



TECHNICAL &  
VOCATIONAL  
EDUCATION &  
TRAINING



# National Competency Standard for Commercial Cookery Standard Code: T0U03S18V3



## **PREFACE**

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labour force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

## KEY FOR CODING

### Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation within an industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

1.Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN FOOD PREPARATION		
3. Qualification code: TOU03SQ1L318		Total Number of Credits: 48
4. Purpose of the qualification  This qualification targets those who wish to work in the food preparation industry. It includes technical skills and knowledge required to prepare a variety of dishes following standard recipes.		
5. Regulations for the qualification		National Certificate III in Food Preparation Qualification will be awarded to those who are competent in unit  1+2+3+4+5+6+7+8+9+10+11
6. Schedule of Units		
Unit Title	Unit Title	Code
1	Develop tourism industry knowledge	TOU03S1U01V3
2	Observe personal and work place hygiene practices	TOU03S1U02V3
3	Practice effective workplace communication	TOU03S1U03V3
4	Provide first aid	TOU03S1U04V3
5	Use hygienic practices for food safety	TOU03S1U05V3
6	Clean and maintain kitchen premises	TOU03S1U06V3
7	Use basic methods of cookery	TOU03S1U07V3
8	Prepare sandwiches	TOU03S1U08V3
9	Prepare appetisers and salads	TOU03S1U09V3
10	Prepare vegetables and eggs dishes	TOU03S1U10V3
11	Prepare stocks, sauces and soups	TOU03S1U11V3
7. Accreditation requirements		The training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment.
8. Recommended sequencing of units		As appearing under the section 06

1.Endorsement Application for Qualification 02		
2. NATIONAL CERTIFICATE IV IN FOOD PREPARATION		
3. Qualification code: TOU03SQ2L418		Total Number of Credits: 168
4. Purpose of the qualification  This qualification targets those who wish to work in the food preparation industry. It includes technical skills and knowledge required to prepare a variety of dishes following standard recipes.		
5. Regulations for the qualification		National Certificate IV in Food Preparation Qualification will be awarded to those who are competent in unit  1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+  16+17+18+19+20+21+22+23+24+25+26
6. Schedule of Units		
Unit No.	Unit Title	Code
1	Develop tourism industry knowledge	TOU03S1U01V3
2	Observe personal and work place hygiene practices	TOU03S1U02V3
3	Practice effective workplace communication	TOU03S1U03V3
4	Provide first aid	TOU03S1U04V3
5	Use hygienic practices for food safety	TOU03S1U05V3
6	Clean and maintain kitchen premises	TOU03S1U06V3
7	Use basic cooking methods	TOU03S1U07V3
8	Prepare sandwiches	TOU03S1U08V3
9	Prepare appetizers and salads	TOU03S1U09V3
10	Prepare vegetable, fruit, eggs and farinaceous dishes	TOU03S1U10V3
11	Prepare stock, sauces and soups	TOU03S1U11V3
12	Select, prepare and cook meat	TOU03S2U12V3
13	Prepare and cook poultry	TOU03S2U13V3
14	Prepare and cook seafood dishes	TOU03S2U14V3
15	Produce cakes, pastries and breads	TOU03S2U15V3
16	Produce desserts	TOU03S2U16V3
17	Produce and serve food for buffets	TOU03S2U17V3
18	Present food	TOU03S2U18V3

19	Receive and store stock	TOU03S2U19V3
20	Plan and cost basic menus	TOU03S2U20V3
21	Coach others in job skills	TOU03S2U21V3
22	Monitor work operations	TOU03S2U22V3
23	Provide work skill instruction	TOU03S2U23V3
24	Participate in environmentally sustainable work practices	TOU03S2U24V3
25	Manage diversity in the workplace	TOU03S2U25V3
26	Practice career professionalism	TOU03S2U26V3
<b>7. Accreditation requirements</b>		The training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment.
<b>8. Recommended sequencing of units</b>		As appearing under the section 06

## UNIT DETAILS

Unit No.	Unit Title	Code	Level	No of credits
1	Develop tourism industry knowledge	TOU03S1U01V3	3	3
2	Observe personal and work place hygiene practices	TOU03S1U02V3	3	3
3	Practice effective workplace communication	TOU03S1U03V3	3	3
4	Provide first aid	TOU03S1U04V3	3	3
5	Use hygienic practices for food safety	TOU03S1U05V3	3	3
6	Clean and maintain kitchen premises	TOU03S1U06V3	3	3
7	Use basic methods of cookery	TOU03S1U07V3	3	6
8	Prepare sandwiches	TOU03S1U08V3	3	6
9	Prepare appetisers and salads	TOU03S1U09V3	3	6
10	Prepare vegetables, fruits and eggs and farinaceous dishes	TOU03S1U10V3	3	6
11	Prepare stocks, sauces and soups	TOU03S1U11V3	3	6
12	Select, prepare and cook meat	TOU03S2U12V3	4	9
13	Prepare and cook poultry	TOU03S2U13V3	4	9
14	Prepare and cook seafood	TOU03S2U14V3	4	9
15	Produce cakes, pastries and breads	TOU03S2U15V3	4	9
16	Produce desserts	TOU03S2U16V3	4	9
17	Produce and serve food for buffets	TOU03S2U17V3	4	9
18	Present food	TOU03S2U18V3	4	9
19	Receive and store stock	TOU03S2U19V3	4	9
20	Plan and cost basic menus	TOU03S2U20V3	4	9
21	Coach others in job skills	TOU03S2U21V3	4	9
22	Monitor work operations	TOU03S2U22V3	4	6
23	Provide work skill instruction	TOU03S2U23V3	4	6
24	Participate in environmentally sustainable work practices	TOU03S2U24V3	4	6
25	Manage diversity in the workplace	TOU03S2U25V3	4	6
26	Practice career professionalism	TOU03S2U26V3	4	6

**Packaging of National Qualifications:**

National Certificate III in Food Preparation will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11

Qualification Code:

TOU03SQ1L318

National Certificate IV in Food Preparation will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25+26

Qualification Code:

TOU03SQ2L418



## COMPETENCY STANDARD FOR FOOD PREPARATION

Unit No	Unit Title
1.	Develop tourism industry knowledge
2.	Observe personal and work place hygiene practices
3.	Practice effective workplace communication
4.	Provide first aid
5.	Use hygienic practices for food safety
6.	Clean and maintain kitchen premises
7.	Use basic cooking methods
8.	Prepare sandwiches
9.	Prepare appetisers and salads
10.	Prepare vegetables, fruits eggs and farinaceous dishes
11.	Prepare stocks, sauces and soups
12.	Select, prepare and cook meat
13.	Prepare and cook poultry
14.	Prepare and cook seafood
15.	Produce cakes, pastries and breads
16.	Produce desserts
17.	Produce and serve food for buffets
18.	Present food
19.	Receive and store stock
20.	Plan and cost basic menus
21.	Coach others in job skills
22.	Monitor work operations
23.	Provide work skill instruction
24.	Participate in environmentally sustainable work practices
25.	Manage diversity in the workplace
26.	Practice career professionalism

**BRIEF DESCRIPTION OF THE CURRENT AND FUTURE CONDITIONS IN THE SECTOR:**

This qualification provides the basic skills and knowledge required for entry level workers in the food processing industries. It focuses on a defined and limited range of food preparation and cookery skills to prepare industry standard food and menu items.

Participants who complete this course should be able to prepare sandwiches, appetizers, salads, stocks and sauces according to recipe. And should also be able to prepare dishes from vegetable, seafood, poultry and game and meat and present the food to industrial standard

**DESCRIPTION OF THE WORK AND WORKING CONDITIONS:**

The competencies were determined based on the analysis of the tasks expected to be performed by an entry level chef under the close supervision and guidance of a head chef. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Chef training in Maldives. Competency standards used for similar type of training in other countries were also examined.

**FOOD PREPERATION****Unit 01**

<b>UNIT TITLE</b>	<b>Develop tourism industry knowledge</b>				
<b>DESCRIPTOR</b>	This unit of competency deals with the knowledge, skills required to access, increases and update industry knowledge.				
<b>CODE</b>	TOU03S1U01V3	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Seek information on the industry	1.1. Sources of information on the industry are correctly identified and accessed 1.2. Information to assist effective work performance is obtained in line with job requirements 1.3. Specific information on sector of work is accessed and updated 1.4. Industry information is correctly applied to day-to-day work activities.
2. Update industry knowledge	2.1. Informal and/or formal research is used to update general knowledge of the industry 2.2. Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using informal and/or formal research 3.3 Contact with local communities is maintained
4. Promote products and services to customers	4.1 Promotional initiatives are described that may be used to promote products and services 4.2 Selling skills are applied according to customer needs

## RANGE STATEMENT

Information sources;

- media
- reference books
- libraries
- industry associations
- industry journals
- internet
- personal observation and experience
- online news media (local and global)
- 

Information to assist effective work performance;

- different sectors of the industry and the services available in each sector
- relationship between tourism and hospitality
- relationship between the industry and other industries
- industry working conditions
- health and safety
- hygiene
- duty of care
- career opportunities within the industry
- work ethic required to work in the industry and industry expectations of staff
- quality assurance
- 

Informal and formal research;

- Discussions with colleagues, management and customers
- Reading internal enterprise material about products and services
- Familiarity with customer comments including complaints
- Reading and researching product data and information
- Conducting internal testing to determine quality and differentials
- General media research
- Developing and analyzing responses to questionnaires
- Reading surveys and ratings

Promotional initiatives;

- Media campaigns
- Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

Tools, equipment and materials required may include:

Nil

## ASSESSMENT GUIDE

Form of assessment

- Interview/questions
- Practical demonstration
- Portfolio of industry information related to trainee's work

**Assessment context**

Assessment may be done in a classroom or interview scenario.

**Critical aspects**

Assessment requires evidence that the candidate;

- Knew key sources of information on the industry
- Updated industry knowledge
- Accessed and used industry information
- Developed and updated local knowledge
- Promoted products and services.

**Assessment conditions**

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of neat work practices must be constantly evaluated.

**UNDERPINNING KNOWLEDGE AND SKILLS**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Overview of quality assurance in the industry</li><li>• Role of individual staff members</li><li>• Industry information sources</li></ul>	<ul style="list-style-type: none"><li>• Time management</li><li>• Ready skills needed to access industry information</li><li>• Basic competency skills needed to access the internet</li></ul>

**UNIT 02**

<b>UNIT TITLE</b>	Observe personal and work place hygiene practices				
<b>DESCRIPTOR</b>	<p>This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.</p> <p>This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.</p>				
<b>CODE</b>	TOU03S1U02V3	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe grooming, hygiene and personal presentation standards	<p>1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and procedures</p> <p>1.2. Adequate level of personal cleanliness observed throughout the work</p> <p>1.3. Effects of poor personal hygiene understood and avoided in all practices</p>
2. Follow hygiene procedures	<p>2.1. Hygiene procedures followed in line with procedures and legal requirements</p> <p>2.2. Hygiene standards maintained in line with procedures</p>
3. Identify and avoid hygiene risks	<p>3.1. Hygiene risks understood and avoided in line with general standards and guidelines</p>

**ASSESSMENT GUIDE****Form of assessment**

- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

### Assessment context

Assessment may be done in workplace or a simulated work environment.

### Critical aspects

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking routine medical check-ups
- This unit may be assessed in conjunction with all and units which form part of the normal job role

### Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

### UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• General knowledge of common terminologies used in hygiene including personal hygiene</li><li>• Knowledge on general symptoms of different types of diseases</li><li>• Detailed knowledge and importance of illness and injury reporting procedures</li></ul>	<ul style="list-style-type: none"><li>• Ability to follow procedures and instructions</li><li>• Competent to work according to relevant hygiene regulations and procedures</li><li>• Competent to work to meet requirements for personnel hygiene and hygienic practices</li><li>• Communication skills</li><li>• Interpersonal skills</li></ul>

**UNIT 03**

<b>UNIT TITLE</b>	Practice effective workplace communication				
<b>DESCRIPTOR</b>	This unit addresses the need for effective communication in the spa environment. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition it also highlights the need for cleaning telephone equipment.				
<b>CODE</b>	TOU03S1U03V3	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate non-verbal communication used 1.4. Appropriate lines of communication followed
2. Participate in workplace meetings and discussions	2.1. Meetings and discussions attended on time 2.2. Procedures to expressing opinions and following instructions clearly followed 2.3. Questions asked and responded to effectively 2.4. Meeting and discussion outcomes interpreted and implemented correctly
3. Handle relevant work-related documentation	3.1. Conditions of employment understood correctly 3.2. Relevant information accessed from appropriate sources 3.3. Relevant data on workplace forms and other documents filled correctly 3.4. Instructions and guidelines understood and followed properly



	3.5. Reporting requirements completed properly
4. Handle telephone	4.1. Procedures for taking messages and making outgoing calls followed correctly 4.2. Incoming calls answered correctly 4.3. Calls put on hold and transferred properly 4.4. Outgoing calls made efficiently 4.5. Communication in both English and Dhivehi demonstrated correctly

## RANGE STATEMENT

Procedures included:

- Organizational hierarchy and reporting order
- Communications procedures
- Telephone handling procedures

Aspects evaluated:

- Non-verbal communication
- Interpersonal skills
- General attitude to customers, colleagues and work
- Conformity to policies and procedures

**Tools, equipment and material used in this unit may include**

- Telephone
- Note pads
- Pens
- Forms and formats related to inter-personal communication

## ASSESSMENT GUIDE

### Assessment form

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

### **Assessment conditions**

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

### **Special notes for assessment**

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

### **Resources required for assessment**

The following should be made available:

- A workplace or simulated workplace
- Materials and equipment

### **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"><li>• General knowledge of English and Divehi grammar</li><li>• General knowledge of common telephone equipment</li><li>• General knowledge on effective communication</li></ul>	<ul style="list-style-type: none"><li>• Undertake effective customer relation communications</li><li>• Competent in communicating basic with customers</li><li>• Fluency in English and Dhivehi language usage</li></ul>

**Unit 04**

<b>UNIT TITLE</b>	Provide first aid				
<b>DESCRIPTOR</b>	This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.				
<b>CODE</b>	TOU03S1U04V3	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Respond to an emergency situation	1.1. Recognize an emergency situation 1.2. Identify, assess and manage immediate hazards to health and safety of self and others 1.3. Assess the casualty and recognize the need for first aid response 1.4. Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance with the established first aid principles. 2.2. Provide first aid in accordance with established first aid principles 2.3. Display respectful behavior towards casualty 2.4. Obtain consent from casualty where possible 2.5. Use available resources and equipment to make the casualty as comfortable as possible 2.6. Operate first aid equipment according to manufacturer's instructions 2.7. Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1. Accurately convey incident details to emergency response services 3.2. Report details of incident to workplace supervisor as appropriate 3.3. Maintain confidentiality of records and information

4. Evaluate the incident and own performance	4.1.	Recognize the possible psychological impacts on self and other rescuers involved in critical incidents
	4.2.	Participate in debriefing to address individual needs

#### **RANGE STATEMENT**

Established first aid principles include:

- checking and maintaining the casualty's airway, breathing and circulation
- checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:

- workplace hazards such as fire, floods, violent persons
- environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- proximity of other people
- hazards associated with the casualty management processes.

Risks may include:

- worksite equipment, machinery and substances
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders.

First aid management will need to account for:

- location and nature of the work environment
- environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- the level of knowledge, skills, training and experience of the person administering first aid
- familiarity with particular injuries
- legal issues that affect the provision of first aid in different industry sectors
- the characteristics of the site where the injury occurs
- the nature of the injury and its cause
- infection control procedures
- availability of first aid equipment, medications and kits or other suitable alternative aids

- proximity and availability of trained paramedical and medical/health professional assistance
- the patient's cardio-vascular condition as indicated by vital signs such as body temperature, pulse rate and breathing rates
- unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include:

- breathing
- circulation
- consciousness.

Injuries may include:

- abdominal trauma
- allergic reactions
- bleeding
- chemical contamination
- choking
- cold injuries
- cardio-vascular failure
- dislocations and fractures
- drowning
- poisoning and toxic substances
- medical conditions including epilepsy, diabetes, asthma
- eye injuries
- head injuries
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- puncture wounds and cuts
- crush injuries
- shock
- smoke inhalation
- sprains and strains
- substance abuse
- unconsciousness
- infections

- inhalation of toxic fumes and airborne dusts
- bone and joint injuries
- eye injuries
- burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:

- unconsciousness
- confusion
- tremors
- rigidity
- numbness
- inability to move body parts
- pain
- delirium
- external bleeding
- internal bleeding
- heat exhaustion
- hypothermia
- pre-existing illness.

Appropriate others from whom assistance may be sought may include:

- emergency services personnel
- health professionals
- colleagues
- customers
- passersby.

Assistance may include, as appropriate to emergency situations:

- maintaining site safety and minimizing the risk of further injury or injury to others
- making the casualty comfortable and ensuring maximum safety
- assessment of injury situations
- providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- giving CPR and mouth-to-mouth resuscitation
- giving reassurance and comfort
- raising the alarm with emergency services or health professionals

- removing debris

**Tools, equipment and material used in this unit may include:**

- first aid kit
- pressure and other bandages
- thermometers
- eyewash
- pocket face masks
- rubber gloves
- dressings
- flags and flares
- fire extinguishers
- communication equipment such as mobile phones

**ASSESSMENT GUIDE**

**Forms of assessment**

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- practical demonstration of the use of commonly-used equipment and first aid supplies
- explanation about management of a variety of common simulated injury situations
- questions to test knowledge of injury situations, types of injury and management of injury situations
- review of portfolios of evidence and third party reports of performance of first aid by the candidate

**Assessment context**

This unit may be assessed in a simulated environment

**Critical aspects (for assessment)**

Assessment must ensure:

- use of real first aid equipment

- ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ability to apply established first aid principles including:
  - checking and maintaining the casualty's airway, breathing and circulation
  - checking the site for danger to self, casualty and others and minimizing the danger

### **Assessment conditions**

Assessment must ensure:

- use of real first aid equipment
- use of dummies



**Unit 05**

<b>UNIT TITLE</b>	Use hygienic practices for food safety				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses				
<b>CODE</b>	TOU03S1U05V3	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow hygiene procedures and identify food hazards	1.1. Follow work place hygiene procedures 1.2. Report unsafe practices that breach hygiene procedures 1.3. Identify food hazards that may affect the health and safety of customers, colleagues and self 1.4. Remove or minimize the hygiene hazard and report as appropriate for follow-up
2. Report any personal health issues	2.1. Report personal health issues likely to cause a hygiene risk 2.2. Report incidents of food contamination resulting from personal health issues 2.3. Cease participation in food handling activities where own health issue may cause food contamination
3. Prevent food contamination	3.1. Maintain clean clothes, wear required personal protective clothing, and only use approved bandages and dressings. 3.2. Prevent food contamination from clothing and other items worn. 3.3. Prevent unnecessary direct contact with ready to eat food. 3.4. Ensure hygienic personal contact with food and food contact surfaces 3.5. Use hygienic cleaning practices that prevent food-borne illnesses
4. Prevent cross-contamination by washing hands	4.1. Wash hands at appropriate times and follow hand washing procedures

## **RANGE STATEMENT**

Food hazards

- Microbial
- Chemical
- Physical
- Allergens

## **ASSESSMENT GUIDELINE**

Assessment must provide evidence of:

- Safe food handling practices
- Identification of hazards

Assessment must ensure access to all the necessary resources

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"><li>• Contaminants</li><li>• Airborne, food borne and infectious diseases that may cause a health issue in the food industry</li><li>• Necessary hygiene actions</li><li>• Hand washing practices</li><li>• HACCP method</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate the use of safe food handling practices</li><li>• Identify food hazards</li><li>• Report unsafe practices</li><li>• Report food contamination</li></ul>

**Unit 06**

<b>UNIT TITLE</b>	Clean and maintain kitchen premises				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to clean food preparation areas, storage areas, and equipment in commercial kitchens to ensure the safety of food.				
<b>CODE</b>	TOU03S1U06V3	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Clean and sanitise kitchen equipment	1.1. Select and prepare cleaning agents and chemicals according to schedule and product instructions 1.2. Clean and sanitize kitchen equipment to ensure safety of food that is prepared and served to customers 1.3. Store cleaned equipment in designated place
2. Clean service-ware and utensils	2.1. Sort service-ware and utensils and load dishwasher with appropriate items 2.2. Hand wash any items not appropriate for dishwasher 2.3. Report broken or chipped service ware to supervisor
3. Clean and sanitise kitchen premises	3.1. Clean and sanitize kitchen surfaces, food preparation and storage areas. 3.2. Clean and report areas of pest infestations 3.3. Sort and promptly dispose of kitchen waste to avoid cross-contamination with food
4. Work safely and reduce negative environmental impacts.	4.1. Use cleaning agents, chemicals and cleaning equipment safely and according to manufacturer instructions. 4.2. Use personal protective equipment and safe manual handling techniques when cleaning equipment and premises 4.3. Reduce negative environmental impacts through efficient use of energy, water and other resources 4.4. Sort general kitchen waste from recyclables and dispose of them in designated recycling bins

## **RANGE STATEMENT**

Food preparation and storage areas

- Benches and working surfaces
- Cool rooms
- Cupboards
- Pantry
- Freezers
- Fridges
- Microwaves
- Ovens
- Storerooms
- stoves

## **ASSESSMENT CONDITIONS**

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit.

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"><li>• hygiene and cross contamination</li><li>• cleaning and sanitizing products</li><li>• safe practices for using and storing cleaning and sanitizing products</li><li>• environmentally sound disposal methods for kitchen waste</li></ul>	<ul style="list-style-type: none"><li>• follow cleaning schedules</li><li>• perform cleaning work demonstrating the use of different types of cleaning agents and chemicals</li><li>• sanitizing and disinfecting methods</li></ul>

**Unit 07**

<b>UNIT TITLE</b>	Use basic cooking methods				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes				
<b>CODE</b>	TOU03S1U07V3	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements 1.3. Check perishable supplies for spoilage or contamination prior to preparation
2. Select, prepare and use equipment	2.1. Select type and size of equipment suitable to requirements 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use equipment safely according to instructions
3. Portion and prepare ingredients	3.1. Weigh and measure ingredients and create portions according to recipe 3.2. Minimize waste to maximize profitability
4. Cook dishes	4.1. Select and use cookery methods for dishes following standard recipes. 4.2. Complete cooking process in a logical, planned and safe manner 4.3. Identify problems with the cooking process and take corrective action 4.4. Work cooperatively with colleagues to ensure timely preparation of dishes
5. Present and store dishes	5.1. Present dishes on appropriate service-ware

	5.2. Add garnishes and accompaniments according to standard recipes
	5.3. Clean work area, and dispose of or store surplus and re-usable by-products according to established procedures, environmental considerations, and cost-reduction initiatives

## RANGE STATEMENT

### Cookery methods

- Baking
- Boiling
- Braising
- Blanching
- Grilling
- Poaching
- Roasting
- Steaming

### Equipment

- Blenders
- Mixers
- Hot plate
- Microwave
- Sheets and trays
- Slicing machine
- Peelers
- Graters
- Tongs
- Whisks

## ASSESSMENT CONDITIONS

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• Major food types and their characteristics</li><li>• General food items</li><li>• how the major food types are used in different dishes and the effects on them of the different cookery methods</li></ul>	<ul style="list-style-type: none"><li>• follow standard recipes for dishes</li><li>• demonstrate food safety practices for handling and storing</li></ul>

<ul style="list-style-type: none"><li>• meaning and role of mise en place in the process of preparing, cooking and presenting food</li><li>• essential culinary terms in, and key principles and practices of, the cookery methods</li></ul>	
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**Unit o8**

<b>UNIT TITLE</b>	Prepare sandwiches				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to prepare and present a variety of sandwiches				
<b>CODE</b>	TOUo3S1Uo8V3	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients	1.1. Identify and select bread types and fillings taking account of quality, freshness and stock rotation requirements 1.2. Check perishable supplies for spoilage or contamination prior to preparation
2. Make sandwiches	2.1. Use safe food-handling practices to hygienically prepare sandwiches 2.2. Combine ingredients appropriately based on flavor combinations, customer preference and standard recipes 2.3. Use toasting and heating equipment safely, as required 2.4. Make sandwiches in a logical and sequential manner while minimizing waste
3. Present and store sandwiches	3.1. Present sandwiches on appropriate service-ware 3.2. Add suitable garnishes as required 3.3. Store sandwiches in appropriate environmental conditions 3.4. Clean work area, and dispose of or store surplus and re-usable by-products according to workplace procedures, environmental considerations, and cost-reduction initiatives



## RANGE STATEMENT

Types of sandwiches

- Cold sandwiches
- Multi decker
- Open faced
- Tea sandwiches
- Wraps
- Grilled
- Deep fried

## ASSESSMENT CONDITIONS

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• Culinary terms for different types of sandwiches and breads</li><li>• Characteristics of sandwiches<ul style="list-style-type: none"><li>• Appearance and presentation</li><li>• Bread variations</li><li>• Trends</li></ul></li><li>• Sandwich preparation method<ul style="list-style-type: none"><li>• Cutting</li><li>• Garnishing</li><li>• Layering</li><li>• Portioning</li><li>• Spreading</li></ul></li><li>• appropriate environmental conditions and methods for storing sandwiches</li><li>• safe operational practices using essential functions and features of equipment used to produce sandwiches</li></ul>	<ul style="list-style-type: none"><li>• follow safe food handling practices</li><li>• use a variety of fillings and ingredients with a variety of breads</li><li>• present sandwiches</li><li>• store sandwiches and ingredients to optimise shelf life</li></ul>

**Unit 09**

<b>UNIT TITLE</b>	Prepare appetisers and salads				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to prepare appetisers and salads following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods				
<b>CODE</b>	TOU03S1U09V3	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select appetizer and salad ingredients from stores according to recipe, quality, freshness and stock rotation requirements 1.3. Check perishable supplies for spoilage or contamination prior to preparation
2. Select, prepare and use equipment	2.1. Select type and size of equipment suitable 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients	3.1. Sort and assemble ingredients 3.2. Weigh and measure ingredients and create portions according to the recipe 3.3. Clean and cut salad ingredients using basic culinary cuts according to quality standards 3.4. Minimize waste to maximize profitability of food items prepared
4. Prepare appetisers and salads	4.1. Select and use relevant cookery methods for salads and appetizers 4.2. Prepare sauces and dressings according to recipe
5. Present and store appetisers and salads.	5.1. Present dishes on appropriate service-ware 5.2. Add dips, sauces and garnishes according to standard recipes

	5.3. Visually evaluate dish and adjust presentation
	5.4. Store dishes in appropriate environmental conditions
	5.5. Clean work area, and dispose of or store surplus and re-usable by-products according to procedures, environmental considerations, and cost-reduction initiatives

## **RANGE STATEMENT**

### Appetisers

- Dips
- Canape
- Hors d'oeuvre
- Fruit appetizer
- Vegetable appetizer

### Salads

- Simple salads
- Mixed salads
- Composed salads
- Classical salads
- Vegetable salads
- Fruit salads
- Warm salads

### Salad dressings

- Caesar dressing
- Italian dressing
- Ranch dressing
- French dressing
- Thousand island dressing
- Balsamic vinaigrette
- Honey mustard dressing
- Blue cheese dressing
- Greek dressing

## **ASSESSMENT CONDITIONS**

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• culinary terms and trade names for ingredients commonly used in the production of different appetisers and salads</li><li>• contents of stock date codes and rotation labels and their implication for food quality standards</li><li>• characteristics of different appetisers and salads</li><li>• quality indicators for appetisers and salads</li><li>• cookery methods for appetisers and salads</li><li>• dressings, sauces and garnishes for salads</li><li>• appropriate environmental conditions for storing appetiser and salad products</li><li>• safe operational practices using essential functions and features of equipment used to produce appetisers and salads.</li></ul>	<ul style="list-style-type: none"><li>• follow standard recipes for dishes</li><li>• use at least four of the following cookery methods and complete mise en place activities when preparing the above dishes:<ul style="list-style-type: none"><li>• baking</li><li>• boiling</li><li>• blanching</li><li>• frying</li><li>• grilling</li><li>• poaching</li><li>• roasting</li><li>• steaming</li></ul></li></ul>

**Unit 10**

<b>UNIT TITLE</b>	Prepare vegetable, fruit, eggs and farinaceous dishes				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to prepare and cook various vegetable, fruit, egg and farinaceous dishes following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment, cookery and food storage methods.				
<b>CODE</b>	TOU03S1U10V3	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients for vegetable, fruit, egg and farinaceous dishes	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements 1.3. Check perishable supplies for spoilage or contamination prior to preparation
2. Select, prepare and use equipment	2.1. Select type and size of equipment suitable to requirements 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use equipment safely and hygienically according to manufacturer instructions
3. Portion and prepare ingredients	3.1. Weigh and measure ingredients and create portions according to recipe 3.2. Clean and cut ingredients as required using basic culinary cuts according to culinary standards. 3.3. Prepare eggs for different culinary uses 3.4. Prepare fresh farinaceous ingredients 3.5. Minimize waste to maximize profitability of food items prepared.
4. Cook vegetable, fruit, egg and farinaceous dishes	4.1. Follow standard recipes to select and use relevant cookery methods for vegetable, fruit, egg and farinaceous foods 4.2. Select and add accompaniments suited to the dish

<p>5. Present and store vegetable, fruit, egg and farinaceous dishes</p>	<p>5.1. Present dishes attractively on appropriate service-ware</p> <p>5.2. Add dips, sauces and garnishes according to standard recipes</p> <p>5.3. Visually evaluate dish and adjust presentation</p> <p>5.4. Store dishes in appropriate environmental conditions</p> <p>5.5. Clean work area, and dispose of or store surplus and re-usable by-products according to procedures, environmental considerations, and cost-reduction initiatives</p>
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## RANGE STATEMENT

farinaceous dishes

- Pasta
- Rice
- Grain
- Gnocchi

Egg dishes

- Omelettes
- Frittatas
- Quiches

## ASSESSMENT CONDITIONS

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• culinary terms and trade names for ingredients used in standard recipes for vegetable, fruit, egg and farinaceous dishes</li> <li>• contents of stock date codes and rotation labels</li> <li>• characteristics of different vegetable, fruit, egg and farinaceous dishes</li> <li>• accompaniments and sauces for vegetable, fruit, egg and farinaceous dishes</li> </ul>	<ul style="list-style-type: none"> <li>• follow standard recipes to prepare dishes for fresh, dried and frozen vegetables and fruits</li> <li>• use of eggs for aerating, binding, setting, coating, enriching, emulsifying, glazing, clarifying, garnishing, thickening</li> <li>• demonstrate the cooking methods such as boiling, braising, deep and shallow frying, poaching, scrambling, roasting, stewing</li> </ul>

<ul style="list-style-type: none"><li>• historical and cultural origin of different vegetable, fruit, egg and farinaceous dishes and products</li><li>• cookery methods for vegetable, fruit, egg and farinaceous dishes</li><li>• health risks associated with raw egg products and alternative egg products</li><li>• culinary applications which use eggs</li><li>• mise en place requirements for vegetable, fruit, egg and farinaceous dishes</li><li>• appropriate environmental conditions for storing food products</li><li>• safe operational practices using essential functions and features of equipment used to produce vegetable, fruit, egg and farinaceous dishes</li></ul>	
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**Unit 11**

<b>UNIT TITLE</b>	Prepare stocks, sauces and soups				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods				
<b>CODE</b>	TOU03S1U11V3	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. select ingredients	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements. 1.3. Check perishable supplies for spoilage or contamination prior to preparation
2. Select, prepare and use equipment	2.1. Select type and size of equipment suitable to requirements 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use equipment safely and hygienically according to manufacturer instructions
3. Portion and prepare ingredients	3.1. Weigh and measure ingredients according to recipe 3.2. Clean and cut ingredients as required using basic culinary cuts according to culinary standards 3.3. Minimize waste to maximize profitability of food items prepared
4. Prepare stocks, sauces and soups	4.1. Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups 4.2. Use flavoring and clarifying agents according to standard recipes 4.3. Use thickening agents and convenience products appropriately



<p>5. Present and store stocks, sauces and soups</p>	<p>5.1. Reconstitute or re-thermalize stocks, sauces and soups to required consistencies.</p> <p>5.2. Present soups and sauces attractively on appropriate service-ware</p> <p>5.3. Add garnishes according to standard recipes</p> <p>5.4. Visually evaluate dish and adjust presentation.</p> <p>5.5. Store dishes in appropriate environmental conditions</p> <p>5.6. Clean work area, and dispose of or store surplus and reusable by-products according to procedures, environmental considerations, and cost reduction initiatives</p>
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## RANGE STATEMENT

### Sauces

- béchamel
- coulis
- demi glace'
- hollandaise
- mayonnaise based sauces
- tomato based sauces

### soups

- clear
- broth
- puree
- cream

## ASSESSMENT CONDITIONS

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups</li> <li>• contents of stock date codes and rotation labels and their</li> </ul>	<ul style="list-style-type: none"> <li>• follow standard recipes to prepare brown beef stocks, chicken stocks, fish stocks and vegetable stocks</li> <li>• prepare the following sauces;                             <ul style="list-style-type: none"> <li>• béchamel</li> <li>• coulis</li> </ul> </li> </ul>

<p>implication for food quality standards</p> <ul style="list-style-type: none"><li>• characteristics of stocks, sauces and soups</li><li>• derivatives of base stocks and sauces</li><li>• mise en place requirements for stocks, sauces and soups</li><li>• appropriate environmental conditions for storing stock, sauces and soups products</li><li>• safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups</li></ul>	<ul style="list-style-type: none"><li>• demi-glace'</li><li>• hollandaise</li><li>• mayonnaise based sauces</li><li>• tomato based sauces</li><li>• soups such as;<ul style="list-style-type: none"><li>• clear</li><li>• broth</li><li>• puree</li><li>• cream</li></ul></li></ul>
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**Unit 12**

<b>UNIT TITLE</b>	Select, prepare and cook meat				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of meat dishes following standard recipes. It requires the ability to select, prepare and portion meat, and to use relevant equipment, cookery and food storage methods				
<b>CODE</b>	TOU03S2U12V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select meat products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements
2. Select, prepare and use equipment	2.1. Select type and size of knives and other equipment suitable to requirements 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use knives and other equipment safely and hygienically according to manufacturer instructions
3. Portion and prepare ingredients	3.1. Thaw frozen meats according to food safety guidelines where required 3.2. Sort and assemble ingredients according to food production sequencing 3.3. Weigh and measure ingredients and create portions according to recipe 3.4. Use meat preparation techniques according to recipe requirements 3.5. Minimize waste to maximize profitability of food items prepared
4. Cook meat dishes	4.1. Follow standard recipes to select and use meat cookery methods 4.2. Prepare marinades and meat accompaniments as required

5. Present meat dishes	<p>5.1. Carve meats using appropriate tools and techniques, taking account of meat and bone structure and waste minimization</p> <p>5.2. Portion and serve meats according to recipe requirements</p> <p>5.3. Add sauces and garnishes according to standard recipes</p> <p>5.4. Visually evaluate dishes and adjust presentation as required</p> <p>5.5. Store dishes in appropriate environmental conditions</p> <p>5.6. Clean work area, and dispose of or store surplus and re-usable by-products according to procedures, environmental considerations, and cost-reduction initiatives</p>
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## **RANGE STATEMENT**

Types of meat dishes

- Beef
- Lamb

Meat preparation techniques

- Ageing
- Boning and trimming
- Cutting and portioning
- Marinating
- Mincing
- Rolling
- Tenderising
- Trussing and tying
- skewering

cooking methods

- braising
- frying
- grilling
- roasting
- stewing

## **ASSESSMENT CONDITIONS**

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• culinary terms and trade names</li><li>• contents of stock date codes and rotation labels</li><li>• meat classifications</li><li>• characteristics of meat products and meat dishes</li><li>• historical and cultural origin of different meat products and meat dishes</li><li>• preparation techniques for different cuts and types of meat specified in the performance evidence</li><li>• cookery methods for different cuts and types of meat</li><li>• equipment used to prepare and produce meat dishes</li><li>• mise en place requirements for meat dishes</li><li>• appropriate environmental conditions for storing meat and meat products</li><li>• safe operational practices using essential functions and features of equipment used to produce meat dishes</li></ul>	<ul style="list-style-type: none"><li>• follow standard recipes to prepare meat dishes such as beef and lamb</li><li>• use the following meat preparation techniques;<ul style="list-style-type: none"><li>• Ageing</li><li>• Boning and trimming</li><li>• Cutting and portioning</li><li>• Marinating</li><li>• Mincing</li><li>• Rolling</li><li>• Tenderising</li><li>• Trussing and tying</li><li>• skewering</li></ul></li><li>• cooking methods<ul style="list-style-type: none"><li>• braising</li><li>• frying</li><li>• grilling</li><li>• roasting</li><li>• stewing</li></ul></li></ul>

## Unit 13

<b>UNIT TITLE</b>	Prepare and cook poultry				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of poultry dishes following standard recipes. It requires the ability to select, prepare and portion poultry, and to use relevant equipment, cookery and food storage methods				
<b>CODE</b>	TOU03S2U13V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select poultry products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment	2.1. Select type and size of knives and other equipment suitable to requirements 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use knives and other equipment safely and hygienically according to manufacturer instructions
3. Portion and prepare ingredients	3.1. Thaw frozen poultry according to food safety guidelines 3.2. Sort and assemble ingredients 3.3. Weigh and measure ingredients and create portions according to recipe 3.4. Use poultry preparation techniques according to recipe requirements 3.5. Minimize waste to maximize profitability of food items prepared
4. Cook poultry dishes	4.1. Follow standard recipes to select and use cookery methods for poultry. 4.2. Prepare poultry accompaniments and add marinades as required

5. Present poultry dishes	<p>5.1. Carve poultry using appropriate tools and techniques, taking account of meat and bone structure and waste minimization</p> <p>5.2. Portion and serve poultry according to recipe requirements</p> <p>5.3. Add sauces and garnishes according to standard recipes and regional variations</p> <p>5.4. Store dishes in appropriate environmental conditions</p> <p>5.5. Clean work area, and dispose of or store surplus and re-usable by-products according to procedures, environmental considerations, and cost-reduction initiatives</p>
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## **RANGE STATEMENT**

Poultry dishes

- Chicken
- Duck
- Turkey

Poultry preparation techniques

- de boning
- marinating
- rolling
- trussing
- stuffing
- trimming

poultry cookery methods

- braising
- deep frying
- grilling
- poaching
- roasting
- sautéing
- stewing

## **ASSESSMENT CONDITIONS**

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• ingredients commonly used in the production of different poultry dishes</li><li>• a variety of classical and contemporary poultry dishes</li><li>• different cuts of poultry and styles of cooking</li><li>• characteristics of poultry products and poultry dishes</li><li>• historical and cultural origin of different poultry products and poultry dishes</li><li>• preparation techniques for different cuts and types of poultry</li><li>• cookery methods for different cuts and types of poultry</li><li>• equipment used to produce poultry dishes</li><li>• mise en place requirements for poultry dishes</li><li>• appropriate environmental conditions for storing poultry products and dishes</li><li>• safe operational practices using essential functions and features of equipment used to produce poultry dishes</li></ul>	<ul style="list-style-type: none"><li>• poultry preparation techniques</li><li>• poultry cookery methods</li></ul>



**Unit 14**

<b>UNIT TITLE</b>	Prepare and cook seafood				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of fish and shellfish dishes following standard recipes. It requires the ability to select, prepare and portion seafood, and to use relevant equipment, cookery and food storage methods.				
<b>CODE</b>	TOU03S2U14V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. select ingredients	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select seafood products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements
2. Select, prepare and use equipment	2.1. Select type and size of knives and other equipment suitable to requirements 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use knives and other equipment safely and hygienically according to manufacturer instructions
3. Portion and prepare ingredients	3.1. Thaw frozen seafood according to food safety guidelines as required. 3.2. Weigh and measure ingredients and create portions according to recipe 3.3. Use seafood preparation techniques according to recipe 3.4. Minimize waste to maximize profitability of food items prepared
4. Cook seafood dishes.	4.1. Follow standard recipes to select and use seafood cookery methods 4.2. Prepare seafood accompaniments and add sauces as required
5. Present fish and shellfish	5.1. Portion and serve fish and shellfish according to recipe requirements.

	5.2. Add sauces and garnishes according to standard recipes
	5.3. Store dishes in appropriate environmental conditions
	5.4. Clean work area, and dispose of or store surplus and reusable by-products according to procedures, environmental considerations, and cost-reduction initiatives

## RANGE STATEMENT

### Seafood classification

- Flat and round fish
- Oily and white fish
- Ocean and freshwater fish
- Octopus and squid
- Shellfish
- Whole or filleted fish

### Seafood preparation techniques

- Cleaning
- De-scaling
- Pin-bone removal
- Filleting
- Portioning
- Shelling
- Skinning

### Seafood cookery method

- Deep and shallow frying
- Grilling
- Poaching
- Roasting
- Sautéing
- Steaming

## ASSESSMENT CONDITIONS

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• ingredients commonly used in the production of different fish and shellfish dishes</li> </ul>	<ul style="list-style-type: none"> <li>• follow standard recipes to prepare seafood and shellfish dishes</li> <li>• use seafood preparation techniques</li> </ul>

<ul style="list-style-type: none"><li>• variety of classical and contemporary seafood dishes</li><li>• different varieties of seafood and styles of cooking</li><li>• contents of stock date codes and rotation labels</li><li>• seafood classifications</li><li>• characteristics of seafood products and fish and shellfish dishes</li><li>• preparation techniques for fish and shellfish</li><li>• cookery methods for different varieties and cuts of fish and shellfish</li><li>• equipment used to produce seafood dishes</li><li>• mise en place requirements for seafood dishes</li><li>• appropriate environmental conditions for storing and thawing fish and shellfish products</li><li>• safe operational practices using essential functions and features of equipment used to produce seafood dishes</li></ul>	
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**Unit 15**

<b>UNIT TITLE</b>	Produce cakes, pastries and breads				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to produce cakes, pastries and breads in a commercial kitchen following standard recipes. It requires the ability to select, prepare and portion ingredients; and to use relevant equipment a range of cookery methods to make and decorate cakes, pastries and breads, and food storage methods				
<b>CODE</b>	TOU03S2U15V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements
2. Select, prepare and use equipment	2.1. Select type and size of equipment suitable to requirements 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use equipment safely and hygienically according to manufacturer instructions
3. Portion and prepare ingredients	3.1. Weigh and measure wet and dry ingredients according to the recipe and quantity of cakes, pastries and breads required 3.2. Prepare yeast-based dough to correct consistency and shape, according to standard recipes 3.3. Minimise waste to maximise profitability of cakes, pastries and breads produced
4. Cook cakes, pastries, breads	4.1. Use cookery methods for cakes, pastries and breads and sweet and savoury fillings to achieve desired product characteristics 4.2. Select baking conditions, required oven temperature and bake cakes, pastries and breads

	4.3. Cool in appropriate conditions to retain optimum freshness and product characteristics
5. Decorate, present and store cakes pastries and breads	<p>5.1. Enhance appearance and taste of cakes, pastries and breads using suitable fillings, icings and decorations, according to standard recipes.</p> <p>5.2. Apply icing to ensure a smooth and seamless finish</p> <p>5.3. Visually evaluate cakes, pastries and breads and adjust presentation before displaying</p> <p>5.4. Use suitable service-ware to attractively present cakes, pastries and breads according to standards</p> <p>5.5. Display cakes, pastries and breads in appropriate conditions to retain optimum freshness and product characteristics</p> <p>5.6. Store cakes, pastries and breads and reusable by-products in appropriate environmental conditions</p> <p>5.7. Clean work area, and dispose of or store surplus and reusable by-products according to procedures, environmental considerations, and cost-reduction initiatives</p>

**RANGE STATEMENT****Cakes**

- Sponge cake
- Mousse cake
- Fruit cake
- Meringues
- Muffins
- Swiss roll

**Pastries**

- Choux pastry
- Croissant
- Danish pastry
- Puff pastry
- Short crust
- Strudel

**Breads**

- Baguette
- Fruit bun
- Bread rolls

## Cookery methods

- adding fats and liquids to dry ingredients
- chilling ingredients and work surfaces
- cutting, shaping and moulding
- kneading and handling
- preparing and using fillings
- preparing and using pre-bake finishes and decorations
- resting
- rolling
- selecting and preparing appropriate cake tins and moulds
- stirring and aerating to achieve required consistency and texture
- using required amount of batter according to desired characteristics of finished products
- weighing or measuring and sifting dry ingredients
- whisking, folding, piping and spreading

## ASSESSMENT CONDITIONS

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• ingredients commonly used to produce cakes, pastries and breads</li> </ul> <p>Cakes</p> <ul style="list-style-type: none"> <li>• Sponge cake</li> <li>• Mousse cake</li> <li>• Fruit cake</li> <li>• Meringues</li> <li>• Muffins</li> <li>• Swiss roll</li> </ul> <p>Pastries</p> <ul style="list-style-type: none"> <li>• Choux pastry</li> <li>• Croissant</li> <li>• Danish pastry</li> <li>• Puff pastry</li> <li>• Short crust</li> <li>• Strudel</li> </ul> <p>Breads</p> <ul style="list-style-type: none"> <li>• Baguette</li> <li>• Fruit bun</li> <li>• Bread rolls</li> </ul> <p>Cookery methods</p> <ul style="list-style-type: none"> <li>• adding fats and liquids to dry ingredients</li> <li>• chilling ingredients and work surfaces</li> <li>• cutting, shaping and moulding</li> <li>• kneading and handling</li> <li>• preparing and using fillings</li> <li>• preparing and using pre-bake finishes and decorations</li> <li>• resting</li> <li>• rolling</li> </ul>	<ul style="list-style-type: none"> <li>• follow standard recipes</li> </ul>

<ul style="list-style-type: none"><li>• selecting and preparing appropriate cake tins and moulds</li><li>• stirring and aerating to achieve required consistency and texture</li><li>• using required amount of batter according to desired characteristics of finished products</li><li>• weighing or measuring and sifting dry ingredients</li><li>• whisking, folding, piping and spreading</li></ul>	
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**Unit 16**

<b>UNIT TITLE</b>	Produce desserts				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to produce hot, cold and frozen desserts following standard and special dietary recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and present desserts.				
<b>CODE</b>	TOU03S2U16V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients	1.1. Calculate ingredient amounts according to requirements 1.2. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements
2. Select, prepare and use equipment	2.1. Select type and size of equipment suitable to requirements. 2.2. Safely assemble and ensure cleanliness of equipment before use 2.3. Use equipment safely and hygienically according to manufacturer instructions
3. Portion and prepare ingredients	3.1. Weigh and measure wet and dry ingredients according to the recipe and quantity of desserts required 3.2. Minimise waste to maximise profitability of desserts produced
4. Produce desserts and sauces	4.1. Following standard recipes, produce desserts using cookery methods to achieve desired product characteristics 4.2. Follow special dietary recipes to produce desserts for those with special dietary requirements 4.3. Produce hot and cold sauces to desired consistency and flavor 4.4. Use thickening agents suitable for sweet sauces
5. Portion, present and store desserts	5.1. Portion desserts to maximise yield and profitability of food production.



	<p>5.2. Use accompaniments that balance and enhance taste and texture of desserts.</p> <p>5.3. Select garnishes and decorations with flavours and textures that complement desserts</p> <p>5.4. Plate desserts, accompaniments and garnishes attractively, with artistic flair appropriate for the occasion and the item</p> <p>5.5. Plate and decorate desserts for practicality of service and customer consumption</p> <p>5.6. Display desserts with appropriate sauces and garnishes</p> <p>5.7. Store desserts in appropriate environmental conditions</p> <p>5.8. Clean work area, and dispose of or store surplus and re-usable by-products according to procedures, environmental considerations, and cost-reduction initiatives</p>
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## RANGE STATEMENT

### Common desserts

- crème brulee
- crème caramel
- crêpes
- custards and creams
- fritters
- ice-cream
- meringues
- mousse
- parfait
- pies
- puddings
- sorbet
- soufflé
- tarts

### cooking methods

- adding fats and liquids to dry ingredients
- baking
- chilling
- freezing
- poaching
- reducing
- steaming
- stewing
- stirring and aerating to achieve required consistency and texture
- using required amount of batter according to desired characteristics of finished products

- weighing or measuring and sifting dry ingredients
- whisking, folding, piping and spreading

common garnishes and decorations

- coloured and flavoured sugar
- fruits
- jellies
- chocolate
- icing sugar
- nuts

### ASSESSMENT CONDITIONS

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Common desserts</p> <ul style="list-style-type: none"><li>• crème brulee</li><li>• crème caramel</li><li>• crêpes</li><li>• custards and creams</li><li>• fritters</li><li>• ice-cream</li><li>• meringues</li><li>• mousse</li><li>• parfait</li><li>• pies</li><li>• puddings</li><li>• sorbet</li><li>• soufflé</li><li>• tarts</li></ul> <p>cookery methods</p> <ul style="list-style-type: none"><li>• adding fats and liquids to dry ingredients</li><li>• baking</li><li>• chilling</li><li>• freezing</li><li>• poaching</li><li>• reducing</li><li>• steaming</li><li>• stewing</li><li>• stirring and aerating to achieve required consistency and texture</li><li>• using required amount of batter according to desired characteristics of finished products</li><li>• weighing or measuring and sifting dry ingredients</li><li>• whisking, folding, piping and spreading</li></ul> <p>common garnishes and decorations</p> <ul style="list-style-type: none"><li>• coloured and flavoured sugar</li><li>• fruits</li><li>• jellies</li></ul>	<ul style="list-style-type: none"><li>• Follow standard recipes</li><li>• Use garnishes and decorations</li></ul>

<ul style="list-style-type: none"><li>• chocolate</li><li>• icing sugar</li><li>• nuts</li><li>•</li></ul>	
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**Unit 17**

<b>UNIT TITLE</b>	Produce and serve food for buffets				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to produce and present foods for buffets. It requires the ability to cook buffet foods and to present, serve and replenish them throughout the service period				
<b>CODE</b>	TOU03S2U17V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients	1.1. Calculate the required quantities of buffet food and ingredients according to expected customer traffic 1.2. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements 1.3. Check perishable supplies for spoilage or contamination prior to preparation
2. Produce and present foods for buffets	2.1. Use appropriate cookery methods and standard recipes to prepare foods for buffets 2.2. Produce sauces and garnishes suitable for buffet food items 2.3. Produce or obtain appropriate buffet showpieces and decorations 2.4. Use buffet display plans to coordinate the layout of buffet 2.5. Display hot and cold buffet food in appropriate service-ware at a safe temperature to avoid food hazards and spoilage
3. Serve, replenish and store buffet foods	3.1. Follow food safety procedures for displaying and serving hot and cold buffet foods to avoid food contamination 3.2. Use portion control to minimise waste and maximise profit. 3.3. Replenish buffet items throughout the service period to meet customer traffic requirements

	3.4. Store buffet items in appropriate environmental conditions before and after the buffet service period
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### **RANGE STATEMENT**

Hot and cold buffet foods

- Breakfast foods
- Meat or poultry
- Seafood
- Salads
- Pasta or noodles
- Breads
- Fruits and vegetables
- Cheese
- Dessert and pastry items
- Themed foods

### **ASSESSMENT CONDITIONS**

Assessment should demonstrate the knowledge and skills identified in the elements and performance criteria of this unit

### **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
Hot and cold buffet foods <ul style="list-style-type: none"><li>• Breakfast foods</li><li>• Meat or poultry</li><li>• Seafood</li><li>• Salads</li><li>• Pasta or noodles</li><li>• Breads</li><li>• Fruits and vegetables</li><li>• Cheese</li><li>• Dessert and pastry items</li><li>• Themed foods</li></ul>	<ul style="list-style-type: none"><li>• presentation techniques for food items that comprise buffets</li></ul>

**Unit 18**

<b>UNIT TITLE</b>	Present food				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to efficiently and professionally plate, present and serve food in a commercial kitchen or catering operation				
<b>CODE</b>	TOU03S2U18V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare food for service	1.1. Identify foods for menu items 1.2. Arrange sauces and garnishes for specific dishes
2. Portion and plate food	2.1. Ensure that sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served 2.2. Portion food according to standard recipes 2.3. Plate food and present neatly and attractively, without drips or spills, for the specified dish, taking into consideration eye appeal, colour and contrast, temperature of food, service equipment, and classical and innovative arrangement styles 2.4. Serve food to be displayed in public areas in appropriate serveware at the correct temperature, in an attractive manner, without drips or spills and giving attention to colour.
3. Work in a team	3.1. Demonstrate good teamwork with all kitchen and food service staff to ensure timely, quality service of food 3.2. Organise and follow a kitchen routine for food service to maximise food quality and minimise delays 3.3. Maintain a high standard of personal and work-related hygiene practices

**RANGE STATEMENT**

A variety of foods must be plated, presented and served, including

- Entrees

- Main courses
- Desserts
- Soups
- Sandwiches
- Breakfast items
- Canapes

Service equipment

- Food and beverage trays
- Buffet or suitable table
- Dishes and platters
- Display items

## **ASSESSMENT CONDITIONS**

### **Critical aspects of assessment**

- Application of hygiene and safety principles and procedures
- Ability to plate, present and serve a general range of foods efficiently and within realistic workplace time constraints
- Ability to work as part of a team in a positive and courteous manner

### **Assessment context**

- demonstration of skills within a fully equipped operational commercial kitchen
- access to a range of equipment for presenting food

### **assessment method**

- direct observation of the candidate working as a member of a team and plating and presenting food
- direct observation of the candidate working as a member of a team and plating and presenting food
- direct observation of the candidate working as a member of a team and plating and presenting food

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li></ul>	<ul style="list-style-type: none"><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li></ul>

	<ul style="list-style-type: none"><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li><li>• direct observation of the candidate working as a member of a team and plating and presenting food</li></ul>
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**Unit 19**

<b>UNIT TITLE</b>	Receive and store stock				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to check and take delivery of stock and appropriately store, rotate and maintain the quality of stock items.				
<b>CODE</b>	TOU03S2U19V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Take delivery of stock.	1.1. Check incoming stock against orders and delivery documentation 1.2. Identify, record and report discrepancies 1.3. Inspect items for damage, quality and use-by dates and record findings according to organisational procedures 1.4. Record details of incoming stock according to organisational procedures
2. Store stock	2.1. Promptly transport stock to, and store in, appropriate storage area 2.2. Use safe manual handling techniques to avoid injury when moving and storing stock 2.3. Label stock according to organisational procedures 2.4. Report on excess stock according to organisational procedures
3. Rotate and maintain stock.	3.1. Rotate stock for maximum use and minimum wastage 3.2. Regularly check the quality of stock and report findings 3.3. Safely dispose of all excess or spoilt stock and waste, especially hazardous substances, to minimise negative environmental impacts 3.4. Maintain cleanliness of stock handling and storage areas, and identify and report problems 3.5. Use stock control systems and equipment according to organisational speed and accuracy requirements

## RANGE STATEMENT

Principles of stock control

- Rotation and replenishment
- product life cycle and maximising the use of all stock
- checking for slow moving items
- segregation of non-food items from food items that have potential to cross-contaminate

stock control systems

- bin card system
- imprest system
- integrated point-of-sale system
- ledger system

## ASSESSMENT CONDITIONS

Skills must be demonstrated in an operational business where stock is received and stored. This can be:

- an industry workplace
- a simulated industry environment.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Principles of stock control</p> <ul style="list-style-type: none"> <li>• Rotation and replenishment</li> <li>• product life cycle and maximising the use of all stock</li> <li>• checking for slow moving items</li> <li>• segregation of non-food items from food items that have potential to cross-contaminate</li> </ul> <p>stock control systems</p> <ul style="list-style-type: none"> <li>• bin card system</li> <li>• imprest system</li> <li>• integrated point-of-sale system</li> <li>• ledger system</li> </ul> <p>stock control procedures and template documents and reports for:</p> <ul style="list-style-type: none"> <li>• ordering</li> <li>• levels</li> </ul>	<ul style="list-style-type: none"> <li>• receive, store and maintain six different stock deliveries</li> <li>• correctly interpret stock orders and delivery documentation for items received in the above deliveries</li> <li>• complete stock documentation relating to each of the above stock deliveries</li> <li>• integrate into the above work activities: <ul style="list-style-type: none"> <li>• security procedures</li> <li>• manual handling techniques</li> <li>• commercial time constraints.</li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>• loss</li><li>• performance</li><li>• monitoring of quality</li><li>• receipt</li><li>• reorder cycles</li><li>• rotation</li><li>• security</li><li>• stocktakes</li><li>• valuation</li><li>• wastage</li></ul> <p>storage requirements for different kinds of stock</p>	
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## Unit 20

<b>UNIT TITLE</b>	Plan and cost basic menus				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to plan and cost basic menus for dishes or food product ranges for any type of cuisine or food service style. It requires the ability to identify customer preferences, plan menus to meet customer and business needs, cost menus and evaluate their success				
<b>CODE</b>	TOU03S2U20V3	<b>LEVEL</b>	4	<b>CREDIT</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify customer preferences	1.1. Identify the customer profile 1.2. Analyse food preferences of customer base
2. Plan menus	2.1. Generate a range of ideas for menus for dishes or food production ranges, assess their merits, and discuss with relevant personnel 2.2. Choose menu items to meet customer preferences 2.3. Identify organisational service style and cuisine, and develop suitable menus 2.4. Include balanced variety of dishes or food production items for the style of service and cuisine
3. Cost menus	3.1. Itemise proposed components of included dishes or food production items 3.2. Calculate portion yields and costs from raw ingredients 3.3. Assess cost-effectiveness of proposed dishes or food production items and choose menu items that provide high yield 3.4. Price menu items to ensure maximum profitability
4. Write menu content	4.1. Write menus using words that appeal to customer base and fit with the business service style. 4.2. Use correct names for style of cuisine 4.3. Use descriptive writing to promote sale of menu items

5. Evaluate menu success	5.1.	Seek ongoing feedback from customers and others, and use to improve menu performance
	5.2.	Assess success of menus against customer satisfaction and sales data
	5.3.	Adjust menus based on feedback and profitability

## RANGE STATEMENT

Balanced variety

- Colors
- Cooking methods
- Delicacies
- Flavours
- Nutritional values
- Presentation
- seasonally available ingredients
- tastes
- textures

## ASSESSMENT CONDITIONS

Skills must be demonstrated in a hospitality business operation where menus are planned and costed. This can be:

- an industry workplace
- a simulated industry environment or activity.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• sources of information on current customer profile and food preferences</li> <li>• service style and cuisine</li> <li>• costs of supply for ingredients</li> <li>• methods and formulas for calculating portion yields and costs from raw ingredients</li> <li>• hospitality and catering industry desired profit margins, mark-up procedures and rates</li> <li>• different types and styles of menus for dishes or food production ranges for different types of food outlets</li> <li>• differing characteristics of customer groups</li> </ul>	<ul style="list-style-type: none"> <li>• identify and evaluate the food preferences of customer groups with differing characteristics and use to inform menu planning</li> <li>• develop and cost each of the following menu types based on above information: <ul style="list-style-type: none"> <li>• à la carte</li> <li>• buffet</li> <li>• cyclical</li> <li>• ethnic</li> <li>• set</li> <li>• table d'hôte</li> <li>• seasonal</li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>• influence of seasonal products and commodities on menu content</li><li>• naming conventions and culinary terms for a variety of cuisines</li></ul>	<ul style="list-style-type: none"><li>• evaluate success of the above menus by obtaining feedback</li></ul>
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**Unit 21**

<b>UNIT</b>	Coach others in job skills				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. It requires the ability to explain and demonstrate specific skills, knowledge and procedures and monitor the progress of colleagues until they are able to operate independently of the coach.				
<b>CODE</b>	TOU03S2U21V3	<b>Level</b>	4	<b>Credit</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for on-the-job coaching.	1.1. Identified need for coaching based on a range of factors. 1.2. Identified specific coaching needs through discussion with colleague and organise coaching sessions.
2. Coach colleagues on-the-job	2.1. Explained overall purpose of coaching to colleague. 2.2. Explained and demonstrated specific skills. 2.3. Communicated required knowledge and checked colleague understanding. 2.4. Advised organizational procedures for completing workplace tasks. 2.5. Provided colleague with opportunity to practice skill and ask questions. 2.6. Provided feedback in constructive and supportive manner.
2. Follow-up coaching.	2.1. Monitored progress of new workplace skills and provide supportive assistance. 2.2. Reported progress to the appropriate person. 2.3. Identified performance problems or difficulties with coaching and rectified or referred to appropriate person for follow-up.

### **Range Statement**

Tools, equipment and material used in this unit may include

Factors may include:

- direction from colleagues
- own observation and workplace experience
- request for coaching from colleague to be coached.

Coaching sessions could be conducted in a range of contexts, including:

- before or after work
- in a simulated location away from the actual workplace
- on-the-job during work hours.
- Skills to be coached are generally those not requiring formal or extended training sessions  
customer service skills
- selling or promoting products and services
- technical or practical skills, such as operating equipment, making something or completing documentation.

Required knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:

- ingredients or components of items
- knowledge of products or services
- legislative, work health and safety and hygiene requirements
- principles underpinning skills, such as communication and selling
- reasons for undertaking various tasks.

Performance problems or difficulties may be due to:

- breakdown in communication
- inappropriate circumstances for coaching
- insufficient opportunity to practice
- language or cultural barriers
- shyness or lack of confidence.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual coaching a colleague in a required work skill
- role plays to assess the individual's ability to use:
- active listening and open questioning techniques to confirm understanding of job tasks



- key training techniques
- use of problem-solving exercises so the individual can suggest ways of resolving performance problems or difficulties
- written or oral questioning to assess knowledge of key training principles
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

#### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

#### **Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

- provide supportive on-the-job coaching and provide constructive feedback
- clearly communicate and demonstrate the workplace tasks required of the colleague
- integrate knowledge of the key principles of training
- complete coaching activities within commercial time constraints to ensure the colleague is effective.

### **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• objectives and scope of the coaching</li><li>• the key principles of training:<ul style="list-style-type: none"><li>• explanation</li><li>• demonstration</li><li>• review</li></ul></li><li>• listening to trainee explanation</li><li>• observing and evaluating trainee demonstration</li><li>• providing feedback.</li></ul>	<ul style="list-style-type: none"><li>• communication skills to develop rapport, show sensitivity to the colleague</li><li>• initiative and enterprise skills to observe the colleague and aid without their request</li><li>• literacy skills</li><li>• numeracy skills to calculate adequate time required for coaching and the colleague to complete required tasks</li><li>• planning and organising skills to complete own work tasks within designated timelines and simultaneously coach others in their job skills</li></ul>

	<ul style="list-style-type: none"><li>• problem-solving skills to identify and resolve deficiencies in the skills and knowledge of colleagues</li><li>• self-management skills to take responsibility for colleague coaching</li><li>• teamwork skills to pass on organisational knowledge to colleague.</li></ul>
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## Unit 22

<b>UNIT</b>	Monitor work operations				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions, and solve problems				
<b>CODE</b>	TOU03S2U22V3	<b>Level</b>	4	<b>Credit</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Monitor and improve workplace operations.	<p>1.1. Monitored efficiency and service levels through close contact with day-to-day operations.</p> <p>1.2. Ensured workplace operations support overall organisational goals and quality assurance initiatives.</p> <p>1.3. Identified quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals.</p> <p>1.4. Proactively consulted with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations.</p> <p>1.5. Provided feedback to colleagues and management to inform future planning.</p> <p>1.6. Identified and took opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.</p> <p>1.7. Assessed and responded to opportunities to improve sustainability of day-to-day operations.</p>
2. Plan and organise workflow.	<p>2.1. Assessed current workloads, and scheduled work to maximise efficiency and customer service quality within budget constraints.</p> <p>2.2. Delegated work according to principles of delegation.</p> <p>2.3. Assessed workflow and progress against agreed objectives and timelines.</p>

	<p>2.4. Assisted colleagues in prioritizing workload through supportive feedback and coaching.</p> <p>2.5. Provided timely input to appropriate management regarding staffing needs.</p>
3. Monitor and support team members.	<p>3.1. Monitored team and individual performance against agreed goals and objectives.</p> <p>3.2. Proactively shared information, knowledge and experiences with team members.</p> <p>3.3. Challenged and tested ideas within the team in a positive and collaborative way.</p> <p>3.4. Provided feedback, coaching and support to team members.</p> <p>3.5. Completed and submitted organization records as required.</p>
3. Solve problems and make decisions.	<p>3.1. Identified and analyzed workplace problems from an operational and customer service perspective.</p> <p>3.2. Initiated short-term actions to resolve immediate problems where appropriate.</p> <p>3.3. Analyzed problems for long-term impact, and assess and action potential solutions in consultation with relevant colleagues.</p> <p>3.4. Where a team member raises a problem, encouraged individual participation in solving it.</p> <p>3.5. Took follow-up action to monitor effectiveness of solutions.</p>

### Range Statement

Tools, equipment and material used in this unit may include

Procedures and systems may relate to:

- administration
- health and safety
- service standards
- technology
- work practices.

Sustainability may be:

- economic:
- business profitability

environmental:

- conservation of resources
- handling of waste

social:

- cultural diversity
- ethical practices.

Principles of delegation may relate to:

- clear communication of what is required
- gaining commitment
- no undue interference
- regular reporting
- selecting the right person.

Workplace records may include:

- regular performance reports
- staff records.

Workplace problems may include:

- delays and time difficulties
- difficult customer service situations
- equipment breakdown or technical failure
- failure to deliver promised service to customers
- inadequate financial resources
- inadequate staffing
- poor rostering
- poor staff performance
- procedural inadequacies or failures
- unrealistic or impractical product development or marketing resulting in operational difficulties.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a team-based project or work activity conducted by the individual, including reporting on that activity

- use of case studies and problem-solving exercises to assess ability to develop approaches to different workplace situations and problems
- written or oral questioning to assess knowledge of management principles, management roles and responsibilities and legal issues affecting operational management
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- plan and organise workflow for a team operation
- monitor and respond to a range of team based operational and service issues over a period of time
- demonstrate knowledge of work structures plus frontline management roles and responsibilities in the relevant industry sector
- demonstrate knowledge of quality assurance, workflow planning and delegation techniques in a frontline management context.

### **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• work organisation and work planning methods appropriate to the industry sector</li><li>• leadership and management roles in the relevant industry sector</li><li>• operational functions in the relevant industry sector</li><li>• concepts of quality assurance and how it may be managed and implemented in the workplace</li></ul>	<ul style="list-style-type: none"><li>• communication and leadership skills to delegate work within a team</li><li>• critical thinking skills to evaluate internal and external business information</li><li>• literacy skills</li><li>• numeracy skills to develop schedules and timelines for team activities</li><li>• planning and organising skills to coordinate multiple and potentially competing operational priorities</li></ul>

<ul style="list-style-type: none"><li>• sustainability considerations for frontline operational management, including:</li><li>• relationship between operational efficiency and financial sustainability</li><li>• ways of minimising waste in the relevant work context</li><li>• social responsibilities of the operation</li><li>• time management principles and their application to leaders and managers for planning own work and the work of others</li><li>• principles of effective delegation</li><li>• problem-solving and decision-making processes and techniques and their application to typical workplace issues</li><li>• industrial or legislative issues that affect short-term work organisation appropriate to the industry sector, including:</li><li>• relationship of relevant industrial awards to hours and conditions of work</li><li>• ensuring systems and procedures meet work health and safety requirements.</li></ul>	<ul style="list-style-type: none"><li>• problem-solving skills to anticipate and respond to a wide range of unpredictable operational problems and situations at a frontline management level.</li></ul>
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## Unit 23

<b>UNIT</b>	Provide work skill instruction				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasizes the training as being driven by the work process and context.				
<b>CODE</b>	TOU03S2U23V3	<b>Level</b>	4	<b>Credit</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Organise instruction and demonstration	<p>1.1. Gathered information about learner characteristics and learning needs</p> <p>1.2. Confirmed a safe learning environment</p> <p>1.3. Gathered and checked instruction and demonstration objectives and seek assistance if required</p> <p>1.4. Accessed and reviewed relevant learning resources and learning materials for suitability and relevance, and seek assistance to interpret the contextual application</p> <p>1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration</p> <p>1.6. Notified learners of details regarding the implementation of the learning program and/or delivery plan</p>
2. Conduct instruction and demonstration	<p>2.1. Used interpersonal skills with learners to establish a safe and comfortable learning environment</p> <p>2.2. Followed the learning program and/or delivery plan to cover all learning objectives</p> <p>2.3. Used delivery techniques to structure, pace and enhance learning</p> <p>2.4. Applied coaching techniques to assist learning</p> <p>2.5. Used communication skills to provide information, instruct learners and demonstrate relevant work skills</p>



	<p>2.6. Provided opportunities for practice during instruction and through work activities</p> <p>2.7. Provided and discussed feedback on learner performance to support learning</p>
3. Check training performance	<p>3.1. Used measures to ensure learners are acquiring and can use new technical and generic skills and knowledge</p> <p>3.2. Monitored learner progress and outcomes in consultation with learner</p> <p>3.3. Reviewed relationship between the trainer/coach and the learner and adjust to suit learner needs</p>
4. Review personal training performance and finalise documentation	<p>4.1. Reflected upon personal performance in providing instruction and demonstration, and document strategies for improvement</p> <p>4.2. Maintained, stored and secured learner records according to organisational and legal requirements</p>

### Range Statement

Tools, equipment and material used in this unit may include:

Learner characteristics may include:

- language, literacy and numeracy levels
- learning styles
- past learning and work experiences
- specific needs
- workplace culture.

Safe learning environment may include:

- exit requirements
- personal protective equipment
- safe access
- safe use of equipment.

Instruction and demonstration objectives may include:

- competencies to be achieved
- generic and technical skills, which may be:
- provided by the organisation
- developed by a colleague
- individual or group objectives
- learning outcomes.

Learning resources may include:

- any material used to support learning, such as:
- learner and user guides
- trainer and facilitator guides
- example training programs
- specific case studies
- professional development materials
- assessment materials
- a variety of formats
- those produced locally
- those acquired from other sources.

Learning materials may include:

- handouts for learners
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.

Details may include:

- location and time
- outcomes of instruction or demonstration
- reason for instruction or demonstration
- who will be attending instruction session.

Delivery techniques may include:

- coaching
- demonstration
- explanation

- group or pair work
- providing opportunities to practice skills and solve problems
- questions and answers.

Coaching may include:

- learning arrangements requiring immediate interaction and feedback
- on-the-job instruction and 'buddy' systems
- relationships targeting enhanced performance
- short-term learning arrangements
- working on a one-to-one basis.

Measures may include:

- informal review or discussion
- learner survey
- on-the-job observation
- review of peer coaching arrangements.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

- on-the-job observation
- review of peer coaching arrangements

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### **Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
- different learning objectives
- a range of techniques and effective communication skills appropriate to the audience.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• learner characteristics and needs</li><li>• content and requirements of the relevant learning program and/or delivery plan</li><li>• sources and availability of relevant learning resources and learning materials</li><li>• content of learning resources and learning materials</li><li>• training techniques that enhance learning and when to use them</li><li>• introductory knowledge of learning principles and learning styles</li><li>• relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures</li><li>• risk controls for the specific learning environment</li></ul>	<ul style="list-style-type: none"><li>• time-management, skills to ensure all learning objectives are covered</li><li>• reflection skills in order to identify areas for improvement</li><li>• literacy skills to complete and maintain documentation</li><li>• technology skills to operate audio-visual and technical equipment</li><li>• interpersonal skills to engage, motivate and connect with learners</li><li>• observation skills to monitor learner acquisition of new skills, knowledge and competency requirements</li></ul>

**Unit 24**

<b>UNIT TITLE</b>	Participate in environmentally sustainable work practices				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.				
<b>CODE</b>	TOU03S2U24V3	Level	4	Credit	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify current resource use	1.1 Identified workplace environmental and resource efficiency issues 1.2 Identified resources used in own work role 1.3 Documented and measured current usage of resources using appropriate technique 1.4 Recorded and filed documentation measuring current usage, using technology (such as software systems) where applicable 1.5 Identified and reported workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Followed workplace procedures to ensure compliance 2.2 Reported breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Followed organisational plans to improve environmental practices and resource efficiency 3.2 Worked as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Made suggestions for improvements to workplace practices in own work area

**Range Statement**

Environmental and resource efficiency issues may include:

- maximising opportunities to improve business environmental performance
- minimising environmental risks
- promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system
- using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage

Appropriate techniques may include:

- examining and documenting resources in work area
- examining invoices from suppliers
- examining relevant information and data
- measuring resource usage under different conditions
- reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:

- meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required:
- international
- local government
- industry
- organisation

Organisational plans may include:

- documented policies and procedures
- work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework

Suggestions may include ideas that help to:

- improve energy efficiency
- increase use of renewable, recyclable, reusable and recoverable resources
- maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate
- prevent and minimise risks

## **ASSESSMENT GUIDE**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques over time and in a range of situations
- analysis of responses to case studies and scenarios

- review of documentation measuring current resource usage
- review of identified and reported workplace environmental hazards.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment.

**Critical aspects**

Evidence of the following is essential:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

**UNDERPINNING KNOWLEDGE AND SKILLS**

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• environmental and resource hazards/risks</li><li>• environmental or sustainability legislation, regulations and codes of practice applicable to own work role</li><li>• OHS issues and requirements</li><li>• organisational structure, and reporting channels and procedures</li><li>• relevant environmental and resource efficiency systems and procedures</li><li>• sustainability in the workplace</li><li>• terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.</li></ul>	<ul style="list-style-type: none"><li>• analytical skills to comply with all relevant legislation associated with job specifications and procedures</li><li>• communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency</li><li>• communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation</li><li>• literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use</li><li>• technology skills to select and use technology appropriate for a task.</li></ul>

## Unit 25

<b>UNIT TITLE</b>	Manage diversity in the workplace				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organization's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace.				
<b>CODE</b>	TOU03S2U25V3	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Implement diversity policy	1.1 Located and reviewed diversity policy 1.2 Determined its application to the specific work context 1.3 Instituted actions to ensure that the diversity policy is understood and implemented by relevant parties 1.4 Provided feedback and suggestions for improvement to ensure currency and efficacy of diversity policy
2. Foster respect for diversity in the work team	2.1 Addressed own prejudices and demonstrate respect for difference in personal interactions 2.2 Aimed for diversity in selecting and recruiting staff 2.3 Identified and addressed training needs to address issues of difference in the team 2.4 Managed tensions and encourage collaboration and respect between staff who struggle to work effectively with difference 2.5 Assisted staff to see that working effectively with difference is a strength that can improve the products, services and customer relations 2.6 Managed allegations of harassment and addressed complaints according to established organisational procedures
3. Promote the benefits of diversity	3.1 Promoted the workforce diversity in internal and external forums to enhance the image and reputation 3.2 Captured ideas and information from the diversity in the workforce to enhance products and services and contribute to competitive advantage 3.3 Supported organisational efforts to value diversity

## Range Statement

Diversity may relate to:

any form of difference, such as:

- ability, aptitude and disability



- age
- culture
- ethnicity
- gender
- language
- marital status or family arrangements
- nationality
- personality
- race
- religion
- sexuality

Actions may include:

- displaying policy on noticeboards and other public areas
- distributing copies of policy to staff
- explaining policy to staff at meetings or other forums
- reinforcing key messages from policy in supervisory discussions, performance appraisals or other interactions.

Training needs may involve:

- cultural competency training
- culturally-specific training
- diversity training
- equal opportunity training
- ethics training
- grievance management training
- human rights training
- recruitment and selection training
- workplace bullying, discrimination or harassment training.

Complaints may include:

- informal complaints that are managed within the workplace.

Internal and external forums may include:

- business meetings
- conferences and seminars
- newsletters and bulletins
- professional networks
- staff meetings
- staff updates.

## ASSESSMENT GUIDE

The following assessment methods are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques in performance management
- observation of presentations around protocols for handling complaints and bullying or harassment
- review of strategies developed to ensure that diversity is understood and respected in the work team
- oral or written questioning to assess knowledge of human rights and relevant legislative requirements.

### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment.

### *Critical aspects*

Evidence of the following is essential:

- promotion of strategies to ensure that diversity is understood and respected in the work team
- demonstration of compliance with protocols for handling complaints of bullying or harassment.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• formal and informal complaints procedures</li> </ul>	<ul style="list-style-type: none"> <li>• analytical skills to determine how to make intelligent applications of policy in the work context</li> <li>• communication skills to explain and promote the benefits of diversity and relate to people from a range of backgrounds</li> <li>• learning skills to assist people within the organisation to understand the diversity policy, using different methods to cater for differences in learning styles</li> <li>• self-management, learning and development skills to reflect on and review own prejudices</li> </ul>



**Unit 26**

<b>UNIT TITLE</b>	Practice career professionalism				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.				
<b>CODE</b>	TOU03S2U26V3	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures
3. Maintain professional growth and development	3.1 Trainings and career opportunities are identified and availed based on job requirements 3.2 Recognitions are received and demonstrated as proof of career advancement 3.3 Licenses and/or certifications relevant to job and career are obtained and renewed

**Range Statement**

Evaluation:

- Performance Appraisal
- Psychological Profile
- Aptitude Tests

Resources:

- Human
- Financial
- Technology
  - Hardware
  - Software

Trainings and career opportunities:

- Participation in training programs
  - Technical
  - Supervisory
  - Managerial
  - Continuing Education
- Serving as Resource Persons in conferences and workshops

Recognitions:

- Recommendations
- Citations
- Certificate of Appreciations
- Commendations
- Awards
- Tangible and Intangible Rewards

Licenses and/or certifications:

- National Certificates
- Certificate of Competency
- Support Level Licenses
- Professional Licenses

## **ASSESSMENT GUIDE**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Portfolio Assessment
- Interview
- Simulation/Role-plays
- Observation
- Third Party Reports
- Exams and Tests

### ***Assessment context***

Assessment of this unit must be completed on the job or in a simulated work environment.

### ***Critical aspects***

Evidence of the ability to:

- Attained job targets within key result areas (KRAs)
- Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation
- Completed trainings and career opportunities which are based on the requirements of the industries
- Acquired and maintained licenses and/or certifications according to the requirement of the qualification

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Work values and ethics (Code of Conduct, Code of Ethics, etc.)</li><li>• Company policies</li><li>• Company-operations, procedures and standards</li><li>• Fundamental rights at work including gender sensitivity</li><li>• Personal hygiene practices</li></ul>	<ul style="list-style-type: none"><li>• Appropriate practice of personal hygiene</li><li>• Intra and Interpersonal skills</li><li>• Communication skills</li></ul>