment may include but not limited to:	<ul style="list-style-type: none"> • External • Internal • Intermediate
6. Forms of businesses may include but not limited to:	<ul style="list-style-type: none"> • Sole proprietorship • Partnership • Limited companies • Cooperatives
7. Governing policies may include but not limited to:	<ul style="list-style-type: none"> • Increasing scope for finance • Promoting cooperation between entrepreneurs and private sector • Reducing regulatory burden on entrepreneurs • Developing IT tools for entrepreneurs

<p>8. Innovative business strategies may include but not limited to:</p>	<ul style="list-style-type: none"> • New products • New methods of production • New markets • New sources of supplies • Change in industrialization
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REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Analytical
- Management
- Problem-solving
- Root-cause analysis
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Decision making
- Business communication
- Change management
- Competition
- Risk
- Net working
- Time management
- Leadership
- Factors affecting entrepreneurship development
- Principles of Entrepreneurship
- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Customer care strategies
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Government and regulatory processes

- Local and international market trends
- Product promotion strategies
- Market and feasibility studies
- Government and regulatory processes
- Local and international business environment
- Relevant developments in other industries
- Regional/ County business expansion strategies

EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>1.1 Assessment requires evidence that the candidate: 1.2 Distinguished entrepreneurs and businesspersons correctly 1.3 Identified ways of becoming an entrepreneur appropriately 1.4 Explored factors affecting entrepreneurship development appropriately 1.5 Analysed importance of self-employment accurately 1.6 Identified requirements for entry into self-employment correctly 1.7 Identified sources of business ideas correctly 1.8 Generated Business ideas and opportunities correctly 1.9 Analysed business life cycle accurately 1.10 Identified legal aspects of business correctly 1.11 Assessed product demand accurately 1.12 Determined Internal and external motivation factors appropriately 1.13 Carried out communications effectively 1.14 Identified sources of business finance correctly 1.15 Determined Governing policy on small scale enterprise appropriately 1.16 Explored problems of starting and operating SSEs effectively 1.17 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 1.18 Prepared executive summary correctly 1.19 Determined business innovative strategies appropriately</p>
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	1. 20 Presented business plan effectively
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place
3. Methods of Assessment	3.1 Written tests 3.2 Oral questions 3.3 Third party report 3.4 Interviews 3.5 Portfolio of Evidence
4. Context of Assessment	Competency may be assessed 4.1 On-the-job 4.2 Off-the-job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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DEMONSTRATE EMPLOYABILITY SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotional intelligence is demonstrated as per workplace requirements. 1.3 Individual performance is evaluated and monitored according to the agreed targets. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Accountability and responsibility for own actions are demonstrated based on workplace instructions. 1.6 Self-esteem and a positive self-image are developed and maintained based on values. 1.7 Time management, attendance and punctuality are observed as per the organization policy. 1.8 Goals are managed as per the organization's objective 1.9 Self-strengths and weaknesses are identified based on personal objectives
2. Demonstrate interpersonal communication	2.1 Writing skills are demonstrated as per communication policy 2.2 Negotiation and persuasion skills are demonstrated as per communication policy 2.3 Internal and external stakeholders' needs are identified and interpreted as per the communication policy 2.4 Communication networks are established based on workplace policy 2.5 Information is shared as per communication policy

<p>3. Demonstrate critical safe work habits</p>	<p>3.1 Stress is managed in accordance with workplace policy.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 Resources are utilized in accordance with workplace policy.</p> <p>3.5 Work priorities are set in accordance to workplace goals and objectives.</p> <p>3.6 Leisure time is recognized and utilized in line with personal objectives.</p> <p>3.7 Drugs and substances of abuse are identified and avoided based on workplace policy.</p> <p>3.8 HIV and AIDS prevention awareness is demonstrated in line with workplace policy.</p> <p>3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.10 Emerging issues are identified and dealt with in accordance with organization policy.</p>
<p>4. Lead a workplace team</p>	<p>4.1 Performance targets for the team are set based on organization's objectives</p> <p>4.2 Duties are assigned in accordance with the organization policy.</p> <p>4.3 Forms of communication in a team are established according to organization's policy.</p> <p>4.4 Team performance is evaluated based on set targets as per workplace policy.</p> <p>4.5 Conflicts are resolved between team members in line with organization policy.</p> <p>4.6 Gender related issues are identified and mainstreamed in accordance workplace policy.</p> <p>4.7 Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010.</p> <p>4.8 Healthy relationships are developed and maintained in line with workplace.</p>
<p>5. Plan and organize work</p>	<p>5.1 Work plans are prepared based on activities and budget.</p> <p>5.2 Assigned tasks are interpreted and expectations identified as per the workplace instructions.</p> <p>5.3 Task occupational safety and health requirements are identified and observed regulations.</p>

	<p>5.4 Work resources are identified, mobilized, allocated and utilized based on organization work plans.</p> <p>5.5 Work activities are monitored and evaluated in line with work plans and workplace policy.</p> <p>5.6 Work plans are reviewed based on target and available resources.</p>
6. Maintain professional growth and development	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 Training and career opportunities are identified and utilized based on job requirements.</p> <p>6.3 Resources for training are mobilized and allocated based organizations and individual skills needs.</p> <p>6.4 Licenses and certifications relevant to job and career are obtained and renewed as per policy.</p> <p>6.5 Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Learning opportunities are sought and managed based on job requirement and organization policy.</p> <p>7.2 Improvement in performance is demonstrated based on courses attended.</p> <p>7.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.4 Time and effort is invested in learning new skills based on job requirements</p> <p>7.5 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>7.6 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>7.7 Awareness of personal role in workplace innovation is demonstrated based on requirements of the job.</p>
8. Demonstrate problem solving skills	<p>8.1 Creative, innovative and practical solutions are developed based on the problem</p> <p>8.2 Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.</p> <p>8.3 Team problems are solved as per the workplace guidelines</p> <p>8.4 Problem solving strategies are applied as per the workplace guidelines</p>

	8.5 Problems are analyzed and assumptions tested as per the context of data and circumstances
9. Manage ethical performance	<p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and professionalism is exercised in line with personal goals and organizational policies</p> <p>9.3 Code of conduct is observed as per the workplace requirements</p> <p>9.4 Integrity is demonstrated as per legal requirement</p>

RANGE

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

Variable	Range
1. Drug and substance abuse may include but not limited to:	<p>Commonly abused</p> <ul style="list-style-type: none"> • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
2. Feedback may include but not limited to:	<ul style="list-style-type: none"> • Verbal • Written • Informal • Formal
3. Relationships may include but not limited to:	<ul style="list-style-type: none"> • Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships
4. Forms of communication may include but not limited to:	<ul style="list-style-type: none"> • Written • Visual • Verbal • Non verbal • Formal and informal

5. Team may may include but not limited to:	<ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group
6. Personal growth may may include but not limited to:	<ul style="list-style-type: none"> • Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance
7. Personal objectives may may include but not limited to:	<ul style="list-style-type: none"> • Long term • Short term • Broad • Specific
8. Trainings and career opportunities may includes but not limited to	<ul style="list-style-type: none"> • Participation in training programs • Serving as Resource Persons in conferences and workshops
9. Resource may include may but not limited to:	<ul style="list-style-type: none"> • Human • Financial • Technology
10. Innovation may may include but not limited to:	<ul style="list-style-type: none"> • New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
11. Emerging issues may may include but not limited to:	<ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices
12. Range of media for learning may may include but not limited to:	<ul style="list-style-type: none"> • Mentoring • peer support and networking • IT and courses

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Interpersonal

- Communication
- Critical thinking
- Organizational
- Negotiation
- Monitoring
- Evaluation
- Record keeping
- Problem solving
- Decision Making
- Resource utilization
- Resource mobilization

Required Knowledge

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Organizing work
- Monitoring and evaluation
- Record keeping
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Professional growth and development
- Technology in the workplace
- Innovation
- Emerging issues

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EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Demonstrated the ability to lead a workplace team 1.5 Planned and organized work 1.6 Maintained professional growth and development 1.7 Demonstrated workplace learning 1.8 Demonstrated problem solving skills 1.9 Demonstrated the ability to manage performance ethically
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview 3.6 Third party report
<p>4. Context of Assessment</p>	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENVIRONMENTAL LITERACY

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

UNIT DESCRIPTION

This unit specifies the competencies required to demonstrate environmental literacy. It involves, controlling environmental hazard and environmental pollution, demonstrating sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/Programs , analyzing resource use and developing resource conservation plans

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Control environmental hazard	1.1 Storage methods for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 1.2 Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS. 1.3 PPE is used according to OSHS.
2. Control environmental Pollution	2.1 Environmental pollution control measures are implemented in accordance with international protocols. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing noise pollution is complied with based on Noise and Excessive Vibration <i>Pollution and Control Regulations, 2009</i>
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with based on organizational waste management guide 3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing and reducing resource consumption are practiced as per the Constitution of Kenya 2010 Article 69 .

<p>4. Evaluate current practices in relation to resource usage</p>	<p>4.1 Information on resource efficiency systems and procedures are collected and provided as per work groups/sector</p> <p>4.2 Current resource usage is measured and recorded as per work group</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
<p>5. Identify environmental legislations/conventions for environmental concerns</p>	<p>5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact</p> <p>5.2 Industrial standard/environmental practices are described according to the different environmental concerns</p>
<p>6. Implement specific environmental programs</p>	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>
<p>7. Monitor activities on Environmental protection/Programs</p>	<p>7.1 Activities are periodically monitored and Evaluated according to the objectives of the environmental program</p> <p>7.2 Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations</p> <p>7.3 Data gathered are analyzed based on Evaluation requirements</p> <p>7.4 Recommendations are submitted based on the findings</p> <p>7.5 Management support systems are set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to</p> <p>7.7 concerned/proper authorities</p>

8. Analyze resource use	8.1 All resource consuming processes are Identified as per the organizational work plan 8.2 Quantity and nature of resource consumed is determined based on processes 8.3 Resource flow is analyzed as per different parts of the process. 8.4 Wastes are classified according to NEMA regulations on waste management.
9. Develop resource Conservation plans	9.1. Efficiency of use/conversion of resources is determined according to industry protocol. 9.2. Causes of low efficiency of use of resources are Determined based on industry protocol. 9.3. Plans for increasing the efficiency of resource use are developed based on findings.

RANGE

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

Variable	Range
1. PPE may include but not limited to	<ul style="list-style-type: none"> • Mask • Gloves • Goggles • Safety hat • Overall • Hearing protector
2. Control measures may include but not limited to	<ul style="list-style-type: none"> • Methods for minimizing or stopping spread and ingestion of airborne particles • Methods for minimizing or stopping spread and ingestion of gases and fumes • Methods for minimizing or stopping spread and ingestion of liquid wastes

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Measuring
- Recording
- Analytical

- Monitoring
- Communication
- Writing

Required Knowledge

The individual needs to demonstrate knowledge of:

- PPEs
- Environmental regulations
- OSHS
- Pollution
- Waste management
- Principle of 3Rs
- Types of resources
- Techniques in measuring current usage of resources
- Environmental hazards
- Regulatory requirements

EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage 1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 1.6 Described industrial standard environmental practices according to the different environmental issues/concerns. 1.7 Resolved problems/ constraints encountered based on management standard procedures 1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines 1.9 Recommended solutions for the improvement of the program 1.10 Monitored and reported to proper authorities any environmental incidents
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace with storage facilities

	<p>2.2 Tools, materials and equipment relevant to the tasks (e.g. Cleaning tools, cleaning materials, trash bags)</p> <p>2.3 PPE, manuals and references</p> <p>2.4 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.5 Case studies/scenarios relating to environmental Protection</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Oral questioning</p> <p>3.3 Written test</p> <p>3.4 Portfolio of Evidence</p> <p>3.5 Interview</p> <p>3.6 Third party report</p>
4 Context of Assessment	<p>Competency may be assessed</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify workplace hazards and risk	1.1 <i>Hazards</i> in the workplace are identified <i>based their indicators</i> 1.2 Risks and hazards are evaluated based on legal requirements. 1.3 <i>OSH concerns</i> raised by workers are addressed as per legal requirements.
2. Control OSH hazards	2.1 Hazard prevention <i>and control measures</i> are implemented as per legal requirement. 2.2 Risk assessment is conducted and a risk matrix developed based on likely impact. 2.3 <i>Contingency measures</i> , including <i>emergency procedures</i> during workplace <i>incidents and emergencies</i> are recognized and established in accordance with organization procedures.
3. Implement OSH programs	3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements. 3.2 Company OSH programs are implemented as per legal requirements. 3.3 Workers are capacity built on OSH standards and procedures as per legal requirements 3.4 <i>OSH-related records</i> are maintained as per legal requirements.

RANGE

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

Variable	Range
1. Hazards may include but not limited to:	<ul style="list-style-type: none"> • Physical hazards – impact, illumination, pressure, noise, • vibration, extreme temperature, radiation • Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects • Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors • Ergonomics • Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, • varying metabolic cycles • Physiological factors – monotony, personal relationship, work out cycle • Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris • Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)
2. Indicators may include but not limited to:	<ul style="list-style-type: none"> • Increased of incidents of accidents, injuries • Increased occurrence of sickness or health complaints/ symptoms • Common complaints of workers related to OSH • High absenteeism for work-related reasons
3. OSH concerns may include but not limited to:	<ul style="list-style-type: none"> • Workers’ experience/observance on presence of work hazards • Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) • Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines

<p>4. Safety gears /PPE (Personal Protective Equipment) may include but not limited to:</p>	<ul style="list-style-type: none"> • Arm/Hand guard, gloves • Eye protection (goggles, shield) • Hearing protection (ear muffs, ear plugs) • Hair Net/cap/bonnet • Hard hat • Face protection (mask, shield) • Apron/Gown/coverall/jump suit • Anti-static suits • High-visibility reflective vest
<p>5. Appropriate risk controls may include but not limited to:</p>	<ul style="list-style-type: none"> • Appropriate risk controls in order of impact are as follows: • Eliminate the hazard altogether (i.e., get rid of the dangerous machine) • Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) • Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) • Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) • Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) • Use personal protective equipment (i.e., wear gloves and goggles when using the machine)
<p>6. Contingency measures may include but not limited to:</p>	<ul style="list-style-type: none"> • Evacuation • Isolation • Decontamination • (Calling designed) emergency personnel
<p>7. Incidents and emergencies may include but not limited to:</p>	<ul style="list-style-type: none"> • Chemical spills • Equipment/vehicle accidents • Explosion • Fire • Gas leak • Injury to personnel • Structural collapse • Toxic and/or flammable vapors emission.

8. OSH-related Records may include but not limited to:	<ul style="list-style-type: none"> • Medical/Health records • Incident/accident reports • Sickness notifications/sick leave application • OSH-related trainings obtained
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REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Interpersonal
- Presentation
- Risk assessment
- Evaluation
- Critical thinking
- Problem solving
- Negotiation

Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH Principles
- Occupational hazards/risks recognition
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
- National OSH regulations; company OSH policies and protocols
- Systematic gathering of OSH issues and concerns
- General OSH principles
- National OSH regulations
- Company OSH and recording protocols, procedures and policies/guidelines
- Training and/or counseling methodologies and strategies

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Identified hazards in the workplace based their indicators 1.2 Evaluated workplace hazards based on legal requirements.
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	<p>1.3 Addressed OSH concerns raised by workers as per legal requirements.</p> <p>1.4 Implemented hazard prevention and control measures as per legal requirement.</p> <p>1.5 Conducted risk assessment as per legal requirement.</p> <p>1.6 Developed risk matrix based on likely impact.</p> <p>1.7 Recognized and established contingency measures in accordance with organization procedures.</p> <p>1.8 Identified, evaluated and reviewed company OSH program based on legal requirements.</p> <p>1.9 Implemented company OSH programs as per legal requirements.</p> <p>1.10 Capacity built workers on OSH standards and procedures as per legal requirements</p> <p>1.11 Maintained OSH-related records as per legal requirements.</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.3 Access to relevant workplace where assessment can take place</p> <p>2.4 Appropriately simulated environment where assessment can take place</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Oral questioning</p> <p>3.3 Written test</p> <p>3.4 Portfolio of Evidence</p> <p>3.5 Interview</p> <p>3.6 Third party report</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

CORE COMPETENCIES

PREPARE FOOD ACCOMPANIMENTS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Organise entremétier section	1.1. Kitchen is aerated 1.2. Lights are turned on and stoves are checked for defects 1.3. Tools and equipment are assembled 1.4. Temperatures of the cold rooms/fridges are checked 1.5. Cleaning and sanitization is performed 1.6. Stock levels of perishables and dry ingredients are checked 1.7. Additional ingredients are requisitioned 1.8. The menu of the day is interpreted
2. Identify ingredients for food accompaniments	2.1. Recipes are interpreted according to organizations SOP's 2.2. Ingredients are collected as per the recipes 2.3. Organization standards and FIFO procedures are adhered to. 2.4. Ingredients are weighed/measured as per specifications

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
3. Clean ingredients for food accompaniments	3.1 Hygienic standards and procedures are observed while cleaning. 3.2 Quality of ingredients is checked during cleaning. 3.3 Cereals and legumes are selected before washing. 3.4 Ingredients are placed in specified containers after washing.
4. Prepare ingredients for food accompaniments	4.1 <i>Vegetable</i> ingredients are <i>prepared as per specifications</i> 4.2 <i>Starch</i> ingredients are <i>prepared as per specifications</i>
5. Cook food accompaniments	5.1 Cooking method applied as per the recipe 5.2 Recommended equipment for cooking each food item used. 5.3 Temperatures are observed as per the recipe. 5.4 Timings are adhered to as per the recipe. 5.5 Recipe is adhered to. 5.6 Food accompaniments are either presented or preserved.
6. Present food accompaniments	6.1 Equipment for presentation selected as per SOPs 6.2 Aesthetics and hygiene standards are observed 6.3 Food accompaniment temperatures are observed and maintained as per the recipe specification 6.4 Portion sizes are maintained as per the recipe
7. Dispense food accompaniments	7.1 Hygiene standards are observed as per SOPs 7.2 Temperatures are maintained as recipe 7.3 Timings are adhered to

RANGE

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

Variable	Range
1. <i>Accompaniments</i> may include but not limited to:	<ul style="list-style-type: none"> • Starches • Vegetables
1. <i>Vegetable</i> may include but not limited to:	<ul style="list-style-type: none"> • Leafy • Tubers • Root vegetables • Bulbs • Flower • Fruit vegetables • Fungi • Stems • Seeds
2. <i>Vegetables prepared as per specifications</i> may include but not limited to:	<ul style="list-style-type: none"> • Peeling • Cutting • Trimming • De-stocking • Chopping • Turning • Shredding • Slicing • Mashing • Grating • Piping
3. <i>Starch</i> may include but not limited to:	<ul style="list-style-type: none"> • Rice • Potatoes • Pasta • Wheat • Maize • Sorghum • Millet
4. <i>Cooking method may include but not limited to:</i>	<ul style="list-style-type: none"> • Boiling • Grilling • Roasting • Braising • Deep frying • Pan frying • Basting

Variable	Range
	<ul style="list-style-type: none"> • Poaching • Baking • Shallow frying (Sauté, Stir Fry, Sweating)
5. <i>Menu</i> may include but not limited to:	<ul style="list-style-type: none"> • A La Carte • Table D' Hote • Buffet • Cocktail • Fork buffet • Beverage • Wine list

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and placement
- Knife skills
- Cooking methods (blanching, steaming, grilling, baking)
- Food presentation techniques
- Vegetable cuts (battones, paysane, chiffonade, julienne)
- Cleaning methods (scrubbing, wiping, dusting)
- Use of other working tools and equipment (chopping board)
- Kneading, whisking, shaping, rolling
- Garnishing
- Personal grooming
- Creativity/innovations
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

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

- Time management
- Efficient workflow
- Nutrition and dietetics
- Culture and religion (kosher, halal, vegan)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free and nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control
- Menu planning
- Menu costing and pricing
- Culinary terms
- Communication
- Accounting (basic)
- Inter-personal relations
- Management (supplies, human resource)
- ICT
- First Aid

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EVIDENCE GUIDE

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

1. Critical aspects of Competency	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated the ability to assemble all the ingredients for preparing food accompaniments</p> <p>1.2 Demonstrated ability to portion food and maintain ratios</p> <p>1.3 Demonstrated expertise in using various cooking methods in preparing food accompaniments</p> <p>1.4 Demonstrated ability to combine texture, colour and taste</p> <p>1.5 Demonstrated complete understanding of the different nutritional values of various food items</p> <p>1.6 Demonstrated ability to present food</p> <p>1.7 Demonstrate ability to plan and cost menu.</p>
2. Resource Implications	The following resources MUST be provided:

	<p>2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment</p> <p>2.2 A variety of ingredients</p>
3. Method of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Direct observation using a checklist of the learners carrying out various activities in the kitchen</p> <p>3.2 Written or oral questions to test knowledge</p> <p>3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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PREPARE STOCKS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare vegetable stock	1.1 Ingredients selected as per the recipe 1.2 Ingredients are prepared as per the recipe 1.3 Hygiene standards and procedures are observed as per HACCP 1.4 <i>Prepare vegetable</i> for stocks e.g. chop, cut 1.5 <i>Cooking method</i> applied to vegetable stock according to recipe 1.6 Vegetable stock is strained as per the recipe 1.7 Vegetable stock is cooled the as per the recipe 1.8 Store/use as per the specifications
2. Prepare chicken stocks	2.1 Ingredients selected as per the recipe 2.2 Ingredients are prepared as per the recipe 2.3 Hygiene standards and procedures are observed as per HACCP 2.4 Prepare chicken stocks ingredients as per the recipe 2.5 Cook the stock according to recipe 2.6 Boil and simmer ingredients as per the recipe 2.7 The stock is strained as per the recipe 2.8 Chicken stock is cooled per the recipe 2.9 Store/use as per the specifications
3. Prepare beef/lamb Stock	3.1 Ingredients selected as per the recipe

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
	3.2 Ingredients are prepared as per the recipe 3.3 Prepare beef/lamb stocks ingredients as per the recipe 3.4 Hygiene standards and procedures are observed as per HACCP 3.5 Cook the stock according to recipe 3.6 Boil and simmer ingredients as per the recipe 3.7 The stock is strained as per the recipe 3.8 Beef/lamb stock is cooled per the recipe 3.9 Store/use as per the specifications
4. Prepare fish and sea food stocks	4.1 Ingredients selected as per the recipe 4.2 Ingredients are prepared as per the recipe 4.3 Hygiene standards and procedures are observed as per HACCP 4.4 Prepare fish and sea food stocks ingredients as per the recipe 4.5 Cook the stock according to recipe 4.6 Boil and simmer ingredients as per the recipe 4.7 The stock is strained as per the recipe 4.8 Fish and sea food stock is cooled per the recipe 4.9 Store/use as per the specifications

RANGE

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

Variable	Range
1. <i>Prepare vegetables</i> may include but not limited to:	<ul style="list-style-type: none"> ● Peeling ● Cutting ● Trimming ● De-stocking ● Chopping

Variable	Range
	<ul style="list-style-type: none"> • Turning • Shredding • Slicing • Mashing • Grating • Piping
<p>2. <i>Cooking method</i> may include but not limited to:</p>	<ul style="list-style-type: none"> • Boiling • Grilling • Roasting • Braising • Deep frying • Pan frying • Basting • Poaching • Baking • Sauté

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Food presentation techniques
- Knife skills
- Vegetable cuts
- Cooking methods
- Cleaning methods (scrubbing, wiping, dusting)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Garnishing
- Personal grooming
- Soup straining

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OSH)
- Work place procedures
- Time management
- Efficient workflow
- Nutrition and dietetics
- Culture and religion (kosher, halal, vegan)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free and nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control

Foundation Skills

The individual needs to demonstrate the following fundamental skills:

- Communication
- Accounting (basic)
- Inter-personal relations
- Management (supplies, human resource)
- ICT
- First Aid

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated the ability select ingredients for preparing stocks as per recipe 1.2 Demonstrated ability to prepare various stocks 1.3 Demonstrated ability to brown/deglaze ingredients where necessary 1.4 Demonstrated ability to observe hygiene in the kitchen 1.5 Demonstrated ability to dispense and store stocks
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment 2.2 A variety of ingredients for preparing stocks
3. Method of Assessment	Competency may be assessed through: 3.1 Direct observation using a checklist of the learners preparing various stocks. 3.2 Written or oral questions to test knowledge 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

PREPARE SOUPS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare cream soups	1.1 Ingredients selected as per the recipe 1.2 Ingredients prepared as per the recipe specifications 1.3 Hygiene standards and procedures observed as per HACCP 1.4 Vegetables (where necessary) <i>prepared</i> as per the recipe 1.5 Stock added as per the recipe 1.6 Soup simmered till cooked 1.7 Thickening agent (where necessary) added as per the recipe 1.8 Seasoning and taste checked as per recipe 1.9 Cream/milk added 1.10 Garnish, Present and dispense soup as per recipe and style of service
2. Prepare puree soups	2.1 Ingredients selected as per the recipe 2.2 Ingredients prepared as per the recipe specifications 2.3 Hygiene standards and procedures observed as per HACCP 2.4 Vegetables (where necessary) <i>prepared</i> as per the recipe 2.5 Stock added as per the recipe 2.6 Soup simmered till cooked

	<p>2.7 Thickening agent (where necessary) added as per the recipe</p> <p>2.8 Seasoning and taste checked as per recipe</p> <p>2.9 Garnish, present and dispense soup as per recipe and style of service</p>
3. Prepare clear soups	<p>3.1 Ingredients selected as per the recipe</p> <p>3.2 Ingredients prepared as per the recipe specifications</p> <p>3.3 Hygiene standards and procedures observed as per HACCP</p> <p>3.4 Vegetables (where necessary) prepared as per the recipe</p> <p>3.5 Clarify (Egg white added) as per the specification</p> <p>3.6 Stock added as per the recipe</p> <p>3.7 Soup simmered till cooked</p> <p>3.8 Seasoning and taste checked as per recipe</p> <p>3.9 Garnish, present and dispense soup as per recipe and style of service</p>
4 Prepare cold soups	<p>4.1 Ingredients selected as per the recipe</p> <p>4.2 Ingredients prepared as per the recipe specifications</p> <p>4.3 Hygiene standards and procedures observed as per HACCP</p> <p>4.4 Vegetables (where necessary) prepared as per the recipe</p> <p>4.5 Stock added as per the recipe</p> <p>4.6 Soup simmered till cooked</p> <p>4.7 Seasoning and taste checked as per recipe</p> <p>4.8 Blend prepared ingredients with vegetable stock</p> <p>4.9 Chilling done if desired</p> <p>4.10 Garnish, present and dispense soup as per recipe and style of service</p>
5 Prepare National soups	<p>5.1 Ingredients selected as per the recipe (specific to nationality)</p> <p>5.2 Ingredients prepared as per the recipe specifications</p> <p>5.3 Hygiene standards and procedures observed as per HACCP</p>

	<p>5.4 Vegetables (where necessary) prepared as per the recipe</p> <p>5.5 Stock added as per the recipe</p> <p>5.6 Soup simmered till cooked</p> <p>5.7 Seasoning and taste checked as per recipe</p> <p>5.8 Garnish, present and dispense soup as per recipe and style of service</p>
6 Prepare bisques	<p>6.1 Ingredients selected as per the recipe</p> <p>6.2 Ingredients prepared as per the recipe specifications</p> <p>6.3 Hygiene standards and procedures observed as per HACCP</p> <p>6.4 Vegetables (where necessary) prepared as per the recipe</p> <p>6.5 Sauté ingredients as per the recipe</p> <p>6.6 Stock added as per the recipe</p> <p>6.7 Soup simmered till cooked</p> <p>6.8 Seasoning and taste checked as per recipe</p> <p>6.9 Garnish, present and dispense soup as per recipe and style of service</p>

RANGE

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

Variable	Range
1. Thickening agent may include but not limited to:	<ul style="list-style-type: none"> • Roux • Flour • Milk • Corn starch • Potatoes • Rice • Bread • Arrowroot

<p>2. <i>Seasonings</i> may include but not limited to:</p>	<ul style="list-style-type: none"> • Salt • Pepper • Herbs • Spices
<p>3. <i>Vegetables prepared</i> may include but not limited to:</p>	<ul style="list-style-type: none"> • Peeling • Cutting • Trimming • De-stocking • Chopping <ul style="list-style-type: none"> ○ Turning ○ Shredding ○ Slicing ○ Grating ○ Piping ○ Mashing
<p>4. <i>Garnishes</i> may include but not limited to:</p>	<ul style="list-style-type: none"> • Assorted vegetables/fruits prepared creatively • Herbs

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

Required Knowledge

The individual needs to demonstrate knowledge of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OSH)
- Work place procedures
- Thickening agents
- Seasoning soups
- Time management
- Efficient workflow
- Nutrition and dietetics
- Culture and religion (kosher, halal, vegan)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free and nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control

Foundation Skills

The individual needs to demonstrate the following fundamental skills:

- Communication
- Accounting (basic)
- Inter-personal relations
- Management (supplies, human resource)
- ICT
- First Aid

EVIDENCE GUIDE

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

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Demonstrated the ability to select ingredients for preparing various soups 1.2. Demonstrated the ability to prepare various soups 1.3. Demonstrated expertise in using various cooking methods in preparing soups 1.4. Demonstrated ability to observe hygiene in the kitchen
2. Resource Implications	<p>The following resources must be provided:</p> <ol style="list-style-type: none"> 2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment 2.2 Ingredients for preparing soups
3. Method of Assessment	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Direct observation using a checklist of the learners preparing various soups 3.2 Written or oral questions to test knowledge 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
4. Context of Assessment	<p>Competency may be assessed:</p> <ol style="list-style-type: none"> 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
4. Context for Assessment	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE SAUCES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare brown sauces	1.1 Ingredients identified and selected as per the recipe. 1.2 Weigh and measure ingredients according to recipe 1.3 Hygiene and procedures are observed as per HACCP 1.4 Select type and size of equipment suitable to prepare the brown sauce 1.5 Clean and cut ingredients as per the recipe 1.6 Brown, deglaze (where necessary), add stock and cook as per recipe 1.7 Reconstitute sauces as per the recipe 1.8 Simmer, strain and season sauce as per the recipe 1.9 Garnish, present/dispense sauces as per recipe and style of service
2. Prepare white sauces	2.1 Ingredients identified and selected as per the recipe. 2.2 Weigh and measure ingredients according to recipe 2.3 Hygiene and procedures are observed as per HACCP 2.4 Select type and size of equipment suitable to prepare the sauce 2.5 Clean and cut ingredients as per the recipe 2.6 Sauté the ingredients 2.7 Add stock/milk (as necessary) and cook as per recipe 2.8 Reconstitute sauces as per the recipe 2.9 Simmer, strain and season sauce as per the recipe

	2.10 Garnish, present/dispense sauces as per recipe and style of service
3. Prepare butter sauces	<p>3.1 Ingredients identified and selected as per the recipe.</p> <p>3.2 Weigh and measure ingredients according to recipe</p> <p>3.3 Hygiene and procedures are observed as per HACCP</p> <p>3.4 Select type and size of equipment suitable to prepare the sauce</p> <p>3.5 Clean and cut ingredients as per the recipe</p> <p>3.6 Clarify butter, add other ingredients and cook as per recipe</p> <p>3.7 Reconstitute sauces as per the recipe</p> <p>3.8 Simmer, strain and season sauce as per the recipe</p> <p>3.9 Garnish, present/dispense sauces as per recipe and style of service.</p>
4. Prepare mayonnaise sauces	<p>4.1 Ingredients identified and selected as per the recipe.</p> <p>4.2 Weigh and measure ingredients according to recipe</p> <p>4.3 Hygiene and procedures are observed as per HACCP</p> <p>4.4 Select type and size of equipment suitable to prepare the sauce</p> <p>4.5 Ingredients whisked as per the recipe</p> <p>4.6 Reconstitute sauces as per the recipe</p> <p>4.7 For variations, add ingredients as per recipe</p>

RANGE

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

Variable	Range
1. <i>White sauces</i> may include but not limited to:	<ul style="list-style-type: none"> • Hollandaise • Velouté • Béchamel • Béarnaise
2. <i>Brown sauces</i> may include but not limited to:	<ul style="list-style-type: none"> • Barbecue • Gravy • Pepper sauce • Demi-glace

Variable	Range
	<ul style="list-style-type: none"> • Espagnole
3. <i>Thickening agent</i> may include but not limited to:	<ul style="list-style-type: none"> • Roux • Flour • Milk • Corn starch • Potatoes • Tomatoes • Rice • Bread • Egg yolk
4. <i>Sweet/desserts</i> may include but not limited to:	<ul style="list-style-type: none"> • Custard • Chocolate • Fruit

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Food presentation techniques
- Thickening sauces
- Knife skills
- Vegetable cuts
- cooking methods
- Cleaning methods (scrubbing, wiping, dusting)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Garnishing
- Personal grooming
- Seasonings

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Thickening agents
- Seasoning sauces
- Various types of sauces and their differences
- Time management
- Thickening sauces
- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control
- Herbs and spices
- Communication
- Accounting (basic)
- Interpersonal relations
- Management (supplies, human resource)
- ICT
- First Aid

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EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated the ability to select ingredients for preparing various sauces 1.2 Demonstrated ability to prepare various sauces 1.3 Demonstrated expertise in preparing various sauces cooking methods in preparing food accompaniments 1.4 Demonstrated ability to observe hygiene in the kitchen
2. Resource Implications	The following resources MUST be provided: 2.1 Fully equipped operational commercial/institution kitchen including industry-current tools, utensils and equipment 2.2 Ingredients for preparing soups
3. Method of Assessment	Competency may be assessed through: 4.1 Direct observation using a checklist of the learners preparing various stocks 4.2 Written or oral questions to test knowledge 4.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
5. Context of Assessment	Competency may be assessed: 4.4 On-the-job 4.5 Off-the –job 4.6 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

PREPARE MEATS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
<p>1. Prepare butchers meats (beef/lamb, mutton/game/pork)</p>	<p>1.1 Select type and size of equipment suitable to prepare the meats</p> <p>1.2 Meat cuts and other ingredients identified and selected as per the recipe.</p> <p>1.3 Weigh and measure meats/ingredients according to recipe</p> <p>1.4 Thaw frozen meat cuts as per food safety guidelines where required and as per the standard operating procedures</p> <p>1.5 Hygiene and procedures are observed as per HACCP</p> <p>1.6 <i>Meats prepared</i> as per the recipe</p> <p>1.7 Aging of meats done as per the standard operating procedures</p> <p>1.8 <i>Cooking method</i> applied to meats as per the recipe</p> <p>1.9 Season meats as per recipe</p> <p>1.10 Carve meats (where necessary) using carving tools and techniques, taking account of meat and bone structure and waste minimisation</p> <p>1.11 Portion (where necessary) meats as per recipe</p> <p>1.12 Where meats are required for cold cuts cool and store as per recipe</p>

	<p>1.13 Add sauces and garnishes according to recipe</p> <p>1.14 Present/dispense meats as per recipe and style of service.</p> <p style="text-align: center; color: magenta;">easyvet.com</p>
<p>2. Prepare Poultry</p>	<p>2.1 Select type and size of equipment suitable to prepare the meats</p> <p>2.2 Poultry and other ingredients identified and selected as per the recipe.</p> <p>2.3 Weigh and measure poultry/ingredients according to recipe</p> <p>2.4 Thaw frozen poultry as per food safety guidelines where required and as per the standard operating procedures</p> <p>2.5 Hygiene and procedures are observed as per HACCP</p> <p>2.6 Poultry as per the recipe</p> <p>2.7 Aging of poultry done as per the standard operating procedures</p> <p>2.8 Cooking method applied to poultry as per the recipe</p> <p>2.9 Season poultry as per recipe</p>

	<p>2.10 Carve poultry (where necessary) using carving tools and techniques, taking account of meat and bone structure and waste minimisation</p> <p>2.11 Portion (where necessary) poultry as per recipe</p> <p>2.12 Where poultry are required for cold cuts cool and store as per recipe</p> <p>2.13 Add sauces and garnishes according to recipe</p> <p>2.14 Present/dispense poultry as per recipe and style of service.</p>
<p>3. Prepare fish</p>	<p>3.1 Select type and size of equipment suitable to prepare the fish</p> <p>3.2 Fish and other ingredients identified and selected as per the recipe.</p> <p>3.3 Remove scales (where necessary) from fish as per the SOP's</p> <p>3.4 Weigh and measure fish/ingredients according to recipe</p> <p>3.5 Thaw frozen fish as per food safety guidelines where required and as per the standard operating procedures</p> <p>3.6 Hygiene and procedures are observed as per HACCP</p> <p>3.7 Fish prepared as per the menu and recipe</p> <p>3.8 Fish portioned as per specifications</p> <p>3.9 Marinate (where necessary) fish as per the recipe</p> <p>3.10 Fish cooked as per the recipe</p> <p>3.11 Presentation equipment identified and used as per the specification</p> <p>3.12 Garnish and dispense fish as per the recipe and style of service</p>
<p>4. Prepare sea food</p>	<p>4.1 Select type and size of equipment suitable to prepare the sea food</p> <p>4.2 Sea food and other ingredients identified and selected as per the recipe.</p> <p>4.3 Scales removed scales (where necessary) from sea food as per the SOP's</p> <p>4.4 Weigh and measure sea food/ingredients according to recipe</p>

	<p>4.5 Thaw frozen sea food as per food safety guidelines where required and as per the standard operating procedures</p> <p>4.6 Hygiene and procedures are observed as per HACCP</p> <p>4.7 Sea food prepared as per the menu and recipe</p> <p>4.8 Sea food portioned as per specifications</p> <p>4.9 Marinate (where necessary)food as per the recipe</p> <p>4.10 Sea food cooked as per the recipe</p> <p>4.11 Presentation equipment identified and used as per the specification</p> <p>4.12 Garnish and dispense sea food as per the recipe and style of service</p>
<p>5. Prepare cold cuts</p>	<p>5.1 Select type and size of equipment suitable to prepare the cuts.</p> <p>5.2 Hygiene and procedures are observed as per HACCP</p> <p>5.3 <i>Previously cooked meats</i> identified as per the recipe</p> <p>5.4 Portions of cuts prepared and displayed as per the recipe</p> <p>5.5 Garnish and dispense cuts as per the the recipe and style of service</p>
<p>6. Prepare hot/cold starters, Sandwiches,canapes</p>	<p>6.1 Select type and size of equipment suitable to prepare the hot/cold starters, Sandwiches,canapes.</p> <p>6.2 Hygiene and procedures are observed as per HACCP</p> <p>6.3 Ingredients for hot/cold starters, sandwiches,canapes identified as per the recipe.</p> <p>6.4 Preparation of hot/cold starters, sandwiches,canapes done as per the recipe</p> <p>6.5 Portions made according to the recipe and style of service</p>

RANGE

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

Variable	Range
1. <i>Beef/ lamb/ mutton/ game prepared</i> may include but not limited to:	<ul style="list-style-type: none"> • Deboning • Larding • Trimming • Tenderising • Marinating • Dressing
6. <i>Cooking method</i> may include but not limited to:	<ul style="list-style-type: none"> • Boiling • Grilling • Roasting • Braising • Deep frying • Pan frying • Sauté • Poach
7. <i>Previously cooked cuts</i> may include but not limited to:	<ul style="list-style-type: none"> • Chicken • Fish and sea food • Beef • Mutton • Game • Ham • Pork

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Food presentation techniques
- Thickening sauces
- De-boning

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

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Thickening agents
- Seasoning sauces
- Various types of sauces and their differences
- Time management
- Thickening sauces
- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control
- Meat curving
- Cooking with wines and spirits
- Fats and oils
- Sugar and salt

- Condiments
- Communication
- Accounting (basic)
- Interpersonal relations
- Management (supplies, human resource)
- Problem solving skills
- Planning and organizing
- ICT
- First Aid

EVIDENCE GUIDE

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

1. Critical aspects of Competency	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated understanding of the different classifications of meats.</p> <p>1.2 Demonstrated ability to use a wide range of meat types, cuts and products.</p> <p>1.3 Demonstrated ability to use safe and accurate cutting techniques</p> <p>1.4 Demonstrated ability to use a variety of preparation techniques for meats.</p> <p>1.5 Demonstrated ability to prepare and cook a variety of meats and meat dishes using suitable cooking techniques.</p> <p>1.6 Hygienically handled and stored meats</p>
2. Resource Implications	<p>The following resources MUST be provided:</p> <p>2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment.</p> <p>2.2 Ingredients for preparing various types of meats.</p>
3. Method of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Direct observation using a checklist of the learners preparing various meats.</p> <p>3.2 Written or oral questions to test knowledge.</p> <p>3.3 Review of portfolios of evidence and third party workplace. reports of on-the-job performance by the candidate.</p>

5. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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PREPARE SALADS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i></p>
<p>1. Prepare simple salads</p>	<p>1.1 Select type and size of equipment suitable to prepare the simple salads. 1.2 Ingredients identified and selected as per the recipe. 1.3 Weigh and measure ingredients according to recipe. 1.4 Hygiene and procedures are observed as per HACCP 1.5 <i>Special vegetable cuts</i> used to prepare salads according to recipe 1.6 Prepare dressings, sauces and store at recommended temperature until required. 1.7 Portion and prepare salad ingredients as per recipe 1.8 Follow standard recipes and make <i>adjustments</i> as per recipe.</p>
<p>2. Prepare compound salads</p>	<p>2.1 Select type and size of equipment suitable to prepare the compound salads. 2.2 Ingredients identified and selected as per the recipe. 2.3 Weigh and measure ingredients according to recipe. 2.4 Hygiene and procedures are observed as per HACCP 2.5 <i>Special vegetable cuts</i> used to prepare salads according to recipe 2.6 Portion and prepare salad ingredients as per recipe</p>

	<p>2.7 Cook (optional) and combine salad ingredients according to recipe.</p> <p>2.8 Prepare marinades, flavourings and sauce mixtures and store at recommended temperature until required.</p> <p>2.9 Follow standard recipes and make <i>adjustments</i> as per recipe.</p>
<p>3. Prepare own creation salads</p>	<p>3.1 Select type and size of equipment suitable to prepare own creation salads.</p> <p>3.2 Ingredients identified and selected as per the recipe.</p> <p>3.3 Weigh and measure ingredients according to recipe.</p> <p>3.4 Hygiene and procedures are observed as per HACCP</p> <p>3.5 <i>Special vegetable cuts</i> used to prepare salads according to recipe</p> <p>3.6 Portion and prepare salad ingredients as per recipe</p> <p>3.7 Cook (optional) and combine salad ingredients according to recipe.</p> <p>3.8 Prepare dressings, sauces and store at recommended temperature until required.</p> <p>3.9 Follow standard recipes and make <i>adjustments</i> as per recipe.</p>
<p>4. Prepare speciality salads</p>	<p>4.1 Select type and size of equipment suitable to prepare the speciality salads.</p> <p>4.2 Ingredients identified and selected as per the recipe.</p> <p>4.3 Weigh and measure ingredients according to recipe.</p> <p>4.4 Hygiene and procedures are observed as per HACCP</p> <p>4.5 <i>Special vegetable cuts</i> used to prepare salads according to recipe</p> <p>4.6 Portion and prepare salad ingredients as per recipe</p> <p>4.7 Cook (optional) and combine salad ingredients according to recipe.</p> <p>4.8 Prepare dressings, sauces and store at recommended temperature until required.</p>

	4.9 Follow standard recipes and make <i>adjustments</i> as per recipe.
5. Prepare salad dressings	<p>5.1 Select type and size of equipment suitable to prepare the salad dressings.</p> <p>5.2 Ingredients identified and selected as per the <i>salad dressing</i> to be prepared</p> <p>5.3 Weigh and measure ingredients according to recipe.</p> <p>5.4 Hygiene and procedures are observed as per HACCP</p> <p>5.5 Prepare dressings as per the recipe</p> <p>5.6 Garnish and dispense sea food as per the recipe and style of service</p>

RANGE

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

Variable	Range
1. <i>Salads</i> may include but not limited to:	<ul style="list-style-type: none"> • Garden salads (simple/compound) • Fruit salads • Classical salads, e.g. caesar and waldorf
2. <i>Adjustments</i> may include but not limited to:	<ul style="list-style-type: none"> • Taste • Colour • Texture • Presentation
3. <i>Salad dressing</i> may include but not limited to:	<ul style="list-style-type: none"> • Blue cheese dressing • French dressing • Ginger dressing • Honey mustard • Italian dressing • Thousand Island dressing • Vinaigrette • Cocktail dressing

Variable	Range
4. <i>Special vegetable cuts</i>	<ul style="list-style-type: none"> • Julienne • Brunoise • Batonnette • The Chiffonade • Macedoine

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Knife skills
- Vegetable cuts (battones, paysane, chiffonade)
- Cooking methods (blanching, steaming, grilling, seasoning, baking)
- Cleaning methods (scrubbing, wiping, dusting)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Garnishing
- Seasoning
- Presentation
- Communication
- Interpersonal relations
- Personal grooming

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

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

- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control
- Meat curving
- Cooking with wines and spirits
- Fats and oils
- Sugar and salt
- Condiments
- Communication
- Accounting (basic)
- Interpersonal relations
- Management (supplies, human resource)
- Problem solving skills
- Planning and organizing
- ICT
- First Aid

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EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to prepare salads 1.2 Prepared salad dressing and dress the salads as per the recipe 1.3 Demonstrated ability to use special vegetable cuts to prepare salad ingredients 1.4 Demonstrated ability to present appetisers and salads attractively and creatively 1.5 Demonstrated ability to prepare salads within typical workplace time constraints 1.6 Hygienically handled and stored salads
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment. 2.2 Ingredients for preparing various types of salads
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct observation using a checklist of the learners preparing salads 3.2 Written or oral questions to test knowledge. 3.3 Review of portfolios of evidence and third party workplace. Reports of on-the-job performance by the candidate.
<p>5. Context of Assessment</p>	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE BREADS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
<p>1. Prepare white breads</p>	<p>1.1 Select type and size of equipment suitable to prepare the white breads.</p> <p>1.2 Ingredients identified and selected as per the recipe.</p> <p>1.3 Weigh and measure ingredients according to recipe.</p> <p>1.4 Hygiene and procedures are observed as per HACCP</p> <p>1.5 Mix <i>dry ingredients</i> as per the recipe</p> <p>1.6 <i>Liquid ingredients</i> added as per the recipe</p> <p>1.7 Dough handled as per the recipe</p> <p>1.8 Dough proved as per the recipe.</p> <p>1.9 Oven preheated to the temperatures recommended in the recipe</p> <p>1.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>1.11 Baking period/time observed as per the recipe</p> <p>1.12 Bread cooled on cooling racks as per SOPs</p> <p>1.13 Presentation and display equipment identified and used as per the specification</p> <p>1.14 Serve white bread as per the specifications and style of service</p>

<p>2. Prepare whole meal breads</p>	<p>2.1 Select type and size of equipment suitable to prepare the brown breads.</p> <p>2.2 Ingredients identified and selected as per the recipe.</p> <p>2.3 Weigh and measure ingredients according to recipe.</p> <p>2.4 Hygiene and procedures are observed as per HACCP</p> <p>2.5 Mix <i>dry ingredients</i> as per the recipe</p> <p>2.6 <i>Liquid ingredients</i> added as per the recipe</p> <p>2.7 Dough handled as per the recipe</p> <p>2.8 Dough proved as per the recipe.</p> <p>2.9 Oven preheated to the temperatures recommended in the recipe</p> <p>2.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>2.11 Baking period/time observed as per the recipe</p> <p>2.12 Bread cooled on cooling racks as per SOPs</p> <p>2.13 Presentation and display equipment identified and used as per the specification</p> <p>2.14 Serve brown bread as per the specifications and style of servicetrays as per the recipe</p> <p>2.15 Oven preheated at the temperatures recommended in the recipe</p> <p>2.16 Baking period/time observed as per the recipe</p> <p>2.17 Presentation equipment identified and used as per the specification</p> <p>2.18 Serve brown bread as per the specifications</p>
<p>3. Prepare sweet yeast puff pastries</p>	<p>3.1 Select type and size of equipment suitable to prepare the sweet yeast puff pastries.</p> <p>3.2 Ingredients identified and selected as per the recipe.</p> <p>3.3 Weigh and measure ingredients according to recipe.</p> <p>3.4 Hygiene and procedures are observed as per HACCP</p> <p>3.5 Mix <i>dry ingredients</i> as per the recipe</p> <p>3.6 <i>Liquid ingredients</i> added as per the recipe</p> <p>3.7 Dough handled as per the recipe</p> <p>3.8 Dough proved as per the recipe.</p>

	<p>3.9 Oven preheated to the temperatures recommended in the recipe</p> <p>3.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>3.11 Baking period/time observed as per the recipe</p> <p>3.12 Bread cooled on cooling racks as per SOPs</p> <p>3.13 Presentation and display equipment identified and used as per the specification</p> <p>3.14 Serve sweet yeast puff pastries as per the specifications and style of service trays as per the recipe</p> <p>3.15 Oven preheated at the temperatures recommended in the recipe</p> <p>3.16 Baking period/time observed as per the recipe</p> <p>3.17 Presentation equipment identified and used as per the specification</p> <p>3.18 Serve sweet yeast puff pastries as per the specifications</p>
<p>4. Prepare sweet breads</p>	<p>4.1 Select type and size of equipment suitable to prepare the sweet bread.</p> <p>4.2 Ingredients identified and selected as per the recipe.</p> <p>4.3 Weigh and measure ingredients according to recipe.</p> <p>4.4 Hygiene and procedures are observed as per HACCP</p> <p>4.5 Mix <i>dry ingredients</i> as per the recipe</p> <p>4.6 <i>Liquid ingredients</i> added as per the recipe</p> <p>4.7 Dough handled as per the recipe</p> <p>4.8 Dough proved as per the recipe.</p> <p>4.9 Oven preheated to the temperatures recommended in the recipe</p> <p>4.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>4.11 Baking period/time observed as per the recipe</p> <p>4.12 Bread cooled on cooling racks as per SOPs</p> <p>4.13 Presentation and display equipment identified and used as per the specification</p> <p>4.14 Serve sweet bread as per the specifications and style of service trays as per the recipe</p>

	<p>4.15 Oven preheated at the temperatures recommended in the recipe</p> <p>4.16 Baking period/time observed as per the recipe</p> <p>4.17 Presentation equipment identified and used as per the specification</p> <p>4.18 Serve sweet bread as per the specifications Bread cooled on cooling racks as per SOP's</p> <p>4.19 Presentation equipment identified and used as per the specification</p> <p>4.20 Serve sweet bread as per the specifications</p>
5. Prepare deep fried breads	<p>5.1 Select type and size of equipment suitable to prepare the deep fried breads.</p> <p>5.2 Ingredients identified and selected as per the recipe.</p> <p>5.3 Weigh and measure ingredients according to recipe.</p> <p>5.4 Hygiene and procedures are observed as per HACCP</p> <p>5.5 Mix <i>dry ingredients</i> as per the recipe</p> <p>5.6 <i>Liquid ingredients</i> added as per the recipe</p> <p>5.7 Dough handled as per the recipe</p> <p>5.8 Spice bread as per the recipe (where necessary)</p> <p>5.9 Dough proved as per the recipe.</p> <p>5.10 Oil heated to the recommended temperatures in the recipe</p> <p>5.11 Deep fry the bread as per the recipe</p> <p>5.12 Drain oil briefly as per SOP's</p> <p>5.13 Presentation and display equipment identified and used as per the specification</p> <p>5.14 Serve deep fried breads as per the specifications and style of service trays as per the recipe</p>
6. Prepare special breads	<p>6.1 Select type and size of equipment suitable to prepare the special breads.</p> <p>6.2 Ingredients identified and selected as per the recipe.</p> <p>6.3 Weigh and measure ingredients according to recipe.</p>

	<p>6.4 Hygiene and procedures are observed as per HACCP</p> <p>6.5 Mix <i>dry ingredients</i> as per the recipe</p> <p>6.6 <i>Liquid ingredients</i> added as per the recipe</p> <p>6.7 Dough handled as per the recipe</p> <p>6.8 Dough proved as per the recipe.</p> <p>6.9 Oven preheated to the temperatures recommended in the recipe</p> <p>6.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>6.11 Baking period/time observed as per the recipe</p> <p>6.12 Bread cooled on cooling racks as per SOPs</p> <p>6.13 Presentation and display equipment identified and used as per the specification</p> <p>6.14 Serve special bread as per the specifications and style of service trays as per the recipe</p> <p>6.15 Oven preheated at the temperatures recommended in the recipe</p> <p>6.16 Baking period/time observed as per the recipe</p> <p>6.17 Presentation equipment identified and used as per the specification</p> <p>6.18 Serve special bread as per the specifications</p>
<p>7. Prepare unleavened bread</p>	<p>7.1 Select type and size of equipment suitable to prepare the unleavened breads.</p> <p>7.2 Ingredients identified and selected as per the recipe.</p> <p>7.3 Weigh and measure ingredients according to recipe.</p> <p>7.4 Hygiene and procedures are observed as per HACCP</p> <p>7.5 Mix <i>dry ingredients</i> as per the recipe</p> <p>7.6 <i>Liquid ingredients</i> added as per the recipe</p> <p>7.7 Dough handled as per the recipe</p> <p>7.8 Dough proved as per the recipe.</p> <p>7.9 Oven preheated to the temperatures recommended in the recipe</p> <p>7.10 Baking trays prepared and dough placed on the trays as per the recipe.</p> <p>7.11 Baking period/time observed as per the recipe</p> <p>7.12 Bread cooled on cooling racks as per SOPs</p>

	<p>7.13 Presentation and display equipment identified and used as per the specification</p> <p>7.14 Serve unleavened bread as per the specifications and style of servicetrays as per the recipe</p> <p>7.15 Oven preheated at the temperatures recommended in the recipe</p> <p>7.16 Baking period/time observed as per the recipe</p> <p>7.17 Presentation equipment identified and used as per the specification</p> <p>7.18 Serve unleavened bread as per the specifications</p>
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RANGE

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

Variable	Range
1. <i>Dry ingredients</i> may include but not limited to:	<ul style="list-style-type: none">• Flour• Sugar• Salt• Baking powder• Instant yeast• Spices and herbs
2. <i>Liquid ingredients</i> may include but not limited to:	<ul style="list-style-type: none">• Eggs• Oil• Water• Milk• Butter• Cream
3. <i>Fillings</i> may include but not limited to:	<ul style="list-style-type: none">• Fresh or crystallised fruit and fruit purées• Whole or crushed nuts• Cream• Custard• Meringue
4. <i>Sweetenings</i> may include but not limited to:	<ul style="list-style-type: none">• Granulated sugar• Brown sugar• Honey• Sweeteners
5. <i>Proving dough</i> may include but not limited to:	<ul style="list-style-type: none">• Covering the <i>dough</i> during with a plastic bag• Placing dough in the oven proving compartment

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Food presentation techniques
- cooking methods (Baking, frying)
- Kneading, whisking, shaping, rolling, piping
- Icing and decorating
- Cleaning methods (scrubbing, cleaning with cold/warm water, use of vegetable wash)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Garnishing
- Personal grooming
- Presentation
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Salad dressing
- Seasoning salads
- Time management
- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control
- Meat curving
- Cooking with wines and spirits
- Fats and oils
- Sugar and salt

- Condiments
- Communication
- Accounting (basic)
- Interpersonal relations
- Management (supplies, human resource)
- Problem solving skills
- Planning and organizing
- ICT
- First Aid

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Demonstrated ability to conduct pre-start checks on ovens used for baking 1.2. Demonstrated ability to start, operate, monitor and adjust ovens to achieve required quality outcomes 1.3. Baked breads as per the quality standards 1.4. Demonstrated ability to apply safe work practices and identify OSH hazards and controls 1.5. Demonstrated ability to safely shut down ovens 1.6. Demonstrated ability to monitor baking process, including: steam injection crust colour, sheen, uniformity of shape and size as per the recipe 1.7. Demonstrated ability to apply food safety procedures 1.8. Hygienically handled and stored breads
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment. 2.2 Ingredients for preparing various types of breads
<p>2. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Direct observation using a checklist of the learners preparing various breads 3.2 Written or oral questions to test knowledge.

	3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
6. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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PREPARE PASTRIES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare cakes	1.1 Select type and size of equipment suitable to prepare cakes. 1.2 Ingredients identified and selected as per the recipe. 1.3 Weigh and measure ingredients according to recipe. 1.4 Hygiene and procedures are observed as per HACCP 1.5 Prepare a variety of <i>cakes</i> and according to standard recipes and organisations standards 1.6 Follow the recipe including the recommended <i>culinary technique or mixing method</i> 1.7 Oven preheated at recommended time and temperatures in the recipe 1.8 Recommended temperatures and baking period/time observed as per the recipe 1.9 Presentation equipment identified and used as per the specification 1.10 Serve cake as per the recipe and style of service
2. Prepare basic pastries	2.1 Select type and size of equipment suitable to prepare basic pastries

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
	<p>2.2 Ingredients identified and selected as per the recipe.</p> <p>2.3 Weigh and measure ingredients according to recipe.</p> <p>2.4 Hygiene and procedures are observed as per HACCP</p> <p>2.5 Prepare a variety of basic pastries according to recipes and desired <i>product characteristics</i>.</p> <p>2.6 Make basic pastries as per the recipe</p> <p>2.7 Oven preheated at recommended time and temperatures in the recipe</p> <p>2.8 Recommended temperatures and baking period/time observed as per the recipe</p> <p>2.9 Presentation equipment identified and used as per the recipe</p> <p>2.10 Serve pastry as per the specifications and style of service.</p>
<p>3. Prepare tarts and pies</p>	<p>3.1 Select type and size of equipment suitable to prepare tarts and pies.</p> <p>3.2 Ingredients identified and selected as per the recipe.</p> <p>3.3 Weigh and measure ingredients according to recipe.</p> <p>3.4 Hygiene and procedures are observed as per HACCP</p> <p>3.5 Prepare a variety of <i>tarts and pies</i> according to recipes and desired product characteristics.</p> <p>3.6 Make tarts and pies as per the recipe.</p> <p>3.7 Select, prepare and use <i>recommended equipment</i> as per the recipe</p> <p>3.8 Presentation equipment identified and used as per the recipe</p>

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
	3.9 Serve trats and pies as per the specifications and style of service
4. Prepare flans	4.1 Select type and size of equipment suitable to prepare flans 4.2 Ingredients identified and selected as per the recipe. 4.3 Weigh and measure ingredients according to recipe. 4.4 Hygiene and procedures are observed as per HACCP 4.5 Prepare a variety of <i>flans</i> according to recipes and desired product characteristics. 4.6 Make flans as per the recipe. 4.7 Select, prepare and use recommended equipment as per the recipe 4.8 Presentation equipment identified and used as per the recipe 4.9 Refrigerate (where necessary) at the recommended temperature and time to cool before serving. 4.10 Serve flans as per the specifications and style of service
5. Prepare cookies	5.1 Select type and size of equipment suitable to prepare cookies 5.2 Ingredients identified and selected as per the recipe. 5.3 Weigh and measure ingredients according to recipe. 5.4 Hygiene and procedures are observed as per HACCP 5.5 Prepare a variety of cookies according to recipes and desired <i>product characteristics</i> . 5.6 Make cookies as per the recipe.

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
	5.7 Select, prepare and use <i>recommended equipment</i> as per the recipe 5.8 Presentation equipment identified and used as per the recipe 5.9 Refrigerate (where necessary) at the recommended temperature and time to cool before serving. 5.10 Serve cookies as per the specifications and style of service

RANGE

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

Variable	Range
1. <i>Cakes</i> may include but not limited to:	<ul style="list-style-type: none"> • Sponge cakes • Butter cakes • Banana cake • Marble • Fruit • Velvet
2. <i>Culinary technique or mixing method</i> May may include but not limited to:	<ul style="list-style-type: none"> • Rubbing in method • Melting • Creaming • Whisking Method

Variable	Range
<p>3. <i>Pastries and pastry products</i> May may include but not limited to:</p>	<ul style="list-style-type: none"> • Flans • Tarts • Fruit tartlets • Croissants • Viennese wafers • Danish Pastry • Brioches • Pies
<p>4. <i>Equipment</i> May may include but not limited to:</p>	<ul style="list-style-type: none"> • Mixers • Blenders • Bowl cutters • Dough sheets • Accessories • Ovens and proovers • Scales and measures • Mixing and baking utensils
<p>5. <i>Fillings</i> may include but not limited to:</p>	<ul style="list-style-type: none"> • Fresh or crystallised fruit and fruit purées • Whole or crushed nuts • Cream • Custard • Meringue
<p>6. <i>Decorations</i> may include but not limited to:</p>	<ul style="list-style-type: none"> • Glazes • Jellies • Fruit purées • Icings • Fresh, preserved or crystallised fruits • Nuts • Fillings, including cream, mousse and fruit purées.
<p>7. <i>Product characteristics</i> may include but not limited to:</p>	<ul style="list-style-type: none"> • Colour • Consistency and texture • Crust stability • Moisture content • Mouth feel and eating properties • Appearance

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Food presentation techniques
- cooking methods (Baking, frying)
- Kneading, whisking, shaping, rolling, piping
- Icing and decorating
- Cleaning methods (scrubbing, cleaning with cold/warm water, use of vegetable wash)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Garnishing
- Personal grooming
- Presentation
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Salad dressing
- Seasoning salads
- Time management
- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control

- Storage of breads
- Portion control
- Purchase specification
- Confectionary foods
- Fats and oils
- Sugar and salt and their substitutes
- Allergens (gluten free & nut allergy, milk intolerance)
- Special needs
- Nutrition and dietetics
- Food and wine pairing
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- French Language
- Different types of flour
- Communication
- Accounting (basic)
- Interpersonal relations
- Management (supplies, human resource)
- Problem solving skills
- Planning and organizing
- ICT
- First Aid

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Demonstrated ability to conduct pre-start checks on ovens used for baking 1.2. Demonstrated ability to start, operate, monitor and adjust ovens to achieve required quality outcomes 1.3. Baked pastries as per the quality standards 1.4. Demonstrated ability to apply safe work practices and identify OSH hazards and controls 1.5. Demonstrated ability to safely shutdown ovens 1.6. Demonstrated ability to monitor baking process, including: steam injection crust colour, sheen, uniformity of shape and size as per the recipe 1.7. Demonstrated ability to apply food safety procedures 1.8. Hygienically handled and stored breads
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <ol style="list-style-type: none"> 1.9. Fully equipped operational commercial/institution kitchen including industry-current tools, utensils and equipment 1.10. Ingredients for preparing various types of pastries
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 1.11. Direct observation using a checklist of the learners preparing various pastries 1.12. Written or oral questions to test knowledge 1.13. Review of portfolios of evidence and third party reports of on-the-job performance by the candidate
<p>7. Context of Assessment</p>	<p>Competency may be assessed:</p> <ol style="list-style-type: none"> 4.4 On-the-job 4.5 Off-the –job 4.6 During Industrial attachment
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE DESSERTS

UNIT CODE: HO/OS/CA /CR/09/6/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare fruit desserts	1.1 Select type and size of equipment suitable to prepare fruit desserts 1.2 Ingredients identified and selected as per the recipe. 1.3 Weigh and measure ingredients according to recipe. 1.4 Hygiene and procedures are observed as per HACCP 1.5 Follow special dietary recipes to produce desserts for those with <i>special dietary requirements</i> 1.6 Prepare desserts in shapes and sizes and with preferred fillings, according to recipe 1.7 Decorate and present desserts on service-ware as per the recipe and style of service
2. Prepare mousses	2.1 Select type and size of equipment suitable to prepare mousses 2.2 Ingredients identified and selected as per the recipe. 2.3 Weigh and measure ingredients according to recipe. 2.4 Hygiene and procedures are observed as per HACCP 2.5 Prepare mousses according to recipe 2.6 Decorate and present desserts on service-ware as per the recipe and style of service
3. Prepare cream custards	3.1 Select type and size of equipment suitable to prepare cream custards 3.2 Ingredients identified and selected as per the recipe. 3.3 Weigh and measure ingredients according to recipe. 3.4 Hygiene and procedures are observed as per HACCP 3.5 Follow special dietary recipes to produce desserts for those with special dietary requirements.

	<p>3.6 Prepare cream custards according to recipe</p> <p>3.7 Decorate and present desserts on service-ware as per the recipe and style of service</p>
4. Prepare sweet sauces	<p>4.1 Select type and size of equipment suitable to prepare sweet sauces</p> <p>4.2 Ingredients identified and selected as per the recipe.</p> <p>4.3 Weigh and measure ingredients according to recipe.</p> <p>4.4 Hygiene and procedures are observed as per HACCP</p> <p>4.5 Produce a range of hot and cold <i>sauces</i> to a desired consistency and flavour.</p> <p>4.6 Use <i>thickening agents</i> suitable for sweet sauces where appropriate.</p> <p>4.7 Decorate and present desserts on service-ware as per the recipe and style of service</p> <p>4.8 Store sauces to retain desired quality and characteristics.</p>
5. Prepare frozen desserts	<p>5.1 Select type and size of equipment suitable to prepare frozen desserts</p> <p>5.2 Ingredients identified and selected as per the recipe.</p> <p>5.3 Weigh and measure ingredients according to recipe.</p> <p>5.4 Hygiene and procedures are observed as per HACCP</p> <p>5.5 Produce a range of frozen desserts to a desired consistency and flavour.</p> <p>5.6 Freeze desserts to the recommended temperatures as per the recipe</p> <p>5.7 Decorate and present desserts on service-ware as per the recipe and style of service</p> <p>5.8 Store sauces to retain desired quality and characteristics.</p>
6. Prepare hot desserts	<p>6.1 Select type and size of equipment suitable to prepare hot desserts</p> <p>6.2 Ingredients identified and selected as per the recipe.</p> <p>6.3 Weigh and measure ingredients according to recipe.</p> <p>6.4 Hygiene and procedures are observed as per HACCP</p> <p>6.5 Produce a range of hot desserts to a desired consistency and flavour.</p> <p>6.6 Decorate and present desserts on service-ware as per the recipe and style of service</p>

	6.7 Store sauces to retain desired quality and characteristics.
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RANGE

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

Variable	Range
1. <i>Special dietary</i> requirements may include but not limited to:	<ul style="list-style-type: none"> • Diabetic • Gluten free • High or low energy • High or low protein • High fibre • Low cholesterol • Low fat • Modified sodium or potassium • Modified texture • Nutritional requirements • Portion size • Vegan • Yeast free
2. <i>Sauces</i> may include but not limited to:	<ul style="list-style-type: none"> • Chocolate based sauces • Custards and crèmes • Flavoured butters and creams • Fruit syrups • Sabayon and zabaglione • Sugar syrups
3. <i>Thickening agents</i> may include but not limited to:	<ul style="list-style-type: none"> • Roux • Flour • Corn flour, arrowroot and potato starch • Modified starch • Breadcrumbs • Eggs and egg yolks

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Kitchen equipment selection and use
- Food presentation techniques
- cooking methods (Baking, frying)
- Kneading, whisking, shaping, rolling, piping
- Icing and decorating
- Cleaning methods (scrubbing, cleaning with cold/warm water, use of vegetable wash)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Garnishing
- Personal grooming
- Presentation
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Salad dressing
- Seasoning salads
- Time management
- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)

- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control
- Storage of breads
- Portion control
- Purchase specification
- Confectionary foods
- Fats and oils
- Sugar and salt and their substitutes
- Allergens (gluten free & nut allergy, milk intolerance)
- Special needs
- Nutrition and dietetics
- Food and wine pairing
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- French Language
- Different types of flour
- Communication
- Accounting (basic)
- Interpersonal relations
- Management (supplies, human resource)
- Problem solving skills
- Planning and organizing
- ICT
- First Aid

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ol style="list-style-type: none"> 1.1. Demonstrated ability to select ingredients, and equipment for preparing desserts 1.2. Demonstrated ability to prepare a variety of different types of desserts 1.3. Demonstrated ability to present desserts attractively and decoratively 1.4. Hygienically handled and stored desserts
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <ol style="list-style-type: none"> 2.1 Fully equipped operational commercial/institutional kitchen including industry-current tools, utensils and equipment 2.2 Ingredients for preparing various types of dessert
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Direct observation using a checklist of the learners preparing various desserts 3.3 Written or oral questions to test knowledge. 3.4 Review of portfolios of evidence and third party workplace. reports of on-the-job performance by the candidate.
<p>8. Context of Assessment</p>	<p>Competency may be assessed:</p> <ol style="list-style-type: none"> 4.7 On-the-job 4.8 Off-the-job 4.9 During Industrial attachment
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

PREPARE BEVERAGES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare hot beverages	1.1 Select type and size of equipment suitable to prepare beverages 1.2 Ingredients identified and selected as per the recipe. 1.3 Weigh and measure ingredients according to recipe. 1.4 Hygiene and procedures are observed as per HACCP 1.5 Beverages are prepared using recommended methods as per the recipes 1.6 Taste, strength, temperature and appearance for each drink is prepared as per the recipe 1.7 Beverages are presented according to standard operating procedures and style of service
2. Prepare cold beverages	2.1 Select type and size of equipment suitable to prepare cold beverages 2.2 Ingredients identified and selected as per the recipe. 2.3 Weigh and measure ingredients according to recipe. 2.4 Hygiene and procedures are observed as per HACCP 2.5 Cold beverages are prepared as per the recipe 2.6 Chilling done (optional)

	2.7 Prepare and mix a range of cocktails 2.8 Beverages are presented according to standard operating procedures and style of service
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RANGE

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

Variable	Range
1. <i>Hot beverages ingredients</i> may include but not limited to:	<ul style="list-style-type: none"> • Tea • Coffee • Chocolate
2. <i>Cold beverage ingredients</i> may include but not limited to:	<ul style="list-style-type: none"> • Fruits • Vegetables
3. <i>Beverage Equipment</i> may include but not limited to:	<ul style="list-style-type: none"> • Percolators and urns • Drip filter systems • Plungers • Blenders • Fridges • Juicers • Milkshake machines • Teapots
4. <i>Mixing methods and procedures</i> may include but not limited to:	<ul style="list-style-type: none"> • Blending • Brewing • Juicing • Mixing • Plunging • Shaking • Stirring • Steaming • Boiling

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Knife skills
- Vegetable cuts (battones, paysane, chiffonade)
- Cooking methods (steaming, infusion, brewing, boiling)
- Cleaning methods (scrubbing, dusting, wiping)
- Use of other working tools and equipment (chopping board)
- Creativity/Innovation
- Piping
- Garnishing
- Chilling of drinks
- Presentation
- Communication
- Interpersonal relations

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Hazard Analysis of Critical Control Points (HACCP)
- Standard Operating Procedure (SOP)
- Occupational Safety and Health (OHS)
- Work place procedures
- Salad dressing
- Seasoning salads
- Time management
- Efficient workflow
- Culture and religion (kosher, halal, vegans)
- Special needs
- Garbage management
- Food trends (organic products, molecular gastronomy)
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)

- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- Costing and cost control
- Storage of breads
- Portion control
- Purchase specification
- Sugar and salt and their substitutes
- Types and characteristics of beverages and its respective flavors
- Mixing tools and equipment specifications and uses
- Glassware and garnitures required for different types of beverages
- Serving techniques for different types of beverages, cocktails and non-alcoholic concoctions
- Nutrition and dietetics
- Garbage management
- Hospitality law
- Political, Economic, Social, Technological Environmental and Legal (PESTEL)
- Allergens (gluten free & nut allergy, milk intolerance)
- Professional ethics
- French Language

EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Demonstrated ability to prepare and present a diverse range of beverages 1.2. Demonstrated ability to present beverages 1.3. Used the correct equipment, ingredients and standard measures 1.4. Worked with speed and efficiency to deal with numerous service tasks simultaneously 1.5. Served major types of teas, coffees, chocolates and other non-alcoholic beverages 1.6. Applied organizational and traditional presentation standards
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <ol style="list-style-type: none"> 2.1 Fully equipped kitchen 2.2 Wide range of beverage ingredients 2.3 Utensils and kitchen tools to prepare beverages

	2.4 Beverage menus and recipes
3. Method of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Direct observation using a checklist of the individual preparing and serving a variety of beverages • Evaluation of the taste and visual appeal of drinks produced by the learner • Written or oral questioning to assess knowledge of: major types of teas, coffees and other beverages and their characteristics, preparation methods and standards for presentation • Review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual
9. Context of Assessment	<p>Competency may be assessed:</p> <p>4.10 On-the-job</p> <p>4.11 Off-the-job</p> <p>4.12 During Industrial attachment</p>
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.