National Competency Standard for FOOD PREPARATION
Qualifications Code: TOU03S07V1
[Endorsed by the MALDIVES ACCREDITATION BOARD (MAB)]
PREFACE

The ADB Loan 2028 MLD, Employment Skills Training Project’s (ESTP) objective is to increase the number of Maldivians, men and women, actively participating in the labor force, employed and self employed. The Project will support the expansion of demand driven employment-oriented skills training in priority occupations and improve the capacity to develop and deliver Competency Based Skill Training (CBST). The Project aims to (i) provide youth with employment-oriented skills training; (ii) improve public perception of training and employment in locally available skills-oriented occupations; (iii) make available employment-related information to more Maldivians; and (iv) strengthen the capacity for labor administration and for labor market analysis.

The objective of the project is to deliver CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Initially training will be focused on five key sectors: tourism, fisheries and agriculture, transport, construction and the social sectors. These sectors are included as priority sectors in the national development plan and 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 Accreditation Board (MAB) 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 Technical and Vocational Education and Training (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).

NCS are developed by the TVET Section of Ministry of Higher Education, Employment and Social Security. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Accreditation Board.

Fathimath Thasneem  Ms. Mariyam Noordeen  Mr. Abdul Hannan Waheed
Project Manager  Asst. Executive Director  Director
ESTP  TVET  MAB
## Competency Standard for Food Preparation

### Technical Panel members

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. D. Ravindran</td>
<td>Executive Chef</td>
<td>HIH</td>
</tr>
<tr>
<td>Ibrahim Zahir</td>
<td>Freelance</td>
<td>H. Snow Drop</td>
</tr>
<tr>
<td>Nanayakkara Pathirage Senake C. Perera</td>
<td>Executive Chef</td>
<td>Paradise Island Resort</td>
</tr>
<tr>
<td>Hussein Nadheem</td>
<td>Chef</td>
<td>Four Seasons</td>
</tr>
<tr>
<td>Moumoon Abdul Latheef</td>
<td>Duty Manager</td>
<td>Paradise Island Resort</td>
</tr>
<tr>
<td>Mohamed Abdulla</td>
<td>Executive Chef</td>
<td>Bandos Island Resort</td>
</tr>
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### Developer

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
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<td></td>
<td>MHESS</td>
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### Employment Sector Councils

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Abdulla Mausoom</td>
<td>Director General</td>
<td>Maldives Tourism Promotion Board</td>
</tr>
<tr>
<td>Mr. Ismail Faseeh</td>
<td>Director, Human Resources</td>
<td>Bandos Island Resort</td>
</tr>
<tr>
<td>Mr. Abdulla Niyaz</td>
<td>Director, Human Resources</td>
<td>Villa Hotels Pvt.Ltd</td>
</tr>
<tr>
<td>Mr. Ahmed Iraash</td>
<td>HR and Admin Manager</td>
<td>Six Senses Soneva Fushi</td>
</tr>
<tr>
<td>Mr. Mohammed Riza</td>
<td>Human Resource Manager</td>
<td>Universal Enterprises.Pvt.Ltd</td>
</tr>
<tr>
<td>Ms. Aishath Ali</td>
<td>HR, Director</td>
<td>Ministry of Tourism</td>
</tr>
<tr>
<td>Ms. Aishath Neena Ahmed</td>
<td></td>
<td>Mookai Hotel</td>
</tr>
<tr>
<td>Mr. Ahmed Naseem</td>
<td>General Manager</td>
<td>Nasandhura Palace Hotel</td>
</tr>
<tr>
<td>Mr. Mohamed Ali</td>
<td>HR Manager</td>
<td>Yacht Tours Maldives Pvt. Ltd</td>
</tr>
<tr>
<td>Mr. Hussein Habeeb</td>
<td>Senior Manager</td>
<td>Sunland Travel Pvt. Ltd</td>
</tr>
<tr>
<td>Mr. Ahmed Hamza</td>
<td>Director</td>
<td>VA Pvt.Ltd</td>
</tr>
<tr>
<td>Mr. Ali Shakir</td>
<td>Human Resource Manager</td>
<td>Hulhule Island Hotel</td>
</tr>
<tr>
<td>Mr. Naseef Ahmed</td>
<td>Supervisor - Sales &amp; Reservations</td>
<td>Crown Tours Maldives</td>
</tr>
</tbody>
</table>

### National Competency Standard has been endorsed by

Dr. Abdulla Mausoom
Chairman, Tourism Sector Council

Mr. Abdulla Niyaz
Vice Chairman, Tourism Sector Council

### Contact for Comments

Technical Vocational Education and Training Section
Ministry of Higher Education Employment and Social Security
Haveere Hingun, Male'/ Maldives
Telephone: 3347411, Fax: 3347493
Email: PIU@employment.gov.mv

Date of Endorsement
Date of revision
## KEY FOR CODING

Coding Competency Standards and Related Materials

<table>
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<th>DESCRIPTION</th>
<th>REPRESENTED BY</th>
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<tr>
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<td>(Three letters)</td>
<td>Fisheries and Agriculture Sector (FNA)</td>
</tr>
<tr>
<td></td>
<td>Transport sector (TRN)</td>
</tr>
<tr>
<td></td>
<td>Tourism Sector (TOU)</td>
</tr>
<tr>
<td></td>
<td>Social Sector (SOC)</td>
</tr>
<tr>
<td></td>
<td>Foundation (FOU)</td>
</tr>
<tr>
<td>Competency Standard</td>
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</tr>
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<td>Two digits 01-99</td>
</tr>
<tr>
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<td>Unit</td>
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</tr>
<tr>
<td>Common Competency</td>
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<tr>
<td>Core Competency</td>
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<td>Optional/ Elective Competency</td>
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<td>Assessment Resources Materials</td>
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<td>Learning Resources Materials</td>
<td>C</td>
</tr>
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<td>Curricula</td>
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<tr>
<td>Version Number</td>
<td>V1, V2 etc</td>
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<td>By two digits Example- 07</td>
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<td>qualification</td>
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</table>
1. Endorsement Application for Qualification 01

2. NATIONAL CERTIFICATE III IN FOOD PREPARATION

3. Qualification code: TOU03SQ1L207  Total Number of Credits: 66

4. Purpose of the qualification

The holders of this qualification are expected to work in the hospitality Industry mainly in an resort as Food Preparation Personnel and will be working under the supervision of Food Preparation Manager

5. Regulations for the qualification

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+12+13+14+15+16

6. Schedule of Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe personal and work place hygiene practices</td>
<td>TOU02S1U01V1</td>
</tr>
<tr>
<td>2</td>
<td>Practice health, safety and security Practices</td>
<td>TOU02S1U02V1</td>
</tr>
<tr>
<td>3</td>
<td>Provide effective customer care</td>
<td>TOU02S1U03V1</td>
</tr>
<tr>
<td>4</td>
<td>Practice effective workplace communication</td>
<td>TOU02S1U04V1</td>
</tr>
<tr>
<td>5</td>
<td>Perform computer operations</td>
<td>TOU02S1U05V1</td>
</tr>
<tr>
<td>6</td>
<td>Provide first aid</td>
<td>TOU05S1U02V1</td>
</tr>
<tr>
<td>7</td>
<td>Clean and maintain kitchen premises</td>
<td>TOU03S2U01V1</td>
</tr>
<tr>
<td>8</td>
<td>Use basic methods of cookery</td>
<td>TOU03S2U02V1</td>
</tr>
<tr>
<td>9</td>
<td>Prepare sandwiches</td>
<td>TOU03S2U03V1</td>
</tr>
<tr>
<td>10</td>
<td>Prepare appetisers and salads</td>
<td>TOU03S2U04V1</td>
</tr>
<tr>
<td>11</td>
<td>Prepare vegetables, eggs, pulses and farinaceous dishes</td>
<td>TOU03S2U05V1</td>
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<tr>
<td>12</td>
<td>Prepare stocks, sauces and soups</td>
<td>TOU03S2U06V1</td>
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<tr>
<td>13</td>
<td>Prepare and cook seafood</td>
<td>TOU03S2U07V1</td>
</tr>
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<td>14</td>
<td>Prepare and cook poultry and game</td>
<td>TOU03S2U08V1</td>
</tr>
<tr>
<td>15</td>
<td>Select, prepare and cook meat</td>
<td>TOU03S2U09V1</td>
</tr>
<tr>
<td>16</td>
<td>Present food</td>
<td>TOU03S2U10V1</td>
</tr>
</tbody>
</table>

7. Accreditation requirements

The training provider should have a restaurant or similar training facility to provide the trainees the hands-on experience related to this qualification

8. Recommended sequencing of units

As appearing under the section 06
### UNIT DETAILS

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Code</th>
<th>Level</th>
<th>No of credits</th>
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<tbody>
<tr>
<td>Observe personal and work place hygiene practices</td>
<td>TOU02S1U01V1</td>
<td>03</td>
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<tr>
<td>Practice health, safety and security Practices</td>
<td>TOU02S1U02V1</td>
<td>03</td>
<td>03</td>
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<tr>
<td>Provide effective customer care</td>
<td>TOU02S1U03V1</td>
<td>03</td>
<td>04</td>
</tr>
<tr>
<td>Practice effective workplace communication</td>
<td>TOU02S1U04V1</td>
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<tr>
<td>Perform computer operations</td>
<td>TOU02S1U05V1</td>
<td>03</td>
<td>03</td>
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<tr>
<td>Provide first aid</td>
<td>TOU05S1U02V1</td>
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<td>05</td>
</tr>
<tr>
<td>Clean and maintain kitchen premises</td>
<td>TOU03S2U01V1</td>
<td>03</td>
<td>03</td>
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<tr>
<td>Use basic methods of cookery</td>
<td>TOU03S2U02V1</td>
<td>03</td>
<td>08</td>
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<tr>
<td>Prepare sandwiches</td>
<td>TOU03S2U03V1</td>
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</tr>
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<td>04</td>
</tr>
<tr>
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<td>TOU03S2U08V1</td>
<td>03</td>
<td>05</td>
</tr>
<tr>
<td>Select, prepare and cook meat</td>
<td>TOU03S2U09V1</td>
<td>03</td>
<td>05</td>
</tr>
<tr>
<td>Present food</td>
<td>TOU03S2U10V1</td>
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**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+12+13+14+15+16

Qualification Code: TOU03SQ1L207
## Competency Standard for Food Preparation

<table>
<thead>
<tr>
<th>Unit No</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observe personal and work place hygiene practices</td>
</tr>
<tr>
<td>2.</td>
<td>Practice health, safety and security Practices</td>
</tr>
<tr>
<td>3.</td>
<td>Provide effective customer care</td>
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<td>4.</td>
<td>Practice effective workplace communication</td>
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<td>5.</td>
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<td>6.</td>
<td>Provide first aid</td>
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<td>16.</td>
<td>Present food</td>
</tr>
</tbody>
</table>

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Description of an Food preparation
A cook who completes this training will be working in a resort under close supervision of chief chef. 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.

Competency Standard Development Process
The competencies were determined based on the analysis of the tasks expected to be performed by the assistant cook in the Maldives. 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.
## Competency Standard for Food Preparation

### UNIT TITLE
Observe personal and work place hygiene practices

### DESCRIPTOR
This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.

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.

### CODE
TOU02S1U01V1

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### ELEMENTS OF COMPETENCIES

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>1. Observe grooming, hygiene and personal presentation standards</td>
</tr>
<tr>
<td>1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures</td>
</tr>
<tr>
<td>1.2. Adequate level of personal cleanliness observed throughout the work</td>
</tr>
<tr>
<td>1.3. Effects of poor personal hygiene understood and avoided in all practices</td>
</tr>
<tr>
<td>2. Follow hygiene procedures</td>
</tr>
<tr>
<td>2.1 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements</td>
</tr>
<tr>
<td>2.2 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job</td>
</tr>
<tr>
<td>2.3 Hygiene standards of workplace maintained in line with enterprise procedures</td>
</tr>
<tr>
<td>3. Identify and avoid hygiene risks</td>
</tr>
<tr>
<td>3.1 Hygiene risks understood and avoided in line with general standards and guidelines</td>
</tr>
<tr>
<td>3.2 Legislations on hygiene understood and properly followed</td>
</tr>
</tbody>
</table>

### Range Statement
Procedures included

- Grooming and personal presentation
- Personal hygiene

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Tools, equipment and materials required may include:
Nil

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 checkups
- 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 our in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.
## UNDERPINNING KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>Underpinning knowledge</th>
<th>Underpinning skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of national hygiene regulation regarding personal grooming standard and presentation</td>
<td>Ability to follow procedures and instructions</td>
</tr>
<tr>
<td>General knowledge of common terminologies used in hygiene including personal hygiene</td>
<td>Competent to work according to relevant hygiene regulations and procedures</td>
</tr>
<tr>
<td>Knowledge on general symptoms of different types of diseases</td>
<td>Competent to work to meet requirements for personnel hygiene and hygienic practices</td>
</tr>
<tr>
<td>Detailed knowledge and importance of illness and injury reporting procedures</td>
<td>Communication skills</td>
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<td>Interpersonal skills</td>
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<tr>
<td>UNIT TITLE</td>
<td>Practice health, safety and security Practices</td>
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<td>-----------</td>
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</tr>
<tr>
<td>DESCRIPTOR</td>
<td>This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.</td>
</tr>
<tr>
<td>CODE</td>
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<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Follow workplace health, safety and security procedures | 1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations  
1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures  
1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures |
| 2. Deal with emergency situations | 2.1 Emergency situations recognized and appropriate procedures followed in line with enterprise procedures  
2.2 Assistance sought and cooperation given in emergency situations in line with enterprise procedures  
2.3 Emergency incidences reported in line with enterprise procedures |
| 3. Identify and prevent hygiene risks | 3.1 Hygiene risks identified, prevented and avoided in line with enterprise procedures  
3.2 Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures |
| 4. Clean the work area | 4.1 Cleaning tasks accomplished to enterprise standards  
4.2 Proper method for cleaning selected and employed for appropriate task |
| 5. Secure work premises | 5.1 Work premises closed and locked at the end of work, in line with enterprise procedures |
Range Statement
Procedures included:

- Guidelines for safe handling of equipment of utensils
- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Cleaning and decontamination procedures
- Waste handling procedures
- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures
- Basic first aid procedures

Tools, equipment and materials required may include:

- Relevant procedure manuals

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be holistic and must be observed through 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 safe working practices.

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.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions
Assessment must reflects and events processes that occur over a period of time
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.

**Resources required for assessment**
The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice
- Hazardous chemicals and/or dangerous goods information
- Common food services equipments with their usage guideline

**UNDERPINNING KNOWLEDGE AND SKILLS**

<table>
<thead>
<tr>
<th>Underpinning knowledge</th>
<th>Underpinning skills</th>
</tr>
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<tbody>
<tr>
<td>General knowledge on safe practices</td>
<td>Undertake safe manual handling jobs</td>
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<tr>
<td>Communication procedures</td>
<td>Competent to follow safety regulations</td>
</tr>
<tr>
<td>Relevant workplace procedures and guidelines</td>
<td>Competent to work safely with workplace equipments, materials and colleagues</td>
</tr>
<tr>
<td>UNIT TITLE</td>
<td>Provide effective customer care</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>DESCRIPTOR</td>
<td>This unit addresses the importance of caring for customers in the hospitality industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need.</td>
</tr>
<tr>
<td>CODE</td>
<td>TOU02StU03V1</td>
</tr>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Credit</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Greet customers and colleagues | 1.1. Customers and colleagues greeted according to standard procedures and social norms  
1.2. Sensitivity to cultural and social differences demonstrated |
| 2. Identify and attend to customer needs | 2.1. Appropriate interpersonal skills are used to ensure that customer needs are accurately identified  
2.2. Customer needs are assessed for urgency so that priority for service delivery can be identified  
2.3. Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor  
2.4. Customers informed correctly  
2.5. Personal limitation identified and assistance from proper sources sought when required |
| 3. Deliver service to customers | 3.1. Customer needs are promptly attended to in line with organizational procedure  
3.2. Appropriate rapport is maintained with customer to enable high quality service delivery  
3.3. Opportunity to enhance the quality of service and products are taken wherever possible |
| 4. Handle inquiries | 4.1. Customer queries handled promptly and properly  
4.2. Personal limitations identified and assistance from proper sources sought when required |
| 5. Handle complaints | 5.1. Responsibility for handling complaints taken within limit |
### Range Statement

#### Procedures included:

- Greeting procedure
- Complaint and comment handling procedure
- Incidence reporting procedures
- General knowledge of property
- Standard operating procedures for service deliveries
- Non-verbal and verbal communication
- Dress and accessories
- Gestures and mannerisms
- Voice tonality and volume
- Culturally specific communication customs and practices
- Cultural and social differences

#### Includes but are not limited to:

- Modes of greeting, fare welling and conversation
- Body language/ use of body gestures
- Formality of language

#### Interpersonal skills:
• Interactive communication
• Good working attitude
• Sincerity
• Pleasant disposition
• Effective communication skills
• Customer needs

Customer with limitation may include:
• Those with a disability
• Those with special cultural or language needs
• Unaccompanied children
• Parents with young children
• Pregnant women
• Single women

Tools, equipment and materials required may include:
• Relevant procedure manuals
• Availability of telephone, fax machine, internet, etc.
• Availability of data on projects and services; tariff and rates, promotional activities in place etc.

ASSESSMENT GUIDE
Form of assessment
Assessment for the unit needs to be 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 practices.

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. This unit may be assessed in conjunction with all units which form part of the normal job role.

- Assessment requires evidence that the candidate:
  - Complied with industry practices and procedures
  - Used interactive communication with others
  - Complied with occupational, health and safety practices
  - Promoted public relation among others
  - Complied with service manual standards
  - Demonstrated familiarity with company facilities, products and services
  - Applied company rules and standards
  - Applied telephone ethics
  - Applied correct procedure in using telephone, fax machine, internet
  - Handled customer complaints
  - Depict effective communication skills

**Assessment conditions**
Assessment must reflect both events and processes over a period of time.
## UNDERPINNING KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General knowledge of the implications on efficiency, morale and customer relations</td>
<td>• Competent in providing customer care</td>
</tr>
<tr>
<td>• General knowledge of ways of caring for customers</td>
<td>• Ability to work calmly and unobtrusively effectively</td>
</tr>
<tr>
<td>• Knowledge of handling customer complain and other requests</td>
<td>• Ability to handle telephone inquiries and conversations</td>
</tr>
<tr>
<td>• General knowledge of Safe work practices and Personal hygiene</td>
<td>• Correct procedure in handling telephone inquiries</td>
</tr>
<tr>
<td>• General knowledge of different types of service available for guest</td>
<td>• Proper way of handling complaints</td>
</tr>
<tr>
<td>• General knowledge of up selling</td>
<td>• Effective communication skills</td>
</tr>
<tr>
<td>• Attitude:</td>
<td>• Non-verbal communication - body language</td>
</tr>
<tr>
<td>➢ Attentive, patient and cordial</td>
<td>• Good time management</td>
</tr>
<tr>
<td>➢ Eye-to-eye contact</td>
<td>• Inter personal skills</td>
</tr>
<tr>
<td>➢ Maintain teamwork and cooperation</td>
<td></td>
</tr>
<tr>
<td>• Theory:</td>
<td></td>
</tr>
<tr>
<td>➢ Conflict resolution</td>
<td></td>
</tr>
<tr>
<td>➢ Communication process</td>
<td></td>
</tr>
</tbody>
</table>
UNIT TITLE | Practice effective workplace communication
---|---
DESCRIPTOR | This unit addresses the need for effective communication in the hospitality industry. 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.
CODE | TOU02S1U04V1
| Level | 3 | Credit | 4

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate with customers and colleagues</td>
<td>1.1. Proper channels and methods of communication used</td>
</tr>
<tr>
<td></td>
<td>1.2. Workplace interactions with customers and colleagues appropriately made</td>
</tr>
<tr>
<td></td>
<td>1.3. Appropriate non-verbal communication used</td>
</tr>
<tr>
<td></td>
<td>1.4. Appropriate lines of communication followed</td>
</tr>
<tr>
<td>2. Participate in workplace meetings and discussions</td>
<td>2.1 Meetings and discussions attended on time</td>
</tr>
<tr>
<td></td>
<td>2.2 Procedures to expressing opinions and following instructions clearly followed</td>
</tr>
<tr>
<td></td>
<td>2.3 Questions asked and responded to effectively</td>
</tr>
<tr>
<td></td>
<td>2.4 Meeting and discussion outcomes interpreted and implemented correctly</td>
</tr>
<tr>
<td>3. Handle relevant work related documentation</td>
<td>3.1 Conditions of employment understood correctly</td>
</tr>
<tr>
<td></td>
<td>3.2 Relevant information accessed from appropriate sources</td>
</tr>
<tr>
<td></td>
<td>3.3 Relevant data on workplace forms and other documents filled correctly</td>
</tr>
<tr>
<td></td>
<td>3.4 Instructions and guidelines understood and followed properly</td>
</tr>
<tr>
<td></td>
<td>3.5 Reporting requirements completed properly</td>
</tr>
</tbody>
</table>
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

Forms of assessment

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.

UNDERPINNING KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General knowledge of English and Divehi grammar</td>
<td>• Undertake effective customer relation communications</td>
</tr>
<tr>
<td>• General knowledge of common telephone equipment</td>
<td>• Competent in communicating basic with customers</td>
</tr>
<tr>
<td>• General knowledge on effective communication</td>
<td>• Fluency in English and Dhivehi language usage</td>
</tr>
</tbody>
</table>
## UNIT TITLE
Perform Computer Operations

## DESCRIPTOR
This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.

## CODE
TOU02S1U05V1

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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</table>

## ELEMENTS OF COMPETENCIES

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Input data into computer</strong></td>
</tr>
<tr>
<td>1.1 Data entered into the computer using appropriate program/application in accordance with company procedures</td>
</tr>
<tr>
<td>1.2 Accuracy of information checked and information saved in accordance with standard operating procedures</td>
</tr>
<tr>
<td>1.3 Input data stored in storage media according to requirements</td>
</tr>
<tr>
<td><strong>2. Access information using computer</strong></td>
</tr>
<tr>
<td>2.1 Correct program/application selected based on job requirements</td>
</tr>
<tr>
<td>2.2 Program/application containing the information required accessed according to company procedures</td>
</tr>
<tr>
<td>2.3 Desktop icons correctly selected, opened and closed for navigation purposes</td>
</tr>
<tr>
<td><strong>3. Produce/output data using computer system</strong></td>
</tr>
<tr>
<td>3.1 Entered/stored data processed using appropriate software commands</td>
</tr>
<tr>
<td>3.2 Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures</td>
</tr>
<tr>
<td>3.3 Files and data transferred between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures</td>
</tr>
</tbody>
</table>

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Range Statement
This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:
- Storage device
- Different software and hardware
- Personal computers system
- Laptop computer
- Printers
- Scanner
- Keyboard
- Mouse
- Disk drive /CDs, DVDs, compressed storage device

ASSESSMENT GUIDE
Forms of assessment
The assessor may select two of the following assessment methods to objectively assess the candidate:
- Observation
- Questioning
- Practical demonstration

Assessment context
Assessment may be conducted out of the workplace preferably in a computer classroom

Critical aspects (for assessment)
Assessment must show that the candidate:
- Selected and used hardware components correctly and according to the task requirement
- Identified and explain the functions of both hardware and software used, their general features and capabilities
- Produced accurate and complete data in accordance with the requirements
- Used appropriate devices and procedures to transfer files/data accurately

Assessment conditions
Assessment may be conducted out of the work environment and may include assignments and projects.
## UNDERPINNING KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>Underpinning knowledge</th>
<th>Underpinning skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic ergonomics of keyboard and computer use</td>
<td>• Reading skills required to interpret work instruction</td>
</tr>
<tr>
<td>• Main types of computers and basic features of different operating systems</td>
<td>• Communication skills</td>
</tr>
<tr>
<td>• Main parts of a computer</td>
<td>• Keyboard skills</td>
</tr>
<tr>
<td>• Storage devices and basic categories of memory</td>
<td></td>
</tr>
<tr>
<td>• Relevant software</td>
<td></td>
</tr>
<tr>
<td>• General security and computer Viruses</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>Provide first aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTOR</td>
<td>This unit deals with the skills and knowledge required for the provision of essential first aid in recognizing and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures.</td>
</tr>
<tr>
<td>CODE</td>
<td>TOU05S1U02V1</td>
</tr>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Credit</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess the situation</td>
<td>1. Physical hazards and risks to personal and others’ health and safety identified</td>
</tr>
<tr>
<td></td>
<td>1.2. Immediate risks to self and casualty's health and safety minimized by controlling hazards in accordance with occupational health and safety requirements</td>
</tr>
<tr>
<td></td>
<td>1.3. The situation assessed and decides on actions required, promptly</td>
</tr>
<tr>
<td></td>
<td>1.4. Assistance sought from appropriate others, as required and at the appropriate time</td>
</tr>
<tr>
<td>2. Apply basic first aid techniques</td>
<td>2.1 Casualty's physical condition assessed by visible vital signs</td>
</tr>
<tr>
<td></td>
<td>2.2 First aid provided to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Available first aid equipment used as appropriate</td>
</tr>
<tr>
<td>3. Monitor the situation</td>
<td>3.1 Back-up services appropriate to the situation identified and notified promptly</td>
</tr>
<tr>
<td></td>
<td>3.2 Information about the patient's condition conveyed accurately and clearly to emergency services personnel or health professionals</td>
</tr>
</tbody>
</table>
4. Prepare required documentation

<table>
<thead>
<tr>
<th>4.</th>
<th>Documented emergency situations according to enterprise procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Reports which are clear, accurate provided within required time frames</td>
</tr>
</tbody>
</table>

**Range Statement**

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

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 vitals 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
• Passers by

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:
ASSESSMENT GUIDE

Forms of assessment
Assessment methods must be chosen to ensure that application of accepted first aid techniques 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 minimising the danger

**Assessment conditions**

Assessment must ensure:

- Use of real first aid equipment
- Use of dummies
UNDERPINNING KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic anatomy and physiology</td>
<td>• Assertiveness skills</td>
</tr>
<tr>
<td>• Resuscitation</td>
<td>• Communication skills</td>
</tr>
<tr>
<td>• Bleeding control</td>
<td>• Decision making</td>
</tr>
<tr>
<td>• Care of the unconscious</td>
<td>• Report preparation</td>
</tr>
<tr>
<td>• Airway management</td>
<td>• Provide first aid</td>
</tr>
<tr>
<td>• Basic infection control principles and procedures</td>
<td>• Provide various types of treatments</td>
</tr>
<tr>
<td>• Legal requirements</td>
<td>• Demonstrate the four step process</td>
</tr>
<tr>
<td>• Duty of care</td>
<td></td>
</tr>
<tr>
<td>• Reporting requirements.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT TITLE: Clean and maintain kitchen premises

DESCRIPTOR: This unit deals with the skills and knowledge to clean and maintain kitchens, food preparation and storage areas in commercial cookery or catering operations.

CODE: TOU03S2U01V1
Level: 3
Credit: 3
### Competency Standard for Automotive Maintenance

| 1. Clean, sanitise and store equipment | 1.1. Chemicals selected and used correctly for cleaning and/or sanitising kitchen equipment and utensils  
1.2. Equipment and/or utensils cleaned and/or sanitised according to manufacturer's instructions and without causing damage  
1.3. Cleaned equipment and utensils stored or stacked safely and in the designated place  
1.4. Cleaning equipment used safely and according to manufacturer's instructions  
1.5. Cleaning equipment assembled and disassembled in a safe manner  
1.6. Cleaning equipment stored safely and correctly in the designated position and area |
| 2. Clean and sanitise premises | 2.1 Cleaning schedules followed correctly  
2.2 Chemicals and equipment used as per the instructions given by relevant manufactures, correctly and safely to clean and/or sanitise walls, floors, shelves and other surfaces  
2.3 Walls, floors, shelves and working surfaces cleaned and/or sanitised without causing damage to health or property |
| 3. Handle waste and linen | 3.1 Waste sort and disposed of it according to hygiene regulations, enterprise practices and procedures and environmental considerations  
3.2 Cleaning chemicals disposed safely and according to environmental considerations  
3.3 Linen sorted and safely removed according to enterprise procedures |
Range Statement

This unit applies to all enterprises with kitchen premises and equipment, such as restaurants, hotels, cafeterias and other catering operations.

- benches and working surfaces
- Utensils used for food preparation
- ovens, stoves, cooking equipment and appliances
- fridges, freezers and cool rooms
- store rooms and cupboards including walls, floors, cup boards and storage areas
- Fixtures including extraction fans.

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

Tools and equipment

- crockery
- glassware
- cutlery
- utensils
- pots, pans, dishes
- containers
- chopping boards
- Garbage bins.

Materials

- floor scrubbers/polishers
- napkins
- tablecloths
- serving cloths
- tea towels
- Cleaning cloths
- Cleaning Chemicals
- Pressurized steam/water cleaners.
ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that cleaning skills 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:

- Direct observation of the candidate cleaning a kitchen
- Inspection of areas cleaned by the candidate
- Written or oral questions to test knowledge of cleaning materials and equipment, safety and hygiene issues
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Assessment context

Assessment must ensure:

- Demonstration of skills within a fully-equipped commercial kitchen and storage areas
- Use of appropriate cleaning materials and equipment for kitchen areas

Critical aspects (for assessment)

Evidence of the following is critical:

- Ability to clean all food preparation and presentation areas hygienically and safely according to food safety and occupational health and safety regulations
- Ability to clean various types of surfaces and large and small equipment/utensils commonly found in a commercial kitchen.

Assessment conditions

Assessment must reflect events processes that occur over a period of time

- Theoretical assessment of this unit must be carried our 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

- various types of chemicals and equipment and their uses for cleaning and sanitising in a kitchen context
- sanitising and disinfecting procedures
- occupational health and safety requirements for bending, lifting, carrying and using equipment
- correct and safe usage and storage of cleaning materials and chemicals
- hygiene and cross-contamination issues related to kitchens
- waste management and disposal procedures and practices
- logical and time-efficient work flow
- Environmentally responsible products and practices in relation to kitchen cleaning.

## Underpinning Skills

- Ability to use/ operate the tools and equipment mentioned in the range statement.
- Ability to clean, sanitise and store equipments
- Ability to read and understand instruction gives in English.
UNIT TITLE | Use basic methods of cookery

DESCRIPTOR | This unit deals with the skills and knowledge required to use a range of cooking methods to prepare menu items for the kitchen or catering operation. This unit underpins effective performance in all other cookery units.

CODE | TOU03S2U02V1  | Level | 3  | Credit | 8

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Select and use cooking equipment and technology | 1.1. Appropriate equipment or technology selected for particular cooking methods  
1.2. Equipment used hygienically, safely and in accordance with manufacturer’s instructions |
| 2. Use methods of cookery | 2.1 Cookery methods used correctly to prepare dishes to enterprise standard including: boiling, poaching, steaming, stewing, braising, roasting, baking, grilling, shallow frying, deep frying  
2.2 Quantities and ratios of commodities for specific cookery methods calculated accurately to suit the requirements  
2.3 Cooking process completed in a logical and safe manner  
2.4 Problems with the cooking process, identified promptly and corrective actions taken according to the standard practices  
2.5 Dishes prepared using a range of methods and current technology within acceptable enterprise and customer timeframes |

Range Statement

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, cafeterias and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.
Methods of cookery may include any used within an enterprise but must include the following:

- Boiling
- Poaching
- Steaming
- Stewing
- Braising
- Roasting
- Baking
- Grilling
- Shallow frying
- Deep frying

Dishes to be prepared must use a range of commonly-found commodities including:

- Dairy products such as milk, butter, yoghurt, cheeses and alternatives
- Dry goods such as flours, sugars, pastas and rice
- Standard fruits and vegetables
- Animals products such as meat, seafood and poultry which may be fresh, frozen, preserved or pre-prepared., and may also include meat products such as standard cuts, sausages, hams, salamis and other meat products
- General food items such as oils, sauces, condiments and flavourings, garnishes, coatings and batters.

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

- Electric, gas or induction ranges
- Ovens,
- Microwaves
- Grills and griddles
- Deep fryers
- Salamanders
- Food processors
- Blenders
- Mixers
- Slicers
- Tilting fry pan, brat pan
ASSESSMENT GUIDE
Forms of assessment

Assessment methods must be chosen to ensure that a range of cookery methods to prepare menu items 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:

- Direct observation of the candidate using the required cookery methods
- Sampling of dishes prepared by the candidate
- Written or oral questions to test knowledge on suitable cookery methods for particular food items, safety issues and food quality indicators
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate eg. Menus, photographs.

Assessment context

Assessment must ensure:

- Demonstration of skills on more than one occasion, within a fully-equipped operational commercial kitchen, including industry-current equipment
- Demonstration of cookery methods with commodities from the major food groups, including different menus and food items.
- Use of real ingredients
- Industry-realistic ratios of kitchen staff to customers
- Preparation of dishes for customers within typical workplace time constraints.
- Application of hygiene and safety principles and procedures during the cooking process.

Critical aspects (for assessment)

Evidence of the following is critical:

- Ability to prepare dishes within realistic time constraints using a range of cookery methods as specified in the performance criteria
- Knowledge of major food groups, culinary terminology and equipment as they relate to the required methods of cookery
Assessment conditions
Assessment must reflect and events processes that occur over a period of time

- 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

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
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<tbody>
<tr>
<td>- Food classification for the major food groups</td>
<td>- Demonstrate the appropriate cookery methods</td>
</tr>
<tr>
<td>- Characteristics of a range of equipment used for the required methods of cookery</td>
<td>- Identify and use appropriate equipments and tools correctly</td>
</tr>
<tr>
<td>- Characteristics of different foods and appropriate cookery methods</td>
<td></td>
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<tr>
<td>- Underlying principles of all basic methods of cookery</td>
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<tr>
<td>- Culinary terms commonly used in association with the required methods of cookery</td>
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</tr>
<tr>
<td>- The effects of different cookery methods on the nutritional value of food</td>
<td></td>
</tr>
<tr>
<td>- Principles and practices of hygiene on a personal and professional level related to working in a kitchen, including suitable dress</td>
<td></td>
</tr>
<tr>
<td>- Safe work practices, particularly in relation to bending, lifting, and using cutting implements, appliances, heated surfaces and other equipment which carry a risk of burns</td>
<td></td>
</tr>
<tr>
<td>- Logical and time-efficient work flow</td>
<td></td>
</tr>
<tr>
<td>- Waste minimisation techniques and environmental considerations in specific relation to different cookery methods.</td>
<td></td>
</tr>
</tbody>
</table>
**UNIT TITLE** | Prepare sandwiches  
---|---
**DESCRIPTOR** | This unit deals with the skills and knowledge required to prepare and present a variety of sandwiches in a commercial kitchen or catering operation.
**CODE** | TOU03S2U03V1  
**Level** | 3  
**Credit** | 3

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare and present a variety of sandwiches | 1.1. Knives and other equipments used using appropriate techniques  
1.2. Variety of sandwich types prepared including classical and contemporary  
1.3. Suitable bases selected from a range of bread types to suit the requirements  
1.4. Sandwiches produced using the correct ingredients to an acceptable enterprise standard, ensuring neatness of presentation, appropriate ingredient combinations, precise and uniform cut ingredients, uniform size and shape, attractive service ware and garnishes  
1.5. Sandwiches prepared using a range of appropriate techniques  
1.6. Appropriate equipment selected and used for toasting and heating, safely  
1.7. Sandwiches prepared and presented in a logical and sequential manner within the required time frame according to enterprise standards and/or customer requests  
1.8. Sandwiches presented in an attractive manner, using suitable garnishes and service ware |
| 2. Store sandwiches | 2.1. Sandwiches stored hygienically at the correct temperature and in appropriate conditions to maintain freshness and quality |
Range Statement

This unit applies to all hospitality and catering enterprises where sandwiches are prepared and served such as restaurants, cafes, cafeterias and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. Sandwiches may be classical or modern, hot or cold, of varying cultural and ethnical origins and use a variety of fillings and types of bread. Sandwiches may be pre-prepared or made on demand according to customer requests. Preparation, presentation and storage potential of sandwiches will depend on bread types and fillings.

Types of sandwiches to be prepared may include

- Pullman
- Open sandwiches
- Club sandwiches
- Pinwheel, domino or chequerboard sandwiches

Techniques practiced for making sandwiches may include

- Spreading
- Layering
- Piping
- Portioning
- Moulding
- Cutting
- Garnishing

Preparation and storage of sandwiches may include consideration to

- Bread type
- Ingredients, nature and consistency of fillings
- Need for chilling
- Use of plastic wrap or foil
- Use of bulk-storage containers
- Use of customised containers for display/presentation/sale.

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

- Knives
- Cutleries
ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the skills and processes for making sandwiches 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:

- Direct observation of the candidate making sandwiches and preparing fillings
- Sampling of sandwiches prepared by the candidate
- Written or oral questions to test knowledge of appropriate food combinations for sandwiches and hygienic food handling requirements
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

- Demonstration of skills within a fully-equipped commercially-realistic food preparation area for sandwich production
- Use of real ingredients for sandwiches
- Industry-realistic ratios of staff to customers
- Preparation of multiple types of sandwiches for customers within typical workplace time constraints.

Critical aspects (for assessment)

Evidence of the following is critical:
• Ability to prepare a variety of sandwiches of different types using different breads and ingredients
• Ability to prepare a quantity of sandwiches within industry-realistic timeframes
• Ability to present sandwiches attractively
• Hygienic food handling practices.

Assessment conditions
Assessment must reflects and events processes that occur over a period of time
• Theoretical assessment of this unit must be carried our in an examination room where proper examination rules are followed.
• Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Suitable breads and fillings and appropriate food combinations for sandwiches</td>
<td>• Prepare and creative presentation techniques for sandwiches</td>
</tr>
<tr>
<td>• Suitable storage techniques to maintain optimum quality of ingredients</td>
<td>• Organisational skills and teamwork</td>
</tr>
<tr>
<td>• Culinary terms commonly used in the industry in relation to sandwiches</td>
<td>• Safe work practices, particularly in relation to cutting</td>
</tr>
<tr>
<td>• Principles and practices of hygiene, including dress standards</td>
<td>• Identify and use appropriate equipments and tools correctly</td>
</tr>
<tr>
<td>• Basic food information in relation to special dietary needs and customer requests and suitable breads and ingredients to meet these needs</td>
<td>• Logical and time efficient work flow</td>
</tr>
<tr>
<td>• Portion control for sandwiches</td>
<td>• Past and current trends in sandwiches</td>
</tr>
<tr>
<td>• Waste minimisation techniques and environmental considerations in specific relation to preparation of sandwiches.</td>
<td>• Waste minimisation techniques and environmental considerations in specific relation to preparation of sandwiches.</td>
</tr>
<tr>
<td>• Knives and other knowledge of</td>
<td>• Knives and other knowledge of</td>
</tr>
</tbody>
</table>

©Technical & Vocational Education & Training (TVET)
## UNIT TITLE
Prepare appetisers and salads

## DESCRIPTOR
This unit deals with the skills and knowledge required to prepare and present appetisers and salads in a commercial kitchen or catering operation.

## CODE
TOU03S2U04V1

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
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</table>

## ELEMENTS OF COMPETENCIES

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare and present a variety of salads and salads dressings</td>
</tr>
<tr>
<td>1.1. Suitable ingredients chosen, as per the enterprise quality standard, for salads and dressings</td>
</tr>
<tr>
<td>1.2. Salads prepared using fresh seasonal ingredients to an acceptable enterprise standard and to maximise nutritional value, eating qualities and characteristics and taste</td>
</tr>
<tr>
<td>1.3. Suitable sauces and dressings prepared to either incorporate into, or accompany salads.</td>
</tr>
<tr>
<td>1.4. Salads attractively presented according to enterprise standards</td>
</tr>
<tr>
<td>2. Prepare and present a range of hot and cold appetisers</td>
</tr>
<tr>
<td>2.1 Appetisers prepared (to an acceptable enterprise standard) using the correct ingredients ensuring:</td>
</tr>
<tr>
<td>a. Precise and uniform cut of ingredients</td>
</tr>
<tr>
<td>b. Appropriate combinations of ingredient</td>
</tr>
<tr>
<td>c. Attractive use of serviceware and garnishes.</td>
</tr>
<tr>
<td>d. Symmetry and neatness of presentation</td>
</tr>
<tr>
<td>2.2 Glazes Selected and prepared correctly, where required</td>
</tr>
<tr>
<td>2.3 Correct equipment and utensils selected and used to assist in the production of appetisers.</td>
</tr>
<tr>
<td>2.4 Trimmings or other leftovers Utilised where and when appropriate</td>
</tr>
<tr>
<td>2.5 Appetisers presented attractively to classical cultural</td>
</tr>
</tbody>
</table>
Range Statement
This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Appetisers are foods which normally precede a meal, or may be served as an accompaniment to drinks. They include a range of hot and cold dishes which can be either classical or modern, and varying in ethnic and cultural origins. Appetisers may include:

- Fruits and vegetable based salads
- Light meat preparation
- Finger foods

Salads may be classical or contemporary, varying in ethnic and cultural origins, served either cold, warm or hot, and may contain a variety of cooked and uncooked ingredients.

- Dressings and sauces to be prepared may be classical or contemporary, and varying in ethnic and cultural origins.

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

Tools and equipment

- Crockery
- Glassware
- Cutlery
- Utensils
- Pots, pans, dishes
- Containers
- Chopping boards

Materials

- Fruits, vegetables, cooked meat or combined salads
- Savoury pasties
- Cooked or processed cold meat
- Fresh or cooked vegetables
ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the skills and processes for making appetisers and salads 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:

- Direct observation of the candidate preparing appetisers and salads
- Sampling of dishes prepared by the candidate
- Written or oral questions to test knowledge on commodity knowledge, food safety issues
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

- Demonstration of skills within a fully-equipped and commercially-realistic food preparation area with appropriate and industry-current equipment
- A variety of suitable ingredients for appetisers and salads
- Industry-realistic ratios of kitchen staff to customers
- Preparation of dishes for customers within typical workplace time constraints.

Critical aspects (for assessment)

Evidence of the following is critical:

- Ability to prepare a variety of appetisers and salads from different recipes and cultural backgrounds
- Ability to prepare a number of appetisers and salads within industry-realistic timeframes
- Ability to present appetisers and salads attractively and creatively.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- 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
<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Historical development and current trends in salads and appetisers</td>
<td>• Ability to prepare salads and appetisers</td>
</tr>
<tr>
<td>• Suitable commodities and food combinations for use in salads and appetisers</td>
<td>• Identify and use appropriate equipments and tools correctly</td>
</tr>
<tr>
<td>• Compatible dressings and sauces for incorporating into or accompanying salads</td>
<td>• Ability to prepare salads dressings and saucers to incorporate into or accompanying salads</td>
</tr>
<tr>
<td>• Methods of attractive presentation for salads and appetisers</td>
<td></td>
</tr>
<tr>
<td>• Nutritional values of appetisers, salads and salad ingredients and the effects of cooking on nutrients</td>
<td></td>
</tr>
<tr>
<td>• Safe work practices, in particular using knives</td>
<td></td>
</tr>
<tr>
<td>• Culinary terms commonly used in the industry with regard to appetisers and salads</td>
<td></td>
</tr>
<tr>
<td>• Principles and practices of hygiene including appropriate dress</td>
<td></td>
</tr>
<tr>
<td>• Logical and time efficient work flow</td>
<td></td>
</tr>
<tr>
<td>• Different types of knives and knives using techniques identified</td>
<td></td>
</tr>
<tr>
<td>• Waste minimisation techniques and environmental considerations in specific relation to appetisers and salads</td>
<td></td>
</tr>
<tr>
<td>UNIT TITLE</td>
<td>Prepare vegetables, eggs, pulses and farinaceous dishes</td>
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</tr>
<tr>
<td>DESCRIPTOR</td>
<td>This unit deals with the skills and knowledge required to prepare various vegetables and fruit, eggs, pulses and farinaceous dishes in a commercial kitchen or catering operation.</td>
</tr>
<tr>
<td>CODE</td>
<td>TOU03S2U05V1</td>
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<tr>
<td>Level</td>
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<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare vegetable and fruit dishes | 1.1. Vegetables, fruits and accompaniments selected according to season availability, quantity, quality and price  
1.2. Varieties of vegetable and fruit dishes cooked using suitable cookery methods and preserving optimum quality and nutrition, where appropriate  
1.3. Suitable sauces and accompaniments to be served with vegetables selected where appropriate  
1.4. Vegetable and fruits presented attractively using suitable garnishes, where appropriate |
| 2. Prepare farinaceous dishes | 2.1 Variety of farinaceous foods prepared according to enterprise recipes using appropriate methods  
2.2 Sauces and accompaniments appropriate to farinaceous foods selected |
| 3. prepare pulse dishes     | 3.1 Variety of pulses prepared according to enterprise recipes using appropriate methods  
3.2 Sauces and accompaniments appropriate to pulses selected |
| 4. Prepare eggs and egg-based dishes | 4.1 Eggs and Eggs based dishes prepared according to enterprise recipe using methods appropriate methods  
4.2 Sauces and accompaniments selected which are appropriate to eggs  
4.3 Eggs used for a variety of culinary uses, including, aerating, binding, setting, coating, enriching, emulsifying, glazing, clarifying, garnishing and |
Range Statement

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, cafeterias and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. Vegetables and fruits may be fresh, preserved or frozen, and selected according to seasonal availability, menu and enterprise requirements. A variety of vegetables and fruit, and vegetable and fruit dishes must be prepared and cooked. These may be classical or contemporary, from various ethnic or cultural origins, and may be offered as main dishes, appetisers or salads, or accompaniments. Potato accompaniments must include both classical and contemporary dishes. Egg dishes should use hen eggs unless otherwise required, and may be fresh, dried, frozen or preserved.

A variety of egg dishes, both classical and contemporary of varying cultural origins, must be prepared, using methods described in the Performance Criteria. These may include:

- Omelettes
- Soufflés
- Frittatas

Egg dishes may also include those based upon hard and soft boiled eggs and poached eggs such as:

- Egg salads
- Egg dips

Farinaceous foods include foods from varying cultural origins that are made from flour and grains from wheat and other cereals. Products may include:

- Pasta and noodles
- Rice and rice flour
- Polenta/ corn flour
- Semolina, cracked wheat and cous cous
- Pulses
• Other grain varieties

A variety of farinaceous dishes must be made and presented with suitable accompanying sauces.

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

**Cooking equipments**

- Ovens
- Stoves
- Steamers
- Fryers

**Food processing equipments**

- Mixers
- Blenders
- Cutters
- Slicers
- Peelers

**Utensils**

- Knives
- Peelers
- Whisks
- Pots and pans

**ASSESSMENT GUIDE**

**Forms of assessment**

Assessment methods must be chosen to ensure that making dishes from vegetables, eggs and farinaceous products 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:

- Direct observation of the candidate preparing dishes
- Sampling of dishes cooked by the candidate
• Written or oral questions to test knowledge of appropriate cooking methods for various commodities, safety issues
• Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

• Demonstration of skills within a fully-equipped operational commercial kitchen (including industry-current equipment)
• Use of real ingredients
• Industry-realistic ratios of kitchen staff to customers
• Preparation of dishes for customers within typical workplace time constraints.

Critical aspects (for assessment)

Evidence of the following is critical:

• Ability to prepare a variety of dishes using vegetables and fruits, eggs and farinaceous products
• Detailed understanding of the different classifications of vegetables, eggs and farinaceous products.

Assessment conditions

Assessment must reflect events processes that occur over a period of time

• 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

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
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<tbody>
<tr>
<td>• Varieties and characteristics of fruit, vegetables and farinaceous foods</td>
<td>• Ability to prepare vegetables, eggs, pulses and farinaceous dishes</td>
</tr>
<tr>
<td>• Cutting and presentation techniques, particularly in relation to vegetables and fruits</td>
<td>• Identify and use appropriate equipments and tools correctly</td>
</tr>
<tr>
<td></td>
<td>• Ability to practice hygiene techniques</td>
</tr>
</tbody>
</table>
- Past and current trends in culinary uses and dishes of fruit and vegetables, eggs and farinaceous foods
- Organisational skills and teamwork
- Safe work practices, particularly in relation to using knives
- Nutrition related to vegetables, fruits, eggs and farinaceous dishes, in particular the food values of commodities and the effects of cooking on the nutritional value of food
- Culinary terms commonly used in the industry in relation to farinaceous dishes, vegetables and fruits, and egg dishes and culinary uses
- Principles and practices of hygiene, in particular, related to use of raw ingredients
- Logical and time efficient work flow
- Waste minimisation techniques and environmental considerations in specific relation to vegetables, eggs and farinaceous dishes
<table>
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<tr>
<th>UNIT TITLE</th>
<th>Prepare stocks, sauces and soups</th>
</tr>
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<tbody>
<tr>
<td>DESCRIPTOR</td>
<td>This unit deals with the skills and knowledge required to prepare various stocks, sauces and soups in a commercial kitchen or catering operation.</td>
</tr>
<tr>
<td>CODE</td>
<td>TOU03S2U06V1 Level 3 Credit 4</td>
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<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare stocks, glazes and essences required for menu items | 1.1. Ingredients and flavouring agents used according to standard recipes and to enterprise standards  
1.2. Variety of stocks, glazes and essences prepared to enterprise standards  
1.3. Clarifying agents used appropriately  
1.4. Convenient products used according to manufacturers instructions |
| 2. Prepare sauces required for menu items | 2.1 Variety of hot and cold sauces prepared from classical and contemporary recipes.  
2.2 Appropriate derivations made from basic sauces  
2.3 Variety of thickening agents and convenience products used appropriately  
2.4 Sauces checked for flavour, colour and consistency rectified  
2.5 Convenient products used according to manufacturers instructions |
| 3. Prepare soups required for menu items | 3.1 Ingredients to produce soups, including stocks, and prepared garnishes select and assembled as required  
3.2 Variety of soups prepared to enterprise standards  
3.3 Clarifying, thickening agents and convenience products used where appropriate  
3.4 Soups evaluated for flavour, colour, consistency and temperature and problems if any rectified  
3.5 Soups presented at the right temperature, in clean serviceware without drips and spills, using suitable garnishes and accompaniments |
Range Statement
This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Stocks and sauces can be classical or contemporary and be from varying ethnic and cultural origins, but must include a selection from each of the following

- Reduced sauces
- Thickened sauces
- Hot, warm and cold emulsion

Soups may be classical or contemporary, may be served hot or cold, and may be from varying ethnic and cultural origins, but must include a selection from each of the following

- Clear
- Broth
- Puree
- Cream
- Bisque

Stocks and sauces may include

- Demi-glace
- Béchamel
- Chicken and fish veloute
- Hollandaise and béarnaise
- Mayonnaise
- Jus and coulis.

Thickening agents may include
• White, blond and brown roux
• Beurre manie
• Corn flour, arrowroot and potato flour
• Bread
• Modified starch
• Liaison
• Sabayon

Convenience products may include

• Stocks
• Boosters
• Bouillons
• Flavour enhancers.

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

Cooking equipments

• Stoves
• Steamers

Food processing equipments

• Mixers
• Blenders
• Cutters
• Slicers
• Peelers

Utensils

• Knives
• Peelers
• Whisks
• Pots and pans
ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the skills and processes for making stocks, sauces and soups 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:

Direct observation of the candidate making stocks, sauces and soups

Sampling of dishes prepared by the candidate

- Written or oral questions to test commodity knowledge of sauces, soups and stocks
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate eg. Menus.

Assessment context

Assessment must ensure:

- Demonstration of skills within a fully-equipped operational commercial kitchen (including industry-current equipment)
- Industry-realistic ratios of kitchen staff to customers
- Use of a variety of real, suitable ingredients for stocks, sauces and soups
- Preparation of sauces and soups for customers within typical workplace conditions including working within time constraints.

Critical aspects (for assessment)

Evidence of the following is critical:

- Ability to prepare a variety of stocks, soups and sauces from different recipes and cultural backgrounds
- Detailed commodity knowledge of different classifications of stock, soups and sauces

Assessment conditions

Assessment must reflect events processes that occur over a period of time
- 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**

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Principles and techniques of producing stocks and sauces to industry standards</td>
<td>• Ability to prepare stocks and sauces to industry standard</td>
</tr>
<tr>
<td>• Use of various stocks and bases for a range of soups and sauces</td>
<td>• Organizational skills and teamwork</td>
</tr>
<tr>
<td>• Common problems in stocks, sauces and soups and how to identify and rectify</td>
<td>• Identify and use appropriate equipments and tools correctly</td>
</tr>
<tr>
<td>• Culinary terms commonly used in the industry in relation to stocks, soups and sauces</td>
<td>• Safe work practices, particularly in relation to bending and lifting.</td>
</tr>
<tr>
<td>• Appropriate ingredients and food components that may be substituted to meet special dietary and cultural needs</td>
<td></td>
</tr>
<tr>
<td>• Principles and practices of hygiene on a personal and professional level</td>
<td></td>
</tr>
<tr>
<td>• Logical and time efficient work flow</td>
<td></td>
</tr>
<tr>
<td>• Waste minimisation techniques and environmental considerations in specific relation to soups, stocks and sauces</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT TITLE
Prepare and cook seafood

### DESCRIPTOR
This unit deals with selecting, preparing, presenting and storing seafood in a commercial kitchen or catering operation.

### CODE
TOU03S2U07V1  Level 3  Credit 4

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Select and store seafood | 1.1. Seafood selected according to quality, seasonal availability, price and the requirements for specific menu items  
1.2. Yields estimated accurately for various types of seafood  
1.3. Seafood handled and stored hygienically and correctly  
1.4. Frozen seafood thaw correctly to ensure maximum quality, hygiene and nutrition  
1.5. Where applicable, date stamps and codes checked to ensure quality control |
| 2. Prepare and cook fish and shellfish | 2.1 Fish cleaned, cut and filleted correctly and efficiently according to enterprise standards  
2.2 Shellfish and other types of seafood cleaned and prepared correctly and in accordance with enterprise standards  
2.3 Seafood cooked to enterprise standards using a variety of cookery methods, taking into consideration the requirements  
2.4 Fish and shellfish by-products used appropriately for a variety of dishes and menu items |
| 3. Present fish and seafood | 3.1 Dishes prepared and presented for service, taking into consideration: palatability, visual appearance, harmony of ingredients, comparative size between dish and garnish quality and taste  
3.2 Suitable sauces and dips prepared according to standard recipes and as required to accompany menu items |
Range Statement

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. A variety of fish and seafood must be prepared and cooked, or served raw as appropriate.

Fish may be fresh, frozen or preserved, from ocean or freshwater, and may include

- Flat fish
- Round fish
- Fillets
- Whitefish
- Oily fish

Seafood may include the following

- Molluscs
- Crustaceans
- Octopus and squid

Menu items to be produced from fish and seafood should include a variety of classical and contemporary dishes, of varying cultural and ethnic origins, and may involve raw or cooked fish, seafood or fish and seafood by-products.

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

Cooking equipments

- Ovens
- Stoves
- Steamers
- Fryers
Food processing equipments

- Mixers
- Blenders
- Cutters
- Slicers
- Peelers

Utensils

- Knives
- Peelers
- Whisks
- Pots and pans

ASSESSMENT GUIDE

Forms of assessment
Assessment methods must be chosen to ensure that selecting, preparing, cooking, and storing fish and seafood 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:

- Direct observation of the candidate preparing and cooking fish and seafood
- Sampling of dishes cooked by the candidate
- Written or oral questions to test knowledge on storage issues related to fish and seafood
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

- Demonstration of skills within a fully-equipped operational commercial kitchen (including industry-current equipment)
- Use of real ingredients
- Industry-realistic ratios of kitchen staff to customers
- Preparation of dishes for customers within typical workplace time constraints
Critical aspects (for assessment)

Evidence of the following is critical:

- A detailed understanding of the different classifications of seafood.
- Understanding and demonstration of storage and handling issues related to seafood
- Ability to prepare a range of seafood dishes to enterprise standards

Assessment conditions
Assessment must reflect events processes that occur over a period of time

- 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

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<th>Underpinning skills</th>
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<tr>
<td>Classifications and varieties of fish and shellfish</td>
<td>Ability to prepare varieties of fish and shellfish</td>
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<tr>
<td>Appropriate cookery methods for fish and shellfish</td>
<td>Identify and use appropriate equipments and tools correctly</td>
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<tr>
<td>Criteria for judging the quality of fresh fish</td>
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<tr>
<td>Storage requirements for fish</td>
<td></td>
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<tr>
<td>Cutting and presentation techniques, particularly in relation to fish and crustaceans</td>
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<tr>
<td>Costing, yield testing and portion control for seafood</td>
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</tr>
<tr>
<td>Nutrition in relation to fish and seafood, in particular, the nutritional value of fish and seafood and specific dietary issues including allergies and intolerances</td>
<td></td>
</tr>
<tr>
<td>Culinary terms commonly used in the industry in relation to fish and seafood</td>
<td></td>
</tr>
</tbody>
</table>
- Principles and practices of hygiene, particularly in relation to the handling and storage of fish and seafood
- Safe work practices, particularly in relation to using sharp knives
- Waste minimisation techniques and environmental considerations in relation to seafood
### UNIT TITLE
Prepare and cook poultry and game

### DESCRIPTOR
This unit deals with selecting, preparing, cooking, presenting and storing poultry and game in a commercial kitchen or catering operation.

### CODE
| TOU03S2U08V1 | Level | 3 | Credit | 5 |

### ELEMENTS OF COMPETENCIES

<table>
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<tr>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>1. Select and store poultry and game</td>
</tr>
<tr>
<td>1.1. Poultry and game selected according to quality, seasonal availability, price and the requirements for specific menu items</td>
</tr>
<tr>
<td>1.2. Yields estimated accurately for various types of Poultry and game</td>
</tr>
<tr>
<td>1.3. Handle and store poultry and game efficiently and hygienically to minimise risk of food spoilage or cross-contamination</td>
</tr>
<tr>
<td>1.4. Store poultry and game ensuring storage conditions and optimal temperature for poultry and game are maintained</td>
</tr>
<tr>
<td>1.5. Frozen poultry and game thaw correctly to ensure maximum quality, hygiene and nutrition</td>
</tr>
<tr>
<td>1.6. Where applicable, date stamps and codes checked to ensure quality control</td>
</tr>
</tbody>
</table>

| 2. Prepare and cook poultry and game |
| 2.1 Poultry and game cleaned, cut and filleted correctly and efficiently according to enterprise standards |
| 2.2 Use poultry preparation techniques correctly |
| 2.3 Use preparation techniques for game correctly (where different to poultry) including hanging |
| 2.4 Prepare and cook poultry and game according to standard recipes and to enterprise standard, using appropriate cookery methods |
| 2.5 Prepare a variety of poultry and game dishes according to standard and enterprise recipes |
| 2.6 Poultry and game by-products used appropriately for a
RANGE STATEMENT

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

A variety of poultry and game must be prepared and cooked. This may include any poultry or game such as:

- Chicken, turkey, duck, goose
- Pheasant, quail, pigeon, guinea fowl, wild duck
- Venison, boar, rabbit, hare
- Buffalo, crocodile, kangaroo, emu.

Poultry and game dishes may be classical and contemporary, and from a variety of ethnic and cultural origins, and should include a variety of culinary methods appropriate for different types of game and poultry.

Cookery methods for poultry and game must include:

- Roasting and pot-roasting
- Sautéing and braising
- Deep-frying
- Poaching and stewing
Grilling.

Poultry preparation techniques must include:
- De-boning
- Stuffing
- Filleting
- Rolling and trussing
- Larding
- Marinating.

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

Cooking equipments
- Ovens
- Stoves
- Steamers
- Fryers

Food processing equipments
- Mixers
- Blenders
- Cutters
- Slicers
- Peelers

Utensils
- Knives
- Peelers
- Whisks
- Pots and pans
ASSESSMENT GUIDE

Forms of assessment
Assessment methods must be chosen to ensure that the skills and processes for selecting, preparing, cooking, presenting and storing poultry and game 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:

- Direct observation of the candidate handling and cooking game and poultry
- Sampling of dishes cooked by the candidate
- Written or oral questions to test knowledge of issues involved in cooking game, food safety issues, appropriate cookery methods for poultry and game
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context
Assessment must ensure:

- Demonstration of skills within a fully-equipped operational commercial kitchen (including industry-current equipment)
- Use of real ingredients
- Industry-realistic ratios of kitchen staff to customers
- Preparation of dishes for customers within typical workplace time constraints.

Critical aspects (for assessment)
Evidence of the following is critical:

- A detailed understanding of the different classifications of poultry and game
- Understanding and demonstration of particular storage and handling issues in relation to poultry and game
- Ability to prepare a variety of poultry and game dishes to enterprise standards

Assessment conditions
Assessment must reflect and events processes that occur over a period of time

- 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**

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Classification of varieties of poultry, game and game items</td>
<td>• Organisational skills and teamwork</td>
</tr>
<tr>
<td>• Quality criteria for poultry and game</td>
<td>• Prepare poultry and game using appropriate cooking methods</td>
</tr>
<tr>
<td>• Appropriate cookery methods for poultry and game</td>
<td>• Identify and use appropriate equipments and tools correctly</td>
</tr>
<tr>
<td>• Past and current trends in poultry and game dishes</td>
<td></td>
</tr>
<tr>
<td>• Safe work practices, particularly in relation to cutting</td>
<td></td>
</tr>
<tr>
<td>• Nutrition related to poultry and game, including food values and any specific issues</td>
<td></td>
</tr>
<tr>
<td>• Culinary terms relating to poultry and game and commonly used in the industry</td>
<td></td>
</tr>
<tr>
<td>• Principles and practices of hygiene, particularly in relation to cross-contamination</td>
<td></td>
</tr>
<tr>
<td>• Logical and time efficient work flow</td>
<td></td>
</tr>
<tr>
<td>• Costing, yield testing, portion control for poultry and game</td>
<td></td>
</tr>
<tr>
<td>• Waste minimisation techniques and environmental considerations in specific relation to poultry and game</td>
<td></td>
</tr>
</tbody>
</table>
## UNIT TITLE
Select, prepare and cook meat

## DESCRIPTOR
This unit deals with selecting, preparing, cooking and storing meats in a commercial kitchen or catering operation.

## CODE
TOU03S2U09V1

### ELEMENTS OF COMPETENCIES

<table>
<thead>
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<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select and store meats</td>
</tr>
<tr>
<td>1.1. Primary, secondary and portioned cuts of, lamb, beef selected as required for menu items</td>
</tr>
<tr>
<td>1.2. Leftovers applied and used to minimize waste and maintain quality</td>
</tr>
<tr>
<td>1.3. Low cost cuts and meat products selected when and where appropriate</td>
</tr>
<tr>
<td>1.4. Wastage minimized through appropriate purchase and storage techniques</td>
</tr>
<tr>
<td>1.5. Fresh meat stored correctly and according to health regulations</td>
</tr>
<tr>
<td>1.6. Frozen meats thaw correctly</td>
</tr>
<tr>
<td>2. Prepare portion and cook meats</td>
</tr>
<tr>
<td>2.1. Suitable knives and equipment selected and used for meat preparation and cooking</td>
</tr>
<tr>
<td>2.2. Meats carve using the appropriate tools and techniques taking into consideration: meat structure, bone structure, minimal waste</td>
</tr>
<tr>
<td>2.3. Meat cuts and offal prepared and portioned according to the menu requirements</td>
</tr>
<tr>
<td>2.4. Suitable marinades prepared and used where appropriate for a variety of meat cuts</td>
</tr>
<tr>
<td>2.5. Variety of appropriate cooking methods selected and used a for meat cuts</td>
</tr>
<tr>
<td>2.6. Variety of primary, secondary and portioned meat cuts cooked to standard recipe specifications</td>
</tr>
<tr>
<td>3. Present meat cuts for service</td>
</tr>
<tr>
<td>3.1. Dishes prepared and presented for service, taking into consideration: palatability, visual appearance, harmony</td>
</tr>
</tbody>
</table>
of ingredients, comparative size between dish and garnish quality and taste
3.2 Suitable sauces and dips prepared according to standard recipes and as required to accompany menu items
3.3 Plate presentations and garnishing techniques selected and used according to recipes and enterprise standards
3.4 Service Carried out according to enterprise methods and standards
3.5 Meat cuts portioned and served according to menu requirements

RANGE STATEMENT
This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. Meat may be fresh, frozen, or preserved. They include primal, secondary and portioned cuts.

A variety of preparation techniques must be used for meat and offal, as appropriate. Preparation techniques must include

- Boning, cutting, trimming, mincing
- Weighing, portioning
- Larding, tenderising, rolling, trussing
- Stuffing, tying and skewering.

A variety of meat and meat dishes must be prepared and cooked, using suitable cooking techniques. Cooking techniques suitable for meat must include

- Roasting
- Grilling
- Frying
- Braising
- Stewing.

Tools, equipment and material used in this unit may include:
Competency Standard for Automotive Maintenance

- Butcher and boning knives
- Saws, meat cleaver
- Meat bat
- Meat hooks
- Larding needles
- Knife sharpening equipment
- Mincers
- Bowl choppers
- Slicing machine
- Food processors
- Meat thermometer
- Weighing scales.

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that selecting, preparing, cooking, and storing meat 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:

- Direct observation of the candidate preparing and cooking meat
- Sampling of meat dishes cooked by candidate
- Tests on knowledge of different cuts of meat
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

- Use of a wide range of meat cuts and products
- Demonstration of skills within a fully-equipped, operational, commercial kitchen (including industry-current equipment, knives)
- Industry-realistic ratios of kitchen staff to customers
- Preparation of dishes for customers within typical workplace time constraints.
Critical aspects (for assessment)

Evidence of the following is critical:

- A detailed understanding of the different classifications of meats.
- Ability to use safe and accurate cutting techniques
- Hygienic handling and storing of meat
- Ability to prepare a range of meat dishes to enterprise standards

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- 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

<table>
<thead>
<tr>
<th>Underpinning Knowledge</th>
<th>Underpinning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of types of meats including type, cut, quality, fat content</td>
<td>Ability to uses of various knives and equipment mentioned in the range statement</td>
</tr>
<tr>
<td>Characteristics of different meat cuts including primary, secondary and portioned cuts</td>
<td>Ability to cut meat</td>
</tr>
<tr>
<td>Appropriate trade names and culinary terms in accordance with Australian standard meat cuts</td>
<td>Ability to prepare meat</td>
</tr>
<tr>
<td>Principles and practices of storage, freezing and aging of meat</td>
<td></td>
</tr>
<tr>
<td>Appropriate preparation and cookery methods for various cuts and types of meat</td>
<td></td>
</tr>
<tr>
<td>Uses and characteristics of various knives and equipment</td>
<td></td>
</tr>
<tr>
<td>Cutting techniques in specific relation to meat</td>
<td></td>
</tr>
</tbody>
</table>
- Knife care and maintenance
- Organisational skills and teamwork
- Safe work practices, in particular in relation to cutting
- Nutrition, in relation to meats including food values of meats
- Culinary terms commonly used in the enterprise and industry in relation to meat and meat cuts
- Principles and practices of hygiene, in particular, in relation to handling and storage of meat
- Logical and time efficient work flow
- Costing, yield testing, portion control for meat
- Waste minimisation techniques and environmental considerations in specific relation meat.

<table>
<thead>
<tr>
<th>Competency Standard for Automotive Maintenance</th>
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</table>
UNIT TITLE | Present food
---|---
**DESCRIPTOR** | This unit deals with skills and knowledge required to efficiently and professionally plate, present and serve food in a commercial kitchen or catering operation.
**CODE** | TOU03S2U10V1 | **Level** | 3 | **Credit** | 5

<table>
<thead>
<tr>
<th>ELEMENTS OF COMPETENCIES</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Prepare food for service | 1.1. Correct foods identified for menu items  
1.2. Sauces and garnishes arranged to enterprise requirements for specific dishes |
| 2. Portion and plate food | 2.1 Sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served  
2.2 Food portioned correctly according to enterprise policies and/or standard recipes  
2.3 Food plates prepared and presented neatly and attractively, without drips or spills, to the enterprise requirements for the specified dish, taking into consideration: eye appeal, colour and contrast, temperature of food and service equipment, classical and innovative arrangement styles  
2.4 Food to be Served displayed in public areas at the correct temperature, in an attractive manner, without drips or spills and giving attention to colour |
| 3. Work in a team | 3.1 Good teamwork demonstrated with all kitchen and food service staff to ensure timely, quality service of food  
3.2 Kitchen routine for food service organised and followed a to maximise food quality and minimise delays  
3.3 Personal and work-related hygiene practices maintained high standard as per the enterprise requirements |

**RANGE STATEMENT**
This unit applies to all establishments where food is prepared and served. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.
A variety of foods must be plated, presented and served. Food service items to be served may include

- entrees
- main courses
- desserts
- soups
- sandwiches
- canapés and appetisers
- buffet and smorgasbord display items
- food and beverage tray

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

**Utensils**
- Knives
- Glassware

**ASSESSMENT GUIDE**

**Forms of assessment**

Assessment methods must be chosen to ensure that the skills and processes for food plating, presentation and serving techniques 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:

- Direct observation of the candidate of food plating and presenting food
- Written or oral questions to assess knowledge of presentation techniques for different food items
- Review of portfolios of evidence (eg. Photographs) and third party workplace reports of on-the-job performance by the candidate.

**Assessment context**

Assessment must ensure:

- Demonstration of skills within a fully-equipped operational commercial kitchen, including industry-current equipment
- Use of real menu items
- Plating, and presentation of food items within typical workplace conditions including time restraints.
Critical aspects (for assessment)

Evidence of the following is critical:

- Application of hygiene and safety principles and procedures

Ability to plate, present and serve a general range of foods efficiently and within realistic industry timeframes

Assessment conditions
Assessment must reflects and events processes that occur over a period of time

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

UNDERPINNING KNOWLEDGE AND SKILLS

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<th>Underpinning skills</th>
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<td>• Characteristics of basic food products and types of menus as required</td>
<td>• Use basic food products and types of menus as required</td>
</tr>
<tr>
<td>• Classical and innovative styles of food presentation for major food groups</td>
<td>• Prepare and present food using innovative cooking techniques and styles</td>
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<tr>
<td>• Hygienic handling of food and equipment</td>
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<td>• Safe work practices according to occupational health and safety principles and procedures</td>
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<tr>
<td>• Logical and time-efficient work flow</td>
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</tr>
<tr>
<td>• Waste minimisation techniques and environmental considerations in specific relation to food presentation</td>
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</tr>
</tbody>
</table>