



**Maldives National Skills Development Authority**



# **National Competency Standard for Commercial Cookery**

**Standard Code: TOUS05V2/20**

**Qualification Name: National Certificate III in Commercial Cookery**  
**Qualification Code: TOUS05Q01L3V2/20**

## PREFACE

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

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs.

Recognizing the importance of developing the youth sector to enable Maldives to transition from an upper-middle-income country to high-income country, the World Bank Country Partnership Framework (CPF) proposes to finance the Maldives Enhancing Employability and Resilience of Youth (MEERY) project. As part of the MEERY project is financing for skills development and entrepreneurship in priority sectors such as tourism, ICT and construction sector MEERY continues to provide support to TVET Authority to develop National Occupational Standard, instructional materials, assessment resource book and trainees log book for the National Occupational Standard for "Commercial Cookery". As part of the MEERY Project, TVET Authority has only undertaken to review standard which were developed in the ESTP Project to increase the economic opportunities for youth's trainees and promote equitable economic & social development in the country.

The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for six key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction, Social and the Information and Technology sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

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

NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

NCS are developed by the Technical and Vocational and Education Training Authority of Ministry of Higher Education. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Qualification Authority.



Mohamed Hashim  
Minister of State for Higher Education  
TVET Authority



Ahmed Nisham  
Director, Standard Development & Statistics  
TVET Authority



TECHNICAL PANEL MEMBERS			
#	Name	Designation	Organization
01	Fathimath Umar	Lecturer	Faculty of Hospitality and Tourism Studies, Maldives National University
02	Ibrahim Naeem	Culinary Consultant	Chefs Guild of Maldives
03	Zakariyya Easa	Director of Training and Development	Crown and Champa Resorts
04	Ishaq Solih	Executive Chef	Chefs Guild of Maldives/Paradise Island
05	Ibrahim Nathif	Executive Sous Chef	Chef's Guild of Maldives/Baros Maldives
06	Mohamed Aalim	Director of Human Resources	Capella Hotels and Resorts
07	Ibrahim Zahir	-	Freelancer

VERSION	DEVELOPER	DATE	STANDARD CODE
V1	TVET Authority	2007	TOU03S07V1
V2	Maldives Institute of Technology	29 <sup>th</sup> September 2020	TOUS05V2/20

# EMPLOYMENT SECTOR COUNCILS

#	Name	Designation	Organization
01	Mariyam Noordeen	President	Chef's Guilds of Maldives
02	Dr. Sham'aa Abdullah Hameed	Education and Projects Manager	Parley Maldives
03	Fathmath Shifa	Assistant Director	Ministry of Tourism
04	Ali Adam	General Manager HR	Universal Enterprise / Maldives Association of Tourism Industry
05	Zoona Naseem	Co-founder	Moodhu Bulhaa Diving Centre
06	Aishath Neesha Mohamed Shahid	Deputy Managing Director	Maldives Marketing and Public Relations Corporation
07	Zubana Ibrahim	Assistant Director	Ministry of Economic Development
08	Mamdhoon Rasheed	Director	Ministry of Youth, Sports and Community Empowerment
09	Abdulla Su'ood	President	Maldives Association of Travel Agents and Tour Operators
10	Mohamed Wafir	Gold Member	Guesthouse Association of Maldives
11	Ali Hafeez	Lecturer	Faculty of Hospitality and Tourism Studies, Maldives National University

National Occupational Standard has been endorsed by:

<p>Mariyam Noordeen Chairperson Tourism Employment Sector Council</p> 	<p>Dr. Sham'aa Abdullah Hameed Vice-Chairperson Tourism Employment Sector Council</p> 
<p>Technical and Vocational Education and Training Authority Ministry of Higher Education Handhuvaree Hingun, M. World Dream Male', Maldives</p>	
Date of Endorsement: 2007	Date of Revision: 29 <sup>th</sup> September 2020

## Standard Development Process

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To begin with, Commercial Cookery occupations were profiled through study of the occupation across Maldivian workplaces. Referred occupational profiling process led to the development of the Draft Occupational Standard.

Draft occupational standard is then used to undertake functional analysis of the Commercial Cookery occupation and the referred functional process was undertaken with participation of industry experts. For strengthening the development of the National Occupational Standard, a panel with technical experts was formed. The members provide technical support which needs to be included in the developed standard.

Once the standard is finalized among the panel, after the recommendation this is later been submitted to the Tourism Employment Sector Council. A brief report on how National Occupational Standard for Commercial Cookery was developed is presented to the council. Council members then ensures that the industry need has been catered in the standard and once the standard full fills the recommendation the standard has been endorsed by the council.

After endorsing the standard from the Tourism Employment Sector Council, the final document is submitted to Maldives Qualification Authority (MQA) for approval. After the approval of MQA the National Occupational Standard for Commercial Cookery is published, which would be then used by training providers.

## Description of “Commercial Cookery Occupation”

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Commercial Cookery play an important role in facilitating guests to have a joyful holiday with quality food being served across the tourism establishments in the Maldives.

Tourism arrivals across the country represent multi nationalities and it is always important that food is prepared and served competently with strong reflection on various international cuisines and standard practices.

Commercial Cookery will prepare competent kitchen staff, ready and capable to serve food with international standards and excellent taste. Properly trained Commercial Cook can elevate services provided from the tourism facilities and stimulate increase of tourist arrivals with lasting memories of quality and tasteful dishes being served to them while they enjoy their holidays in the Maldives.

## Job opportunities upon completion of “National Certificate III in Commercial Cookery”

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Upon successful completion of the National Certificate III in Commercial Cookery students can work in the following jobs.

1. *Commercial Cook of local Guest Houses*
2. *Commis-III*
3. *Assistant Cook*
4. *Kitchen Helper*

## KEY FOR CODING

### Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (CON) Fisheries and Agriculture (FNA) Information, Communication and Technology (ICT) Transport Sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in an industry sector	Two digits 01-99
Unit	U
Common Competency	CR
Core Competency	CM
Optional / Elective Competency	OP
Assessment Resources Materials	A
Learning Resources Materials	L
Curricular	C
Qualification	Q1, Q2 etc.
MNQF level of qualification	L1, L2, L3, L4 etc.
Version Number	V1, V2 etc.
Year of Last Review of standard, qualification	By “/” followed by two digits responding to the year of last review, example /20 for the year 2020

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN COMMERCIAL COOKERY		
3. Qualification code: TOUS05Q01L3V2/20		Total Number of Credits: 76
<b>4. Purpose of the qualification</b> This qualification describes the performance outcomes, skills and knowledge required to competently prepare kitchen staff with specific focus on the development of knowledge and skills related to good preparation and cooking. By the end of the program, students will be competent to undertake work tasks related to performing commercial cookery operations.		
5. Regulations for the qualification		National Certificate III in Commercial Cookery will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19
6. Schedule of Units:		
Unit No	Unit Title	Code
<b>Common Competencies</b>		
01	Develop tourism industry knowledge	TOUCM01V2/20
02	Apply work ethics and professionalism	TOUCM02V1/20
03	Follow health, safety and security procedures	TOUCM03V2/20
04	Practice effective workplace communication	TOUCM04V2/20
05	Provide effective customer care	TOUCM05V2/20
06	Perform basic computer operations	TOUCM06V2/20
07	Provide first aid	TOUCM07V2/20
08	Respond to fire	TOUCM08V1/20
<b>Core Competencies</b>		
09	Clean and maintain kitchen premises	TOUS05CR09V2/20
10	Apply knowledge of nutrition to food preparation	TOUS05CR10V2/20
11	Use basic methods of cookery	TOUS05CR11V2/20
12	Prepare sandwiches	TOUS05CR12V2/20
13	Prepare appetizers and salads	TOUS05CR13V2/20
14	Prepare stocks, sauces and soups	TOUS05CR14V2/20
15	Prepare vegetables, eggs, pulses and farinaceous dishes	TOUS05CR15V2/20
16	Prepare and cook seafood	TOUS05CR16V2/20
17	Prepare and cook poultry and game	TOUS05CR17V2/20
18	Select, prepare and cook meat	TOUS05CR18V2/20
19	Present food	TOUS05CR19V2/20

<b>7.Accreditation requirements</b>	The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification.
<b>8. Recommended sequencing of units</b>	As appearing under the section 06

## Units Details

#	Unit Title	Code	Level	No of Credits
01	Develop tourism industry knowledge	TOUCM01V2/20	III	03
02	Apply work ethics and professionalism	TOUCM02V1/20	III	03
03	Follow health, safety and security procedures	TOUCM03V2/20	III	03
04	Practice effective workplace communication	TOUCM04V2/20	III	04
05	Provide effective customer care	TOUCM05V2/20	III	05
06	Perform basic computer operations	TOUCM06V2/20	III	03
07	Provide first aid	TOUCM07V2/20	III	05
08	Respond to fire	TOUCM08V1/20	III	03
09	Clean and maintain kitchen premises	TOUS05CR09V2/20	III	03
10	Apply knowledge of nutrition to food preparation	TOUS05CR10V2/20	III	03
11	Use basic methods of cookery	TOUS05CR11V2/20	III	08
12	Prepare sandwiches	TOUS05CR12V2/20	III	03
13	Prepare appetizers and salads	TOUS05CR13V2/20	III	03
14	Prepare stocks, sauces and soups dishes	TOUS05CR14V2/20	III	04
15	Prepare vegetables, eggs, pulses and farinaceous dishes	TOUS05CR15V2/20	III	04
16	Prepare and cook seafood	TOUS05CR16V2/20	III	04
17	Prepare and cook poultry and game	TOUS05CR17V2/20	III	05
18	Select, prepare and cook meat	TOUS05CR18V2/20	III	05
19	Present Food	TOUS05CR19V2/20	III	05

### Packaging of National Qualifications:

National Certificate III in Commercial Cookery will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19

**Qualification Code:** TOUS05Q01L3V2/20

## Competency Standard for Commercial Cookery

UNIT TITLE      Develop tourism industry knowledge					
DESCRIPTOR	This unit of competency deals with the knowledge and skills required to access tourism industry information relevant to the local context and promote products and services to fulfil the needs of customers.				
CODE	TOUCM01V2/20	LEVEL	III	CREDIT	03

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

## **RANGE STATEMENT**

### a) Information sources:

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

### b) Information to assist effective work performance:

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

### c) Informal and formal research:

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

### d) Promotional initiatives:

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

## **Tools, equipment and materials required may include:**

Nil

## ASSESSMENT GUIDE

### Form of assessment

- Interview/questions
- Practical demonstration

### Assessment context

Assessment may be done in a classroom or interview scenario.

### Critical aspects

Assessment requires evidence that the candidate;

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

### Assessment condition

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

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Overview of the tourism industry, its products and services.</li><li>✓ Identify and evaluate quality of tourism related products and services</li><li>✓ Role of functions of individual staff members of tourism related organizations</li><li>✓ Identify and evaluate sources for reliable industry information</li></ul>	<ul style="list-style-type: none"><li>✓ Skills related to identifying various tourism related products and services.</li><li>✓ Identify sources of information related to various tourism related products.</li><li>✓ Convey proper information related to tourism products with accuracy</li></ul>

<b>UNIT TITLE    Apply work ethics and professionalism</b>					
<b>DESCRIPTOR</b>	This module covers the knowledge, skills and attitudes required in demonstrating proper work values and professionalism while at workplace. Besides ethical values, knowledge and skills also developed on maintaining integrity at work.				
<b>CODE</b>	TOUCM02V1/20	<b>LEVEL</b>	III	<b>CREDIT</b>	03

<b>ELEMENTS OF COMPETENCIES</b>		<b>PERFORMANCE CRITERIA</b>
1. Define the purpose of work		1.1 One's unique sense of purpose for working and the whys of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is in harmony with company's values.
2. Apply work values/ethics		2.1 Work values/ethics/concepts are identified and classified in accordance with companies' ethical standard guidelines. 2.2 Work policies are undertaken in accordance with company's policies, guidelines on work ethical standard. 2.3 Resources are used in accordance with company's policies and guidelines. 2.4 Punctuality, absence from work, sick, family and annual leave is maintained alignment to the Employment Act of the Maldives
3. Deal with ethical problems		3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior are followed. 3.2 Work incidents/situations are reported according to company protocol/guidelines. 3.3 Resolution and/or referral of ethical problems identified are reported/documented based on standard operating procedure
4. Maintain integrity of conduct in the workplace		4.1 Personal behavior and relationships with co-workers and/or clients are demonstrated consistent with ethical standards, policy and guidelines. 4.2 Work practices are satisfactorily demonstrated and consistent with industry work ethical standards, organizational policy and guidelines.

	4.3 Instructions to co-workers are provided based on ethical lawful and reasonable directives
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### **Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

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

For the purpose of delivering the assignment, students need to be familiarized with the following.

- ✓ Employment act of Maldives

## **ASSESSMENT GUIDE**

### **Forms 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 critical that the assessment undertaken for this module be holistic and involve the following.

- ✓ Group discussion
- ✓ Role play
- ✓ Self-paced learning
- ✓ Written
- ✓ Demonstration
- ✓ Observation
- ✓ Interviews/questioning

### **Assessment conditions**

Assessment must reflect both events and processes over a period of time.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none"> <li>✓ Work responsibilities/job functions</li> <li>✓ Company code of conduct/values</li> <li>✓ Concept of work values/ethics</li> <li>✓ Company policies and guidelines</li> <li>✓ Work ethical standard</li> <li>✓ Company's identified ethical problems</li> <li>✓ Work incidents/situation</li> <li>✓ Standard operating procedures</li> <li>✓ Report writing and documentation</li> <li>✓ Fundamental rights at work including gender sensitivity</li> <li>✓ Corporate social responsibilities</li> <li>✓ Human and interpersonal Relations</li> <li>✓ Value Formation</li> <li>✓ Professional Code of Conduct and Ethics</li> </ul>	<p>Skills to be developed:</p> <ul style="list-style-type: none"> <li>✓ Purpose for working and the why's of work are identified, reflected and linked to self-development</li> <li>✓ Work values/ethics/concepts are identified and classified in accordance with companies' ethical standard</li> <li>✓ Work policies are undertaken in accordance with company's policies.</li> <li>✓ Resources are used in accordance with company's policies and guidelines.</li> <li>✓ Work incidents/situations are reported according to company guidelines</li> <li>✓ Personal behavior and relationships with co-workers and clients are within ethical standard</li> <li>✓ Work practices are satisfactorily demonstrated and consistent.</li> <li>✓ Instructions to co-workers are provided based on ethical lawful and reasonable directives</li> </ul>

<b>UNIT TITLE    Follow health, safety and security procedures</b>					
<b>DESCRIPTOR</b>	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				
<b>CODE</b>	TOUCM03V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	03

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures 1.2. Level of personal cleanliness set by the establishment is observed throughout work 1.3. Effects and consequences of poor personal hygiene understood and avoided in all practice
2. Follow workplace health, safety and security procedures	2.1 Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 2.2 Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 2.3 Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
3. Deal with emergency situations	3.1 Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 3.2 Assistance sought and cooperation given in emergency situations in line with enterprise procedures 3.3 Emergency incidences reported in line with enterprise procedure
4. Identify and prevent hygiene risks	4.1 Hygiene risks identified, prevented and avoided in line with enterprise procedures

	4.2 Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures
5. Knowledge of the handling of machinery to prevent accidents	5.1 Necessary information, instructions and training provided to ensure occupational health and safety of employees, and for the effective maintenance of the machinery 5.2 Procedures put in place to avoid accidents 5.3 incidents reported through proper channels of communication, in line with enterprise procedures
6. Clean the work area	6.1 Cleaning tasks accomplished to enterprise standards 6.2 Proper method for cleaning selected and employed for appropriate task
7. Secure work premises	7.1 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
- ✓ Procedures for cleaning and maintenance of machinery
- ✓ 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 utilizing 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 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.

### 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 equipment with their usage guideline

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ General knowledge on safe practices</li><li>✓ Communication procedures</li><li>✓ Relevant workplace procedures and guideline</li></ul>	<ul style="list-style-type: none"><li>✓ Undertake safe manual handling jobs</li><li>✓ Competent to follow safety regulations</li><li>✓ Competent to work safely with workplace equipment, machines, materials and colleagues</li></ul>

UNIT TITLE <b>Practice effective workplace communication</b>					
<b>DESCRIPTOR</b>	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 including how to use the telephone effectively.				
<b>CODE</b>	TOUCM04V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate non-verbal communication used 1.4. Appropriate lines of communication followed	
2. Speak English and Dhivehi at an operational level	2.1 Workplace interactions with colleagues appropriately made 2.2 Verbal instructions or requests are responded to at an operational level 2.3 Appropriate non-verbal communication used 2.4 Simple requests are made 2.5 Routine procedures are described 2.6 Different forms of expression in English and Dhivehi is identified and used as appropriate	
3. Participate in workplace meetings and discussions	3.1. Meetings and discussions attended on time 3.2. Procedures to expressing opinions and following instructions clearly followed 3.3. Questions asked and responded to effectively 3.4. Meeting and discussion outcomes interpreted and implemented correctly	
4. Handle relevant work-related documentation	4.1. Conditions of employment are clear and understood properly 4.2. Relevant information accessed from appropriate sources 4.3. Relevant data on workplace forms and other documents filled correctly 4.4. Instructions and guidelines understood and followed properly 4.5. Reporting requirements completed properly	
5. Manage workplace calls and messages	5.1. Operate workplace phones 5.2. Attend and manage phone calls 5.3. Read and respond to texts and messages	

	5.4. Perform communication in both English and Dhivehi
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## **RANGE STATEMENT**

Procedures included:

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

Aspects evaluated:

- ✓ Non-verbal communication
- ✓ Verbal communication
- ✓ Interpersonal skills
- ✓ Body language
- ✓ 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

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

UNIT TITLE <b>Provide effective customer care</b>					
<b>DESCRIPTOR</b>	This unit addresses the importance of caring for customers in the hospitality industry, especially while working as a Lifeguard. It is a very important unit related to providing effective customer care and will include greetings, identifying needs of, delivering quality customer care, handling of inquiries, complaints and managing angry customers.				
<b>CODE</b>	TOUCM05V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
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 of responsibility

	5.2 Personal limitations identified and assistance from proper sources sought when required 5.3 Operational procedures to handling irate or difficult customers followed correctly 5.4 Details of complaints and comments from customers properly recorded
6. Handle and manage angry customers	6.1 Apply principles related to anger management 6.2 Meet with angry customers and console them accordingly 6.3 Maintain a log book for recording customer service incidents.

### 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, printer, computer, 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, printer, computer, internet
- ✓ Handled customer complaints
- ✓ Depict effective communication skills

### **Assessment conditions**

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

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none"><li>✓ effective customer services principles, including requirements to meet customer service needs and expectations</li><li>✓ workplace products and services</li><li>✓ customer service reporting procedures</li><li>✓ customer service problem-resolution procedures.</li></ul>	<p>Skills to be developed:</p> <ul style="list-style-type: none"><li>✓ promote products and services in a clear and direct manner</li><li>✓ identify customer needs and expectations</li><li>✓ resolve customer concerns and complaints by taking appropriate action, including:<ul style="list-style-type: none"><li>• handling customer needs in a courteous, discreet and sensitive manner</li><li>• addressing customer complaints and escalating where necessary</li></ul></li><li>✓ apply workplace procedures relating to customer feedback, including:<ul style="list-style-type: none"><li>• customer service and continuous improvement processes</li><li>• workplace customer service practices</li></ul></li></ul>

UNIT TITLE <b>Perform basic computer operations</b>					
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.				
<b>CODE</b>	TOUCM06V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Start computer, system information and features		1.1. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.2. Ensure work organization meets organizational and occupational health and safety (OHS) requirements for computer operation 1.3. Start computer or log on according to user procedures 1.4. Identify basic functions and features using system information 1.5. Customize desktop configuration, if necessary, with assistance from appropriate persons 1.6. Use help functions as required
2. Organize files using basic directory and folder structures		2.1 Create folders/subfolders with suitable names 2.2 Save files with suitable names in appropriate folders 2.3 Rename and move folders/subfolders and files as required 2.4 Identify folder/subfolder and file attributes 2.5 Move folders/subfolders and files using cut and paste, and drag and drop techniques 2.6 Save folders/subfolders and files to appropriate media where necessary 2.7 Search for folders/subfolders and files using appropriate software tools 2.8 Restore deleted folder/subfolders and files as necessary
3. Print information		3.1 Print information from installed printer 3.2 View progress of print jobs and delete as required

	3.3 Change default printer if installed and required
4. Shut down computer	4.1 Close all open applications 4.2 Shut-down computer according to user procedures
5. Basic Microsoft Word and Excel skills	5.1. Ensure data is entered, checked and amended in accordance with organizational and task requirements, to maintain consistency of design and layout 5.2. Format spreadsheet using software functions; to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements 5.3. Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 5.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 5.5. Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organizational style and presentation requirements 5.6. Use system features to identify and manipulate screen display options and controls 5.7. Use manuals, user documentation and online help to overcome problems with document presentation and production

### 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

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this occupational standard

### Forms of assessment

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

- ✓ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- ✓ demonstration of techniques
- ✓ oral or written questioning to assess knowledge of computer operations and functions
- ✓ review of shortcuts created
- ✓ review of folders/subfolders created.

### Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ navigation and manipulation of the desktop environment within the range of assigned workplace tasks
- ✓ knowledge of organizational requirements for simple documents and filing conventions
- ✓ application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

### Assessment conditions

- ✓ Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.
- ✓ Assessment must include direct observation of tasks.
- ✓ Where assessment of competency includes third-party evidence, individuals must provide evidence
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge required:</p> <ul style="list-style-type: none"><li>✓ Basic ergonomics of keyboard and computer use</li><li>✓ Main types of computers and basic features of different operating systems</li><li>✓ Main parts of a computer</li><li>✓ Storage devices and basic categories of memory</li><li>✓ Relevant software</li><li>✓ General security and computer Viruses</li></ul>	<p>Skills required:</p> <ul style="list-style-type: none"><li>✓ communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback</li><li>✓ problem-solving skills to solve routine problems in the workplace, while under direct supervision</li><li>✓ technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer</li><li>✓ basic typing techniques and strategies.</li></ul>

UNIT TITLE <b>Provide first aid</b>					
DESCRIPTOR	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.				
CODE	TOUCM07V2/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Assess the situation	<ul style="list-style-type: none"> <li>1.1. Physical hazards and risks to self and others' health and safety identified</li> <li>1.2. Immediate risks to self and casualty's health and safety minimized by controlling hazards in accordance with occupational health and safety requirements</li> <li>1.3. The situation assessed and prompt decision taken on actions required</li> <li>1.4. Assistance sought from relevant persons/authority, as required and at the appropriate time</li> </ul>	
2. Apply basic first aid techniques	<ul style="list-style-type: none"> <li>2.1. Casualty's physical condition assessed by visible vital signs</li> <li>2.2. First aid provided to stabilize the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognized first aid procedures</li> <li>2.3. Available first aid equipment used as appropriate</li> </ul>	
3. Monitor the situation	<ul style="list-style-type: none"> <li>3.1. Back-up services appropriate to the situation identified and notified promptly</li> <li>3.2. Information about the patient's condition reported accurately and clearly to emergency services personnel or health professionals</li> </ul>	
4. Prepare required documentation	<ul style="list-style-type: none"> <li>4.1. Documented emergency situations according to enterprise procedures</li> </ul>	

	4.2. Clear and accurate reports are provided within required time frames
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## 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 minimizing the danger.

Physical and personal hazards may include:

- ✓ Workplace hazards such as fire, floods, violent persons
- ✓ Environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- ✓ Proximity of other people
- ✓ Hazards associated with the casualty management processes

Risks may include:

- ✓ Worksite equipment, machinery and substances
- ✓ Bodily fluids
- ✓ Risk of further injury to the casualty
- ✓ Risks associated with the proximity of other workers and bystanders

First aid management will need to account for:

- ✓ Location and nature of the work environment
- ✓ Environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- ✓ The level of knowledge, skills, training and experience of the person administering first aid
- ✓ Familiarity with particular injuries
- ✓ Legal issues that affect the provision of first aid in different industry sectors
- ✓ The characteristics of the site where the injury occurs
- ✓ The nature of the injury and its cause
- ✓ Infection control procedures
- ✓ Availability of first aid equipment, medications and kits or other suitable alternative aids
- ✓ Proximity and availability of trained paramedical and medical/health professional assistance
- ✓ The patient's cardio-vascular condition as indicated by vital signs such as body temperature, pulse rate and breathing rates
- ✓ Unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs

Vital signs include:

- ✓ Breathing

- ✓ Circulation
- ✓ Consciousness

Injuries may include:

- ✓ Abdominal trauma
- ✓ Allergic reactions
- ✓ Bleeding
- ✓ Chemical contamination
- ✓ Choking
- ✓ Cold injuries
- ✓ Cardio-vascular failure
- ✓ Dislocations and fractures
- ✓ Drowning
- ✓ Poisoning and toxic substances
- ✓ Medical conditions including epilepsy, diabetes, asthma
- ✓ Eye injuries
- ✓ Head injuries
- ✓ Minor skin injuries
- ✓ Neck and spinal injuries
- ✓ Needle stick injuries
- ✓ Puncture wounds and cuts
- ✓ Crush injuries
- ✓ Shock
- ✓ Smoke inhalation
- ✓ Sprains and strains
- ✓ Substance abuse
- ✓ Unconsciousness
- ✓ Infections
- ✓ Inhalation of toxic fumes and airborne dusts
- ✓ Bone and joint injuries
- ✓ Eye injuries
- ✓ Burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:

- ✓ Unconsciousness
- ✓ Confusion
- ✓ Tremors
- ✓ Rigidity
- ✓ Numbness
- ✓ Inability to move body parts
- ✓ Pain
- ✓ Delirium
- ✓ External bleeding
- ✓ Internal bleeding
- ✓ Heat exhaustion
- ✓ Hypothermia
- ✓ Pre-existing illness

Appropriate persons/authority 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:**

- ✓ First aid kit
- ✓ Pressure and other bandages
- ✓ Thermometers
- ✓ Eyewash
- ✓ Pocket face masks
- ✓ Rubber gloves
- ✓ Dressings
- ✓ Flags and flares
- ✓ Fire extinguishers
- ✓ Communication equipment such as mobile phones

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment methods must be chosen to ensure that 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 minimizing the danger

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Basic anatomy and physiology</li><li>✓ Resuscitation</li><li>✓ Bleeding control</li><li>✓ Care of the unconscious</li><li>✓ Airway management</li><li>✓ Basic infection control principles and procedures</li><li>✓ Legal requirements</li><li>✓ Duty of care</li><li>✓ Reporting requirements</li></ul>	<ul style="list-style-type: none"><li>✓ Assertiveness skills</li><li>✓ Communication skills</li><li>✓ Decision making</li><li>✓ Report preparation</li><li>✓ Provide first aid</li><li>✓ Provide various types of treatments</li><li>✓ Demonstrate the four-step process providing basic first aid</li></ul>

<b>UNIT TITLE    Respond to Fire</b>					
<b>DESCRIPTOR</b>	This unit covers the competency required to carry out initial response to suppress a fire. It also includes the ability to identify the nature and classification of the fire, report the fire and carry out evacuation procedures. The unit does not cover the competencies needed to become a professional firefighter and will be covered in other related units in relevant standards.				
<b>CODE</b>	TOUCM08V1/20	<b>LEVEL</b>	III	<b>CREDIT</b>	03

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
5. Prepare for fire	1.1 Procedures related to a fire emergency are accessed, interpreted and rehearsed 1.2 Location of firefighting equipment is identified and the equipment is checked in accordance with organizational procedures and referred for maintenance/replacement as required
6. Carry out initial notification and assessment	2.1 Nature and scope of the fire is identified, confirmed and reported to appropriate personnel 2.2 Fire situation is assessed and appropriate course of action is determined in keeping with requirements for personal safety 2.3 Notification of fire threat is undertaken in accordance with authorized procedures 2.4 Emergency evacuation procedures are followed, where appropriate, and in accordance with organizational procedures
7. Extinguish fires	3.1 Fires are extinguished using the appropriate equipment, materials and procedures 3.2 Extinguisher is applied to ensure fast knockdown of fire 3.3 Extinguisher is used at the appropriate range and time 3.4 Extinguisher is used to minimize damage to equipment and facilities and to minimize risk of injury to personnel

### Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance.

Firefighting equipment may include,

- ✓ Extinguishers
- ✓ Fire blankets
- ✓ Fire hose reels
- ✓ Fire hydrants
- ✓ Firefighting vehicles
- ✓ Personal protection equipment (PPE)

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

All relevant equipment to develop the competency of providing fire skills relevant.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

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

### **Assessment context**

This unit may be assessed in a simulated environment

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

Assessment must ensure:

- ✓ Use of real fire related equipment
- ✓ Ability to assess situations requiring responding to fire and to decide on a plan of action including seeking help

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none"><li>✓ composition of teams, and roles and responsibility of team members</li><li>✓ fire alarm systems</li><li>✓ local area emergency procedures</li><li>✓ principles of teamwork, team aims and objectives</li><li>✓ site emergency plan</li><li>✓ techniques for supporting others/team members</li><li>✓ types, operations and application of firefighting equipment including extinguishers, hose reels and, where appropriate, monitors</li><li>✓ verbal and non-verbal communication techniques including language, language style, active listening</li></ul>	<p>Skills to be development:</p> <ul style="list-style-type: none"><li>✓ access, read and interpret local emergency procedures</li><li>✓ apply evacuation procedures</li><li>✓ assess fire situation and notify authorities</li><li>✓ carry out periodic checks on firefighting equipment</li><li>✓ identify emergency alarms and match with response requirement</li><li>✓ identify, select and use firefighting equipment</li><li>✓ participate in a team</li><li>✓ use a variety of verbal and non-verbal communication techniques</li></ul>

UNIT TITLE <b>Clean and maintain kitchen premises</b>					
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. This also includes proper sanitization techniques and handling of waste.				
CODE	TOUS05CR09V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Clean, sanitize and store equipment	1.1. Appropriate chemicals selected and used correctly for cleaning and/or sanitizing kitchen equipment and utensils 1.2. Equipment and/or utensils cleaned and/or sanitized 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. Chemicals used for cleaning stored safely and properly in the designated position and location		
2. Clean and sanitize premises	2.1. Cleaning schedules properly followed 2.2. Instructions given by manufacturers for the cleaning and usage of chemicals and equipment followed properly and safely to clean and/or sanitize walls, floors, shelves and other surfaces 2.3. Walls, floors, shelves and working surfaces cleaned and/or sanitized in a manner that does is not damaging to health or property		
3. Handle waste and linen	3.1. Waste sorted and disposed of 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
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## 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

This unit may be assessed in a simulated environment

### 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 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

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Various types of chemicals and equipment and their uses for cleaning and sanitizing in a kitchen context</li><li>✓ Sanitizing and disinfecting procedures</li><li>✓ Occupational health and safety requirements for bending, lifting, carrying and using equipment</li><li>✓ Correct and safe usage and storage of cleaning materials and chemicals</li><li>✓ Hygiene and cross-contamination issues related to food preparation areas</li><li>✓ Waste management and disposal procedures and practices</li><li>✓ Logical and time-efficient work flow</li><li>✓ Environmentally responsible products and practices in relation to kitchen cleaning</li></ul>	<ul style="list-style-type: none"><li>✓ Ability to use/ operate the tools and equipment mentioned in the range statement.</li><li>✓ Ability to clean, sanitize and store equipment</li><li>✓ Ability to read and understand instruction gives in English</li></ul>

UNIT TITLE <b>Apply knowledge of nutrition to food preparation</b>					
DESCRIPTOR	This unit covers the performance outcomes, skills and knowledge required to prepare and cook food to meet special dietary requirements through application of basic nutritional principles for health, cultural or any other reason.				
CODE	TOUS05CR10V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Develop fundamental knowledge related to food and nutrition	1.1 Nutritional characteristics of the 5 Food Groups 1.2 Major roles and functions of the principle nutrients, and the links between food, nutrition and health 1.3 Benefits of a balanced diet 1.4 Identify groups of people who have dietary requirements	
2. Understand the ingredients and appropriate cooking techniques suitable for special dietary requirements	2.1 Select ingredients essential for special dietary requirements 2.2 Select appropriate cooking techniques suitable for special dietary requirements	
3. Identify and understand the impact of food preparation and cooking on the nutritional content of food	3.1 Identify changes that can be made to dishes to produce healthier food 3.2 Describe ways in which nutrients in food can be destroyed during, storage, preparation, cooking, holding (hot food) 3.3 Understand methods for retaining the nutritional content of food 3.4 Identify foods that can be used to make menus healthier	
4. Confirm special dietary requirements and select ingredients.	4.1 Confirm the dietary and cultural food requirements of the customer. 4.2 Liaise with others to clarify requirements. 4.3 Confirm health consequences of ignoring special dietary requirements of customers. 4.4 Access special dietary recipes and select specialized ingredients.	
5. Prepare, handle and store food according to hygiene standards	5.1 Understand hygiene risks related to preparing, handling and storage of food	

	5.2 Follow procedures set by the establishment to avoid cross contamination due to bacteria, pests and chemical substances.
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### Range Statement

Appropriate sources:

- ✓ Customers
- ✓ Supervisors and Managers
- ✓ Dieticians
- ✓ Diet technicians
- ✓ Health and medical personnel
- ✓ Religious personnel

Medium:

- ✓ Memorandum
- ✓ Circular
- ✓ Notice
- ✓ Information discussion
- ✓ Follow-up or verbal instructions
- ✓ Face to face communication

Special dietary requirements may include:

- ✓ Vegetarian
- ✓ Vegan
- ✓ Modified sodium or potassium
- ✓ Low-fat or low-cholesterol
- ✓ Lacto-ovo
- ✓ High-fiber
- ✓ Gluten-free
- ✓ High or low-energy
- ✓ Diabetic
- ✓ Modified texture
- ✓ High or low-protein
- ✓ Fluids
- ✓ Food exclusions for allergies and food intolerance
- ✓ Food exclusions related to specific medications
- ✓ Contemporary eating regimes and trends
- ✓ High or low carbohydrate

Special cultural or religious groups may include:

- ✓ Kosher
- ✓ Halal
- ✓ Vegetarian Hind

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

- ✓ Knowledge related to nutrition with special focus the various dietary requirements

**ASSESSMENT GUIDE**

**Forms of assessment**

A holistic assessment is suitable to assess the competencies of the welder with regard to this unit.

**Assessment context**

The candidate will have access to:

- ✓ All tools, equipment, material and documentation required. The candidate will be permitted to refer to the following documents:
- ✓ Any relevant workplace procedures
- ✓ Any relevant product manufacturing specifications.
- ✓ Any relevant drawings, manuals, codes, standards and reference material. The candidate will be required to:
- ✓ Orally, or by other methods of communication, answer questions asked by the assessor.
- ✓ Identify superiors who can be approached for the collection of competency evidence, where appropriate.
- ✓ Present evidence of credit for any off-job training related to this unit.

**Critical aspects (for assessment)**

- ✓ Safety practices at all times.
- ✓ Ensure the quality of the dish being prepared at all times

**Assessment conditions**

Assessment will be undertaken in a proper environment where students can effectively demonstrate required knowledge and skills.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p><b>Knowledge to be developed:</b></p> <ul style="list-style-type: none"><li>✓ Culinary terms and trade names for substitute ingredients used to produce dishes with special dietary recipes, ingredients suitable for meeting basic nutritional needs, ingredients that cause common allergic reactions and food additives and preservatives</li><li>✓ Understanding of drug-food interaction food allergy, food intolerance and cultural and religious dietary sanctions.</li><li>✓ main types, culinary characteristics and ingredients of special diets and cultural or religious diets that are part of contemporary Australian society:</li><li>✓ Dietary requirements of customers seeking service is identified and served</li></ul>	<p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"><li>✓ Follow recipes to prepare six different dishes that cater to customers with different dietary requests related to food restrictions, food preferences and cultural or religious requirements</li><li>✓ Modify recipes and menu items to meet dietary requests specified above, excluding or substituting ingredients while maintaining equivalent nutritional value</li><li>✓ produce the dishes below for six different customers:<ul style="list-style-type: none"><li>○ within commercial time constraints and deadlines</li><li>○ reflecting required quantities to be produced</li><li>○ following procedures for portion control and food safety practices when handling and storing food.</li></ul></li></ul>

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	TOUS05CR11V2/20	LEVEL	III	CREDIT	08

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
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 applied correctly to prepare dishes according to enterprise standards including: boiling, poaching, steaming, stewing, braising, roasting, baking, grilling, shallow frying, deep frying, stir-frying, pan frying, microwave cooking, cook-chill, cook-freeze, and sous vide 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. bus and ferry terminals

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
- ✓ Stir-frying
- ✓ Pan 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
- ✓ Eggs
- ✓ 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 flavorings, 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
- ✓ Steamers
- ✓ Utensils
- ✓ Cutlery

## **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 e.g. 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

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Food classification for the major food groups</li><li>✓ Characteristics of a range of equipment used for the required methods of cookery</li><li>✓ Characteristics of different foods and appropriate cookery methods</li><li>✓ Underlying principles of all basic methods of cookery</li><li>✓ Culinary terms commonly used in association with the required methods of cookery</li><li>✓ The effects of different cookery methods on the nutritional value of food</li><li>✓ Principles and practices of hygiene on a personal and professional level related to working in a kitchen, including suitable attire</li></ul>	<ul style="list-style-type: none"><li>✓ Demonstrate the appropriate cookery methods</li><li>✓ Identify and use appropriate equipment and tools correctly</li><li>✓ 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</li><li>✓ Logical and time-efficient work flow</li><li>✓ Waste minimization techniques and environmental considerations in specific relation to different cookery methods</li><li>Logical and time-efficient work flow</li></ul>

<b>UNIT TITLE    Prepare sandwiches</b>					
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required to prepare and present a variety of sandwiches in a commercial kitchen or catering operation				
<b>CODE</b>	TOUS05CR12V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	03

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare and present a variety of sandwiches	1.1. Knives and other equipment's used to use 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. Measure ingredients and create portions according to recipes 1.6. Sandwiches prepared using a range of appropriate techniques 1.7. Appropriate equipment selected and used for toasting and heating, safely 1.8. Apply safe food handling practices 1.9. Sandwiches prepared and presented in a logical and sequential manner within the required time frame according to enterprise standards and/or customer requests

	1.10 Sandwiches presented in an attractive manner, using suitable garnishes and service ware. Visually evaluate the dish and adjust presentation as per enterprise standards
2. Store sandwiches	2.1. Sandwiches stored hygienically at the correct temperature and in appropriate conditions to maintain freshness and quality 2.2. Clean work area. Dispose of surplus or appropriately store re-useable by-products as per enterprise procedures taking into account the environmental considerations and cost-reduction initiatives

### 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
- ✓ Filled rolls
- ✓ Wraps
- ✓ Pinwheel, domino or chequerboard sandwiches

#### *Techniques practiced for making sandwiches may include*

- ✓ Spreading
- ✓ Layering
- ✓ Piping
- ✓ Portioning
- ✓ Molding
- ✓ Cutting

- ✓ Garnishing

***Preparation and storage of sandwiches may include consideration to***

- ✓ Bread type
- ✓ Ingredients, consistency of fillings, and environmental characteristics such as atmosphere, temperature and humidity to optimize presentation and shelf-life
- ✓ Need for chilling
- ✓ Use of plastic wrap or foil
- ✓ Use of bulk-storage containers
- ✓ Use of customized containers for display/presentation/sale

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

- ✓ Burner
- ✓ Grill
- ✓ Salamander
- ✓ Slicing machine
- ✓ Weighing scales
- ✓ Refrigeration unit
- ✓ Knives
- ✓ Cutleries
- ✓ Utensils
- ✓ Cutting boards
- ✓ Food handling gloves
- ✓ Storage items/areas for perishable and dry goods

**Materials**

- ✓ Bread varieties
- ✓ Spreads
- ✓ Cooked meat and meat products
- ✓ Fresh vegetables
- ✓ Jams and preservatives

## **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 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

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Suitable breads and fillings and appropriate food combinations for sandwiches</li><li>✓ Suitable storage techniques to maintain optimum quality and freshness of ingredients</li><li>✓ Culinary terms commonly used in the industry in relation to sandwiches</li><li>✓ Principles and practices of hygiene, including attire</li><li>✓ Basic food information in relation to special dietary needs and customer requests, and suitable breads and ingredients to meet these needs</li><li>✓ Logical and time efficient work flow</li><li>✓ Portion control for sandwiches</li><li>✓ Past and current trends in sandwiches</li><li>✓ Waste minimization techniques and environmental considerations in specific relation to preparation of sandwiches</li><li>✓ Knives and knowledge of equipment used</li></ul>	<ul style="list-style-type: none"><li>✓ Oral communication skills to explain and clarify to customers about the sandwich range</li><li>✓ Prepare sandwiches according to enterprise procedures and recipes</li><li>✓ Creative presentation techniques for sandwiches</li><li>✓ Organisational skills and teamwork</li><li>✓ Safe work practices, particularly in relation to cutting</li><li>✓ Safe food handling practices</li><li>✓ Identify and use appropriate equipment and tools properly</li></ul>

UNIT TITLE Prepare appetizers 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	TOUS05CR13V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Prepare and present a variety of salads and salads dressings	1.1. Suitable ingredients chosen, as per the enterprise recipes and quality to prepare and present salads and dressings 1.2. Salads prepared using fresh ingredients to the enterprise standard and to maximize nutritional value, eating qualities, characteristics and taste 1.3. Suitable sauces and dressings prepared to either incorporate into, or accompany salads. 1.4. Use basic culinary cuts when preparing ingredients 1.5. Use relevant cookery methods applicable to the recipes set by the enterprise 1.6. Apply safe food handling practices 1.7. Salads attractively presented according to enterprise standards 1.8. Check perishable supplies for spoilage or contamination prior to preparation	
2. Prepare and present a range of hot and cold appetizers	2.1. Appetizers prepared (to an acceptable enterprise standard) using the correct ingredients ensuring: <ul style="list-style-type: none"> <li>a. Precise and uniform cut of ingredients</li> <li>b. Appropriate combinations of ingredient</li> <li>c. Measure ingredients and create portions according to recipes</li> <li>d. Attractive use of service ware and garnishes.</li> <li>e. Symmetry and neatness of presentation</li> </ul>	

	2.2. Glazes selected and prepared correctly, where required 2.3. Correct equipment and utensils selected and used to assist in the production of appetizers. 2.4. Trimmings or other leftovers utilized where and when appropriate 2.5. Visually evaluate the dish and adjust presentation as per enterprise standards
3. Store appetizers and salads	3.1. Appetizers and salads stored in appropriate conditions and containers and at the correct temperature to maintain freshness, taste and quality 3.2. Clean work area. Dispose of surplus or appropriately store re-useable by-products as per enterprise procedures taking into account the environmental considerations and cost-reduction initiatives

### 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

Appetizers 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. Appetizers may include

- ✓ Fruits and vegetable-based salads
- ✓ Combination of fruits, vegetables, meats and/or other ingredients such as nuts, pulses, dried fruits and pickles
- ✓ Cheeses
- ✓ Finger foods such as canapes, antipasto, hors d'oeuvres or tapas
- ✓ Dips
- ✓ Pastries
- ✓ Breads

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 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
- ✓ Pots, pans, dishes
- ✓ Containers
- ✓ Knives
- ✓ Grater
- ✓ Spatula
- ✓ Tongs
- ✓ Ladles
- ✓ Cutting board
- ✓ Burner
- ✓ Grill
- ✓ Salamander
- ✓ Slicing machine
- ✓ Weighing scales
- ✓ Refrigeration unit
- ✓ Food handling gloves
- ✓ Mixing bowls
- ✓ Measuring cups and spoons
- ✓ Blender
- ✓ Storage items/areas for perishable and dry goods

**Materials**

- ✓ Fruits, vegetables, cooked meat or combined salads
- ✓ Savory pasties
- ✓ Cooked or processed cold meat
- ✓ Fresh or cooked vegetables
- ✓ Cheeses
- ✓ Dressing ingredients
- ✓ Herbs and spices

## **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 out in an examination room where proper examination rules are followed.
- ✓ Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>✓ Historical development and current trends in salads and appetizers</li> <li>✓ Suitable commodities and food combinations for use in salads and appetizers</li> <li>✓ Compatible dressings and sauces for incorporating into or accompanying salads</li> <li>✓ Methods of attractive presentation for salads and appetizers</li> <li>✓ Nutritional values of appetizers, salads and salad ingredients and the effects of cooking on nutrients</li> <li>✓ Safe work practices, in particular using knives</li> <li>✓ Culinary terms commonly used in the industry with regard to appetizers and salads</li> <li>✓ Principles and practices of hygiene including appropriate attire</li> <li>✓ Logical and time efficient work flow</li> <li>✓ Different types of knives and knives using techniques identified</li> <li>✓ Waste minimization techniques and environmental considerations in specific relation to appetizers and salads</li> </ul>	<ul style="list-style-type: none"> <li>✓ Oral communication skills to explain and clarify to customers about the selection of salads and appetisers</li> <li>✓ Prepare salads and appetisers according to enterprise procedures and recipes</li> <li>✓ Ability to prepare salads dressings and sauces to incorporate into or accompanying salads</li> <li>✓ Identify and use appropriate equipment and tools properly</li> <li>✓ Creative presentation techniques using suitable garnishes</li> <li>✓ Organisational skills and teamwork</li> <li>✓ Safe work practices</li> <li>✓ Safe food handling practices</li> </ul>

UNIT TITLE Prepare stocks, sauces and soups dishes					
DESCRIPTOR	This unit deals with the skills and knowledge required to prepare various stocks, sauces and soups in a commercial kitchen or catering operation				
CODE	TOUS05CR14V2/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare stocks, glazes and essences required for menu items	1.1 Ingredients and flavoring 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 Convenience products used according to manufacturer 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 and rectified as and when required 2.4 Sauces checked for flavor, color and consistency 2.5 Convenience products used according to manufacturer instructions
3. Prepare soups required for menu items	3.1 Ingredients to produce soups, including stocks, and prepared garnishes selected 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 flavor, color, consistency and temperature and rectified as and when required 3.5 Soups presented at the right temperature, in clean service ware without drips and spills, using suitable garnishes and accompaniments 3.6 Convenience products used according to manufacturer instructions

4. Store and reconstitute stocks, sauces and soups	4.1 Stocks, sauces and soups stored correctly to maintain optimum freshness and quality 4.2 Stocks, sauces and soups reconstituted to appropriate standards of consistency
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### 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

- ✓ Clear
- ✓ Broth
- ✓ Puree
- ✓ Cream
- ✓ Bisque

Stocks and sauces may include

- ✓ Demi-glace
- ✓ Béchamel
- ✓ Chicken and fish velouté
- ✓ Hollandaise and béarnaise
- ✓ Espagnole
- ✓ Tomato
- ✓ 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
- ✓ Flavor enhancers.

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

Cooking equipment

- ✓ Burner
- ✓ Steamer

Food processing equipment

- ✓ Mixer
- ✓ Blender
- ✓ Grinder
- ✓ Food processor
- ✓ Cutters
- ✓ Slicers
- ✓ Peelers

Utensils

- ✓ Knives
- ✓ Peelers
- ✓ Whisks
- ✓ Pots and pans
- ✓ Ladles
- ✓ Wooden spoons
- ✓ Sieves
- ✓ Serving spoons
- ✓ Cutting boards
- ✓ Mixing bowls
- ✓ Measuring cups and spoons
- ✓ Colander
- ✓ Whisk
- ✓ Spatula
- ✓ Storage containers
- ✓ Weighing scales

## 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:

- ✓ Stocks and sauces can be classical or contemporary and be from varying ethnic and cultural origins
- ✓ Soups may be classical or contemporary, may be served hot or cold, and may be from varying ethnic

### Assessment conditions

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Principles and techniques of producing stocks and sauces to industry standards</li><li>✓ Use of various stocks and bases for a range of soups and sauces</li><li>✓ Common problems in stocks, sauces and soups and how to identify and rectify</li><li>✓ Culinary terms commonly used in the industry in relation to stocks, soups and sauces</li><li>✓ Appropriate ingredients and food components that may be substituted to meet special dietary and cultural needs</li></ul>	<ul style="list-style-type: none"><li>✓ Ability to prepare stocks and sauces to industry standard</li><li>✓ Organizational skills and teamwork</li><li>✓ Identify and use appropriate equipment's and tools properly</li><li>✓ Safe work practices, particularly in relation to bending and lifting.</li><li>✓ Practice personal hygiene techniques</li><li>✓ Prepare recipes according to enterprise procedures and recipes</li><li>✓ Creative presentation techniques</li></ul>

<ul style="list-style-type: none"> <li>✓ Principles and practices of hygiene on a personal and professional level</li> <li>✓ Logical and time efficient work flow</li> <li>✓ Waste minimization techniques and environmental considerations in specific relation to soups, stocks and sauces</li> </ul>	<ul style="list-style-type: none"> <li>✓ Safe food handling practices</li> </ul>
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UNIT TITLE <b>Prepare vegetables, eggs, pulses and farinaceous dishes</b>					
DESCRIPTOR	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 operations. The unit also covers knowledge and techniques related to Storage of vegetables, egg and farinaceous foodstuffs using available technology.				
CODE	TOUS05CR15V2/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
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 thickening, according to recipe requirements
5. Store vegetables, egg and farinaceous foodstuffs using technology	5.1. Store fresh and processed egg, vegetable, fruit and farinaceous foods at correct temperatures and conditions taking into account the environmental conditions to maintain optimum freshness and quality

### 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, appetizers 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

- ✓ Omelets
- ✓ 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 such as quinoa

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 equipment

- ✓ Oven
- ✓ Steamer
- ✓ Fryer
- ✓ Burner
- ✓ Grill
- ✓ Salamander
- ✓ Slicing machine

#### Food processing equipment

- ✓ Mixers
- ✓ Blenders
- ✓ Grinders
- ✓ Cutters
- ✓ Slicers
- ✓ Peelers
- ✓ Grater

#### Utensils

- ✓ Knives
- ✓ Peelers
- ✓ Whisks
- ✓ Pots and pans
- ✓ Cutting boards
- ✓ Mixing bowls
- ✓ Measuring cups and spoons
- ✓ Colander
- ✓ Potato masher
- ✓ Whisk
- ✓ Spatula
- ✓ Tongs

- ✓ Ladles
- ✓ Weighing scales

## **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:

- ✓ A variety of vegetables and fruit, and vegetable and fruit dishes must be prepared and cooked.
- ✓ May be classical or contemporary, from various ethnic or cultural origins, and may be offered as main dishes, appetizers 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.

### **Assessment conditions**

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Varieties and characteristics of fruit, vegetables and farinaceous foods</li><li>✓ Cutting and presentation techniques, particularly in relation to vegetables and fruits</li><li>✓ Past and current trends in culinary uses and dishes of fruit and vegetables, egg and farinaceous foods</li><li>✓ Organizational skills and teamwork</li><li>✓ Safe work practices, particularly in relation to using knives</li><li>✓ 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</li><li>✓ Culinary terms commonly used in the industry in relation to farinaceous dishes, vegetables and fruits, and egg dishes and culinary uses</li><li>✓ Principles and practices of hygiene, in particular, related to use of raw ingredients</li><li>✓ Logical and time efficient work flow</li><li>✓ Waste minimization techniques and environmental considerations in specific relation to vegetables, eggs and farinaceous dishes</li></ul>	<ul style="list-style-type: none"><li>✓ Ability to prepare vegetables, eggs, pulses and farinaceous dishes</li><li>✓ Identify and use appropriate equipment and tools properly</li><li>✓ Practice personal hygiene techniques</li><li>✓ Prepare recipes according to enterprise procedures and recipes</li><li>✓ Creative presentation techniques</li><li>✓ Organisational skills and teamwork</li><li>✓ Safe work practices, particularly in relation to cutting</li><li>✓ Safe food handling practices</li></ul>

UNIT TITLE <b>Prepare and cook seafood</b>					
DESCRIPTOR	This unit develops knowledge and skills related to selecting, preparing, cooking and presenting seafood items in commercial kitchen or catering operations. The unit covers common seafood types commonly available across the Maldivian seas.				
CODE	TOUS05CR16V2/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
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. Thaw frozen seafood 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 seafood		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 and according to set recipes 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, portion size, garnish, quality and taste as set in the recipes	

	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
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## 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

- Mollusks
- 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 equipment's

- ✓ Oven
- ✓ Burner
- ✓ Steamer
- ✓ Fryer
- ✓ Grill/Char Grill

Food processing equipment's

- ✓ Mixer
- ✓ Blender
- ✓ Grinder
- ✓ Food processor
- ✓ Cutter
- ✓ Slicer
- ✓ Peeler

#### Utensils

- ✓ Knives
- ✓ Peelers
- ✓ Whisks
- ✓ Pots and pans
- ✓ Ladles
- ✓ Wooden spoons
- ✓ Sieves
- ✓ Serving spoons
- ✓ Cutting boards
- ✓ Mixing bowls
- ✓ Measuring cups and spoons
- ✓ Colander
- ✓ Whisk
- ✓ Spatula
- ✓ Cooking tongs
- ✓ Storage containers
- ✓ Weighing scales

## 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

### Assessment context

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

### Assessment conditions

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Classification and varieties of fish and shellfish</li><li>✓ Appropriate cookery methods for fish and shellfish</li><li>✓ Criteria for judging the quality of fresh fish</li><li>✓ Storage requirements for fish</li><li>✓ Cutting and presentation techniques, particularly in relation to fish and crustaceans</li><li>✓ Nutrition in relation to fish and seafood, in particular, the nutritional value of fish and seafood, including food values and specific dietary issues including allergies and intolerances</li><li>✓ Culinary terms commonly used in the industry in relation to fish and seafood</li><li>✓ Principles and practices of hygiene, particularly in relation to the handling and storage of fish and seafood</li><li>✓ Waste minimization techniques and environmental considerations in relation to seafood</li></ul>	<ul style="list-style-type: none"><li>✓ Ability to prepare varieties of fish and shellfish according to enterprise procedures and recipes</li><li>✓ Identify and use appropriate equipment's and tools correctly</li><li>✓ Creative presentation techniques</li><li>✓ Safe work practices, particularly in relation to using sharp knives</li><li>✓ Practice personal hygiene techniques</li><li>✓ Safe food handling practices</li></ul>

UNIT TITLE <b>Prepare and cook poultry and game</b>					
<b>DESCRIPTOR</b>	This unit deals with selecting, preparing, cooking, presenting and storing poultry and game in a commercial kitchen or catering operations. Unit covers commonly used poultry and game meat items used across the hospitality and tourism sector.				
<b>CODE</b>	TOUS05CR17V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Select and store poultry and game		1.1. Poultry and game selected according to quality, seasonal availability, price and the requirements for specific menu items	
		1.2. Yields estimated accurately for various types of poultry and game	
		1.3. Handle and store poultry and game efficiently and hygienically to minimize risk of food spoilage or cross-contamination	
		1.4. Store poultry and game ensuring storage conditions, and optimal temperature for poultry and game maintained	
		1.5. Frozen poultry and game thawed correctly to ensure maximum quality, hygiene and nutrition	
		1.6. Where applicable, date stamps and codes checked to ensure quality control	
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 variety of dishes and menu items
3. Present Poultry and game	3.1 Dishes prepared and presented for service, taking into consideration: palatability, visual appearance, harmony of ingredients, portion size, garnish, quality and taste as set in the recipes 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
4. Store poultry and game	4.1 Store fresh and frozen poultry according to health regulations

### 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, 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 equipment

- ✓ Oven
- ✓ Burner
- ✓ Steamer
- ✓ Fryer
- ✓ Grill/Char Grill

Food processing equipment

- ✓ Mixer
- ✓ Blender
- ✓ Grinder
- ✓ Mincer
- ✓ Cutter
- ✓ Slicer
- ✓ Peeler

Utensils

- ✓ Knives
- ✓ Peelers
- ✓ Whisks
- ✓ Pots and pans
- ✓ Ladles
- ✓ Wooden spoons
- ✓ Sieves
- ✓ Serving spoons
- ✓ Cutting boards
- ✓ Mixing bowls

- ✓ Measuring cups and spoons
- ✓ Colander
- ✓ Whisk
- ✓ Spatula
- ✓ Cooking tongs
- ✓ Storage containers
- ✓ Weighing scales

## **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

### **Assessment context**

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

### **Assessment conditions**

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>✓ Classification of varieties of poultry, game and game items</li> <li>✓ Quality criteria for poultry and game</li> <li>✓ Appropriate cookery methods for poultry and game</li> <li>✓ Past and current trends in poultry and game dishes</li> <li>✓ Nutrition related to poultry and game, including food values of poultry</li> <li>✓ Culinary terms relating to poultry and game and commonly used in the industry</li> <li>✓ Principles and practices of hygiene, particularly in relation to cross-contamination</li> <li>✓ Logical and time efficient work flow</li> <li>✓ Costing, yield testing, portion control for poultry and game</li> <li>✓ Waste minimization techniques and environmental considerations in specific relation to poultry and game</li> </ul>	<ul style="list-style-type: none"> <li>✓ Organisational skills and teamwork</li> <li>✓ Prepare poultry and game using appropriate cooking methods</li> <li>✓ Identify and use appropriate equipment and tools correctly</li> <li>✓ Creative presentation techniques</li> <li>✓ Safe work practices, particularly in relation to using sharp knives</li> <li>✓ Practice personal hygiene techniques</li> <li>✓ Safe food handling practices</li> </ul>

<b>UNIT TITLE      Select, prepare and cook meat</b>					
<b>DESCRIPTOR</b>	This unit deals with selecting, preparing, cooking, presenting different meat dishes to the requirements of hospitality and tourism sector. The unit also covers knowledge and skills related to storing and handling of meat in commercial kitchen or catering operations.				
<b>CODE</b>	TOUS05CR18V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	05

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select and store meats	1.1. Primary, secondary and portioned cuts of, lamb, beef selected as required for menu items 1.2. Leftovers applied and used to minimize waste and maintain quality 1.3. Low cost cuts and meat products selected when and where appropriate 1.4. Wastage minimized through appropriate purchase and storage techniques 1.5. Fresh meat stored correctly and according to health regulations 1.6. Frozen meats thawed correctly
2. Prepare portion and cook meats	2.1. Suitable knives and equipment selected and used for meat preparation and cooking 2.2. Meats carved using the appropriate tools and techniques taking into consideration: meat structure, bone structure, minimal waste 2.3. Meat cuts and offal prepared and portioned according to the set recipes 2.4. Suitable marinades prepared and used where appropriate for a variety of meat cuts 2.5. Variety of appropriate cooking methods selected and used a for meat cuts 2.6. Variety of primary, secondary and portioned meat cuts cooked to standard recipe specifications

3. Present meat cuts for service	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 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
4. Store meat	4.1. Store fresh and frozen meat according to health regulations

### 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, tenderizing, 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:

Cooking equipment's

- ✓ Oven
- ✓ Burner
- ✓ Steamer
- ✓ Fryer
- ✓ Grill/Char Grill

#### Food processing equipment's

- ✓ Mixer
- ✓ Blender
- ✓ Grinder
- ✓ Mincer
- ✓ Cutter
- ✓ Slicer
- ✓ Peeler
- ✓ Food processor

#### Utensils

- ✓ Butcher and boning knives
- ✓ Saws, meat cleaver
- ✓ Meat bat
- ✓ Meat hooks
- ✓ Larding needles
- ✓ Knife sharpening equipment
- ✓ Miners
- ✓ Bowl choppers
- ✓ Meat thermometer
- ✓ Weighing scales
- ✓ Peelers
- ✓ Whisks
- ✓ Pots and pans
- ✓ Cooking tongs
- ✓ Ladles
- ✓ Wooden spoons
- ✓ Sieves
- ✓ Serving spoons
- ✓ Cutting boards
- ✓ Mixing bowls
- ✓ Measuring cups and spoons
- ✓ Colander
- ✓ Whisk
- ✓ Spatula

## 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

### Assessment context

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

### Assessment conditions

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Characteristics of types of meats including type, cut, quality, fat content</li><li>✓ Characteristics of different meat cuts including primary, secondary and portioned cuts</li><li>✓ Appropriate trade names and culinary terms</li><li>✓ Principles and practices of storage and freezing of meat</li><li>✓ Appropriate preparation and cookery methods for various cuts and types of meat</li><li>✓ Uses and characteristics of various knives and equipment</li><li>✓ Cutting techniques in specific relation to meat</li><li>✓ Nutrition related to meat, including food values of meat</li><li>✓ Waste minimization techniques and environmental considerations in specific relation to meat</li></ul>	<ul style="list-style-type: none"><li>✓ Ability to use various knives and equipment mentioned in the range statement</li><li>✓ Ability to cut meat</li><li>✓ Ability to prepare meat</li><li>✓ Creative presentation techniques</li><li>✓ Safe work practices, particularly in relation to using sharp knives</li><li>✓ Practice personal hygiene techniques</li><li>✓ Safe food handling practices</li></ul>

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 operations.					
CODE	TOUS05CR19V2/20	LEVEL	III	CREDIT	05	

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Prepare food for service		1.1. Prepare food as per the recipes set by the enterprise for each menu item 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 ensured 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, color and contrast, temperature of food and service equipment, classical, and innovative arrangement styles 2.4. Food that is to be displayed in public areas served at the correct temperature, in an attractive manner, without drips or spills and giving attention to color
3. Work in a team		3.1. Good teamwork demonstrated with all kitchen and food service staff to ensure timely, quality service of food

	<p>3.2. Kitchen routine for food service followed as set by the enterprise to maximize food quality and minimize delays</p> <p>3.3. Personal and work-related hygiene practices maintained high standard as per the enterprise requirements</p> <p>3.4. Apply proper occupational health and safety procedures</p>
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### 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 appetizers

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

Utensils

- ✓ Food and beverage trays
- ✓ Suitable table
- ✓ Buffet table
- ✓ Dishes and platters
- ✓ Buffet and smorgasbord display items

## 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

### Assessment context

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

### Assessment conditions

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>✓ Characteristics of basic food products and types of menus</li><li>✓ Classical and innovative styles of food presentation for major food groups</li><li>✓ Hygienic handling of food and equipment</li><li>✓ Safe work practices according to occupational health and safety principles and procedures</li><li>✓ Logical and time-efficient work flow</li><li>✓ Waste minimization techniques and environmental considerations in specific relation to food presentation</li></ul>	<ul style="list-style-type: none"><li>✓ Plate, present and serve a general range of foods efficiently and within realistic workplace constraints</li><li>✓ Prepare and present food using innovative cooking techniques and styles</li><li>✓ Work as part of a team</li><li>✓ Creative presentation techniques</li><li>✓ Safe work practices, particularly in relation to using sharp knives</li><li>✓ Practice personal hygiene techniques</li><li>✓ Safe food handling practices</li></ul>