

## **Competency Standards for Caribbean Vocational Qualifications (CVQ)**

**CCTHH30406**

**Level III in Commercial Food Preparation (Chef de parte)**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Mandatory/ Elective</b>	<b>Hours</b>
THHCOR0011A	Work with colleagues and customers	Mandatory	20
THHCOR0081A	Apply safety and security procedures	Mandatory	20
THHCOR0091A	Observe hygiene practices	Mandatory	20
THHCOR0031A	Develop and update hospitality industry knowledge	Mandatory	10
THHCOR0051A	Communicate on the telephone	Mandatory	10
THHCOR0061A	Operate in a culturally diverse work environment	Mandatory	10
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
THHCAT0662A	Prepare foods according to specific dietary and cultural needs	Mandatory	36
THHCFP0403A	Plan and control menu-based catering	Mandatory	30
THHCFP0413A	Organise bulk cooking operations	Mandatory	120
THHCFP0423A	Organise food service operations	Mandatory	120
THHCFP0683A	Plan and setup buffet service	Mandatory	25
THHCFP0673A	Perform menu planning	Mandatory	30
THHCFP0662A	Arrange cold platter	Mandatory	25
THHCFP0433A	Prepare pates and terrines	Mandatory	30
THHCFP0514A	Establish and maintain quality control	Mandatory	30
THHCAT0703A	Apply catering control principles	Mandatory	10
THHGCS0023A	Deal with conflict situations	Mandatory	20
THHGAD0153A	Control and order stock	Mandatory	25
THHTRA0133A	Coach others in job skills	Mandatory	20
THHWPO0223A	Monitor work operations	Mandatory	30
THHWPO0273A	Roster staff	Mandatory	30
THHCAT0673A	Package prepared foodstuffs	Mandatory	6
THHCFP0581A	Prepare breakfast items	Elective	30
THHCFP0261A	Use basic methods of cookery	Elective	45
THHCFP0251A	Clean and maintain premises	Elective	10
THHCFP0231A	Present food	Elective	6
THHCFP0271A	Prepare appetisers and salads	Elective	25
THHCFP0281A	Prepare sandwiches	Elective	6
THHGAD0141A	Receive and store stock	Elective	15
THHCFP0301A	Prepare soups	Elective	10
THHCFP0651A	Prepare vegetables and farinaceous dishes	Elective	40
THHCFP0291A	Prepare stocks and sauces	Elective	28
THHCFP0331A	Prepare and cook meat and seafood	Elective	30
THHCFP0641A	Prepare egg dishes	Elective	20
THHCFP0321A	Prepare and cook poultry and game	Elective	25

CCTHH30406

**Level III in Commercial Food Preparation (Chef de parte)  
(Cont'd)**

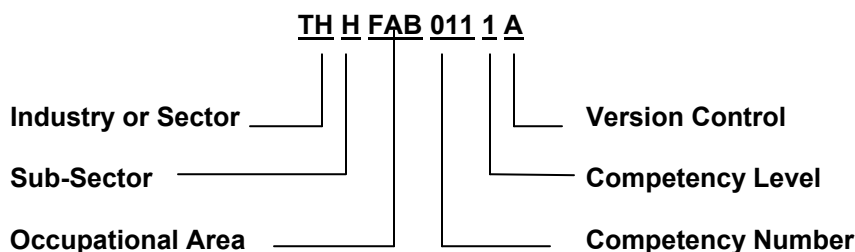
Unit Number	Unit Title	Mandatory/ Elective	Hours
THHCFP0362A	Prepare pastry, cakes and yeast goods	Elective	42
THHCFP0382A	Implement food safety procedures	Elective	25
THHCFP0342A	Identify and prepare meat	Elective	50
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
THHCFP0452A	Prepare portion controlled meat cuts	Elective	24
THHCAT0722A	Prepare and cost meal plans	Elective	20
THHPAT0772A	Present desserts	Elective	42
THHPAT0782A	Prepare and display petit fours	Elective	30
THHCFP0482A	Select, prepare and serve specialised food items	Elective	60
THHCAT0733A	Select catering systems	Elective	30
THHPAT0573A	Prepare and present gateaux, torten and cakes	Elective	60
THHPAT0603A	Prepare model marzipan	Elective	24
THHPAT0613A	Plan and prepare deserts to meet special dietary requirements	Elective	30
THHPAT0623A	Prepare and display sugar work	Elective	48
THHPAT0633A	Plan, prepare and display sweet buffet showpieces	Elective	30
THHWPO0233A	Implement workplace health, safety, and security procedures	Elective	30

To obtain this qualification, all Mandatory competencies plus a minimum of two electives from level one, three electives from level two, three electives from level three must be achieved.

Nominal Training Hours (Institutional Delivery) include total hours of Mandatory competencies and Electives selected

**Legend to Unit Code**

**Example: THHFAB0121A**



**KEY:** COR - Mandatory; SBM – Small Business Management;  
 CFP – Commercial Food Preparation; GHS - General Health Service; CAT – Catering;  
 GCS – General Customer Service; WPO- Work Place Operations;  
 GAD – General Administration; TRA – Training; PAT – Patisserie;  
 BSB - Business Sector (Industry); ITI - Information Technology (Industry)

## THHCOR0011A: Work with colleagues and customers

Competency Descriptor:

This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Communicate in the workplace	1.1	Communications with customers and colleagues are conducted in an open, professional and friendly manner.	
	1.2	Appropriate language and tone is used.	
	1.3	Effect of personal body language is considered.	
	1.4	Sensitivity to cultural and social differences is shown.	
	1.5	Active listening and questioning are used to ensure effective two-way communication.	
	1.6	Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.	
2. Provide assistance to internal and external customers	2.1	Trust, support and respect is shown to team members in day to day work activities.	
	2.2	Cultural differences within the team are accommodated.	
	2.3	Work team goals are jointly identified.	
	2.4	Individual tasks are identified, prioritised and completed within designated time frames.	
	2.5	Assistance is sought from other team members when required.	
	2.6	Assistance is offered to colleagues to ensure designated work goals are met.	
	2.7	Feedback and information from other team members is acknowledged.	
	2.8	Changes to individual responsibilities are re-negotiated to meet reviewed work goals	

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Depending upon the organisation and the specific situation customers may include but are not limited to:

- members of other tourism and hospitality industry sectors
- internal individuals or groups
- local residents
- visitors
- media
- workmates/colleagues

Customers with specific needs may include:

- those with disability
- special cultural needs
- unaccompanied children
- parents with young children
- single women

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively applying interpersonal, communication and customer service skills in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to communicate effectively with customers and colleagues (including these with special needs) within the range of situations required for the relevant job role
- evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time
- the focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the variances and special requirements that apply in particular situations

### (2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- needs and expectations of different customers as appropriate to industry sector

#### Skills

The ability to apply:

- listening skill
- questioning techniques
- non verbal communication skills
- understanding of teamwork principles

**(4) Resource Implications**

The following resources should be made available:

- fully equipped hospitality and tourism environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCOR0081A: Apply safety and security procedures**

Competency Descriptor:

This unit deals with the skills and knowledge applied in following safety and security procedures in the workplace. This unit applies to all individuals working in the tourism and hospitality industry. It speaks to safety and security of self, guests and property.

Competency Field:

Hospitality

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Contribute to maintenance of safety and security of the work environment	1.1	Safety and security procedures are followed in accordance with given guidelines.
	1.2	Breaches of safety and security procedures in the work environment are identified and promptly reported.
	1.3	Any suspicious behaviour, packages or occurrences are promptly reported to the designated person.
	1.4	Issues requiring attention are promptly identified.
	1.5	Issues are raised with the designated person in accordance with enterprise and legislative requirements.
2. Plan and prepare work	2.1	Occupational Health and Safety (OH&S) requirements associated with application tasks and workplace environment recognised and adhered to.
	2.2	Appropriate personal protective equipment selected, correctly fitted and used.
	2.3	Quality Assurance requirements associated with company's operations recognised and adhered to.
3. Deal with emergency situations	3.1	Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility.
	3.2	Emergency procedures are correctly followed in accordance with enterprise procedures.
	3.3	Assistance is promptly sought from colleagues and/or other authorities where appropriate.
	3.4	Details of emergency situations are accurately reported in accordance with enterprise policy.

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Guidelines may relate to:

- enterprise policy
- relevant regulations
- insurance requirements

Safety and security procedures may include but are not limited to procedures for:

- fire and accidents
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- security of documents, cash, equipment, people
- key control systems

Workplace environment and safety issues may include:

- appropriate personal clothing and footwear
- safety in areas such as:
  - the dining room
  - walkways and corridors
  - pool and poolside
  - in the rooms

Emergency situations may include but are not limited to:

- bomb threats
- deranged customers
- accidents (falls, choking, cut, burns)
- robbery
- fire
- armed hold up
- floods
- earthquakes
- hurricanes

## EVIDENCE GUIDE

Competency is to be demonstrated by applying safety and security procedures in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- Evidence should include a demonstrated understanding of the importance of working in accordance with safety and security procedures, and of the potential implications of disregarding those procedures

### (2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- industry/sector insurance and liability requirements in relation to guests and individual staff responsibilities
- occupational safety issues applicable to a hotel environment
- common safety issues and procedures for dealing with them in a tourism and hospitality setting (hotel, guest house, restaurant, attraction site)
- major causes of workplace accidents relevant to the work environment identified in the range statement
- possible security risks in a hospitality environment and ways of dealing with them (eg. Bomb threat)

Skills

The ability to:

- follow safety and security procedures in tourism and hospitality workplaces
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with security risks in the work environment

**(4) Resource Implications**

The following resources should be made available:

- hospitality environment sufficient for demonstrating this competency (simulated or actual enterprise)

**(5) Method of Assessment**

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job and will require simulation of possible security and safety situations.



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCOR0091A: Observe hygiene practices**

Competency Descriptor:

This unit deals with the skills and knowledge required to follow the key hygiene procedures, which apply in many sectors of the hospitality industry. It is particularly relevant to the Kitchen, Housekeeping, Food & Beverage and some Tour Operations.

Competency Field:

Hospitality

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1.	Follow hygiene procedures	1.1	Workplace hygiene procedures are strictly followed in accordance with enterprise standards.
		1.2	Handling and storage of all items is completed in accordance with enterprise standards and proper hygiene practices.
2.	Identify and prevent hygiene risks	2.1	Potential hygiene risks are promptly identified and dealt with appropriately.
		2.2	Action is taken to minimise or remove risks identified within the scope of individual responsibility.
		2.3	Hygiene risks beyond the control of individual staff members are promptly reported to the appropriate person for follow up.

## RANGE STATEMENTS

This unit applies to various hospitality sectors.

Hygiene procedures may be related to:

- food
- beverage
- linen
- handling of garbage
- cleaning procedures
- personal activities on-the-job

Potential hygiene risks may include:

- evidence of risk for cross contamination
- inappropriate personal hygiene practices
- trafficking
- rodents
- insect infestation

Action taken may include:

- removing potential risk
- taking corrective action
- taking preemptive action

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively follow workplace hygiene procedures in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Look for:

- understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures
- knowledge of practical workplace examples
- ability to follow established procedures

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- factors which contribute to hygiene problems
- general hazards in the handling of food, including major causes of food poisoning
- overview of relevant regulations in relation to food hygiene
- typical hygiene control procedures in the hospitality industry

Skill

The ability to:

- follow hygiene procedures
- identify and prevent hygiene risks

**(4) Resource Implications**

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include a range of methods to assess underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCOR0031A: Develop and update hospitality industry knowledge

### Competency Descriptor:

This unit deals with the skills, knowledge and attitudes required to access, increase/update and share knowledge of the hospitality industry, including different industry sectors and relevant information on heritage and cultural practices. This knowledge underpins effective performance in all sectors.

### Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Update hospitality industry knowledge	1.1	Informal and/or formal research is used to update general knowledge of the hospitality industry.
		1.2	Specific information on sector of work is accessed and updated.
2.	Seek and share information on the hospitality industry	2.1	Sources of information on the hospitality industry are correctly identified and accessed.
		2.2	Information to assist effective work performance within the industry is obtained.
		2.3	Information is shared with customers and colleagues as appropriate, and incorporated into day to day working activities.
		2.4	Industry information is correctly applied to day to day work activities.

### RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Information sources may include but are not limited to:

- media
- reference books
- libraries
- unions
- maps
- resource person
- industry associations
- industry journals
- internet
- personal observation and experience

**EVIDENCE GUIDE**

Competency is to be demonstrated by accessing, increasing, updating and sharing knowledge of the Hospitality Industry in accordance with the performance criteria and the range listed within the Range of Variables Statement.

**(1) Critical Aspects of Evidence**

- the specific focus of this unit will depend upon the industry sector
- evidence should include a demonstrated broad knowledge of the hospitality industry plus a more detailed knowledge of the issues that relate to
- a specific sector or workplace
- local heritage and cultural practices
- expectations of tourists as conditioned by their cultural habits

**(2) Pre-requisite Relationship of Units**

- THHGAD0101A Source and Present Information

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

Different sectors of the hospitality industry and their interrelationships including a general knowledge of the role and function of but not limited to the following:

- food and beverage
- front office
- food production
- housekeeping
- clubs
- entertainment
- overview of quality assurance in the hospitality industry and the role of individual staff members
- industry information sources
- local heritage
- local cultural practices
- general expectations of various categories of tourist as influenced by their own cultural backgrounds and peculiarities
- the role of trade unions and employer groups in the industry

Skills

The ability to:

- apply questioning techniques to obtain information
- sort and summarise information
- share information with colleagues
- relate information on local heritage
- apply and explain various cultural practices as relevant to area of work
- relate to tourists from various cultures
- locate places on a world map
- give directions using a local map

**(4) Resource Implications**

The following resources should be made available:

- a hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.



**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCOR0051A: Communicate on the telephone**

Competency Descriptor:

This unit deals with the skills, knowledge and attitudes required to effectively communicate on the phone. It is an essential skill for large numbers of people working in all sectors of the tourism and hospitality industries.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Respond to incoming telephone calls	1.1	Calls are answered promptly, clearly and politely in accordance with enterprise standards.
		1.2	Friendly assistance is offered to the caller and the purpose of the call is accurately established.
		1.3	Details are repeated to caller to confirm understanding.
		1.4	Callers' enquiries are responded to or transferred promptly to the appropriate location/person.
		1.5	Requests are accurately recorded and passed to the appropriate department/person for follow up.
		1.6	Where appropriate, opportunities are taken to promote enterprise products and services.
		1.7	Messages are accurately relayed to the nominated person within designated timelines.
		1.8	Threatening or suspicious phone calls are promptly reported to the appropriate person in accordance with enterprise procedures.
2.	Make telephone calls	2.1	Correct telephone numbers are obtained.
		2.2	Purpose of the call is clearly established prior to calling.
		2.3	Equipment is used correctly to establish contact.
		2.4	Relevant information, for example, personal and/or company names and reason for calling, is clearly communicated.
		2.5	Telephone manner is polite and courteous at all times.

## RANGE STATEMENTS

This unit applies to all hospitality and tourism sectors:

Telephone communication may take place in a range of different contexts including but not limited to:

- office
- reception area
- on tour
- on site
- on mobile phone
- with customers
- with colleagues

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively communicating on the phone in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Look for:

- ability to effectively operate telephone equipment
- ability to provide courteous and friendly telephone service
- clarity in oral communication

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- specific telephone system operation
- enterprise products and services
- oral communication skills
- basic written skills for taking messages

#### Skill

The ability to:

- respond to incoming telephone calls
- make telephone calls

**(4) Resource Implications**

The following resources should be made available:

- service environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCOR0061A: Operate in a culturally diverse work environment

Competency Descriptor:

This unit deals with the cultural awareness that is required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Communicate with customers and colleagues from diverse backgrounds	1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity.  1.2 Verbal and non-verbal communication takes account of cultural differences.  1.3 Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person's language.  1.4 Assistance from colleagues, reference books or outside organisations is obtained when required.
2. Deal with cross cultural misunderstandings	2.1 Issues, which may cause conflict or misunderstanding in the workplace, are identified.  2.2 Difficulties are addressed with the appropriate people and assistance is sought from team leaders.  2.3 When difficulties or misunderstandings occur, possible cultural differences are considered.  2.4 Efforts are made to resolve the misunderstanding, taking account of cultural differences.  2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow up.

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors

Possible cultural differences may include but are not limited to:

- language spoken
- forms of address
- levels of formality/informality
- non-verbal behaviour
- work ethics
- personal grooming
- family obligations
- recognised holidays
- customs
- special needs
- product preferences

Cultural differences may include but are not limited to those of the following nature:

- race
- language
- special needs
- disabilities
- family structure
- gender
- age
- religious practices

Attempts to overcome language barriers may include:

- meeting customers
- saying farewell to customers
- giving simple directions/ instructions
- answering simple enquiries
- preparing for, serving and assisting customers
- describing goods and services

Outside organisations may include, but are not limited to:

- interpretative services
- diplomatic services
- local cultural organisations
- appropriate government agencies

## EVIDENCE GUIDE

Competency is to be demonstrated by communicating effectively with customers and colleagues in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated knowledge of what it means to be 'culturally aware' and a demonstrated ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role
- evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time
- the focus of this unit will vary depending upon the cultural context of the workplace and the cultural background of the individual
- assessment should take account of the cultural variances and requirements that apply in particular situations

**(2) Pre-requisite Relationship of Units**

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed in conjunction with other operational and service units.

This unit also has a very strong link with THHCOR011A Work with Colleagues and Customers and repetition in training should be avoided.

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- principles that underpin cultural awareness
- the different cultural groups in the Jamaican/Caribbean society

Skills

The ability to:

- apply basic knowledge of the various cultures of visitors from different nationalities and or ethnic groups, in your daily interaction with the tourists
- recognize the various international tourist groups

**(4) Resource Implications**

The following resources should be made available:

- a simulated or actual hospitality environment

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**ITICOR0011A: Carry out data entry and retrieval procedures**

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer, to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field:

Information Technology and Communications - Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
		1.2	The hardware components of the computer and their functions are correctly identified.
		1.3	Equipment is powered up correctly.
		1.4	Access codes are correctly applied.
		1.5	Appropriate software is selected or loaded from the menu.
2.	Enter data	2.1	Types of data for entry correctly identified and collected.
		2.2	Input devices selected and used are appropriate for the intended operations.
		2.3	Manipulative procedures of Input device conform to established practices.
		2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
		2.5	Computer files are correctly located or new files are created, named and saved.
		2.6	Data is accurately entered in the appropriate files using specified procedure and format.
		2.7	Data entered is validated in accordance with specified procedures.

- 2.8 Anomalous results are corrected or reported in accordance with specified procedures.
- 2.9 Back-up made in accordance with operating procedures.
- 3. Retrieve data
  - 3.1 The identity and source of information are established.
  - 3.2 Authority to access data is obtained where required.
  - 3.3 Files and data are correctly located and accessed.
  - 3.4 Integrity and confidentiality of data are maintained.
  - 3.5 The relevant reports or information is retrieved, using approved procedure.
  - 3.6 Formats to retrieved report or information conform to requirements.
  - 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
  - 5.1 Requirements for document are verified where necessary.
  - 5.2 The given format and layout are appropriately applied.
  - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
  - 5.4 Data manipulating facilities are used correctly.
  - 5.5 Format reflects accuracy and completeness.

- |   |     |   |
|---|-----|---|
| 6. Monitor the operation of equipment               | 6.1 | The system is monitored to ensure correct operation of tasks.   |
|   | 6.2 | Routine system messages are promptly and correctly dealt with.  |
|   | 6.3 | Non-routine messages are promptly referred in accordance with operating requirements.   |
|   | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.                         |
|   | 6.5 | Output devices and materials are monitored for quality.   |
| 7. Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures.  |
|   | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
|   | 7.3 | E-Mail is sent and retrieved competently.   |
| 8. Close down computer system                       | 8.1 | The correct shut down sequence is followed.   |
|   | 8.2 | Problem with shutting down computer is reported promptly.   |
|   | 8.3 | All safety and protective procedures are observed.  |
|   | 8.4 | The system integrity and security are preserved.  |
| 9. Maintain computer equipment                      | 9.1 | Cleaning materials and/or solutions used meet specified recommendation.   |
|   | 9.2 | The equipment is cleaned as directed.   |
|   | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel.  |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

### Equipment:

- install supplied computer
- install supplied peripherals

### Work environment:

- equipment
- furniture
- cabling
- power supply

### Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

### Data:

- textual
- numerical
- graphical

### Software systems to include for:

- word processing
- spread sheet
- internet access

### File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

### Files save on:

- network
- magnetic media
- personal PC

### Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry
  - management system
- methods of locating files
- organisation's standards applicable to
  - accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of
  - information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4) Resource Implications**

Files saved on network, magnetic media, and personal Computer

Input devices: Keyboard, mouse, other selection devices

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCAT0662A: Prepare foods according to specific dietary and cultural needs

Competency Descriptor:

This unit refers to the preparation and cooking of foods to meet specific cultural and dietary needs.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and present foods to satisfy dietary needs	1.1	Special requirements for therapeutic diets are identified.
		1.2	Ingredients essential for therapeutic diet requirements are selected.
		1.3	Appropriate ingredients are selected to ensure the quality of end products.
		1.4	Suitable preparation and cooking techniques are employed.
		1.5	Food texture is modified where appropriate to suit specific requirements.
		1.6	An adequate range of nutritionally balanced food is presented in an appetising and attractive manner.
2.	Prepare foods to satisfy special cultural needs	2.1	Requirements are identified and met for specific cultural groups identified.
		2.2	Appropriate equipment and cooking techniques are employed for specific diets.
		2.3	Food is prepared and served taking into account cultural considerations.
		2.4	An adequate range of nutritionally balanced food is presented in an appetising and attractive manner.
3.	Prepare foods to satisfy target markets	3.1	Special dietary needs are identified and met for target groups.
		3.2	An adequate range of nutritionally balanced food is prepared and presented in an appetising and attractive manner.



## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Target groups include but not limited to:

- aged
- infants
- children
- adolescents
- male/female
- hospital patients
- prisoners
- athletes
- diabetics

Special dietary needs includes therapeutic and contemporary

Special dietary needs include but not limited to:

- vegetarian
- vegan
- modified sodium/potassium
- low fat/cholesterol
- high fibre
- gluten free
- high/low energy
- diabetic
- modified texture
- high/low protein
- fluids

Groups identified include but not limited to:

- Rastafarian
- Jewish
- Seventh Day Adventist
- Vegetarian

Contemporary diet regimes include:

- fit for life
- macrobiotic
- low-fat

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare and cook foods according to specific dietary and cultural needs in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence is required of knowledge and understanding of a range of different cultural, dietary and special requirements. However, the focus of this range will vary according to the target markets of a particular workplace.

Evidence of knowledge and understanding is required of basic principles and practices of:

- nutrition
- hygiene
- dietary guidelines for diabetics

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- appearance and quality
- nutrition
- hygiene
- dietary guidelines for diabetics
- Contemporary diet regimes including:  
(fit for life, macrobiotic, low-fat)

Skill

The ability to:

- prepare and present foods to satisfy dietary needs
- select ingredients for therapeutic diet requirements
- modify food texture
- prepare foods to satisfy special cultural needs
- prepare foods to satisfy target markets

**(4) Resource Implications**

- food preparation and presentation areas

**(5) Method of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of food can be demonstrated. This should be supported by assessment of underpinning knowledge.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed in the workplace or in a simulated environment where a full range of suitable kitchen equipment and materials is provided

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCFP0403A: Plan and control menu-based catering

Competency Descriptor:

This unit deals with the processes involved in planning, preparing and controlling menus.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare menus	1.1 A variety of appropriate menu types are prepared as required by the enterprise. 1.2 Menus are costed to comply with given costing restraints. 1.3 Where appropriate, menus are prepared in a sequential manner.
2. Control menu-based catering	2.1 Production schedules are planned to give consideration to menu constraints, available equipment, expertise of labour and available time. 2.2 Labour costs are controlled with consideration given to rosters, scheduling, award conditions and rates. 2.3 Product utilisation and quality are optimised through the application of portion control and effective yield testing. 2.4 Stock control measures are applied by following correct receiving and storing procedures.
3. Maintain security	3.1 Security is maintained in food production and storage areas to minimise risks of theft, damage or loss.

### RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided

Menu items are planned to take into account:

- achieving a balance in the variety of cooking principles, colours, tastes and food textures
- nutritional values
- seasonal availability factors
- popularity in sales

Catering control systems can be manual or computerised, and may include but not be limited to the use of the following:

- production planning sheets
- sales analysis forms
- daily kitchen reports

Menus are prepared using:

- terminology appropriate to the market and style of menu
- item descriptions which will promote the dishes

Types of menus may include but is not limited to:

- table d'hote
- a la carte
- set
- function
- cyclical sheets

This unit can apply to a range of settings and is not limited to:

- banquets
- breakfasts
- lunches
- dinners
- parties
- open kitchens

## EVIDENCE GUIDE

Competency is to be demonstrated by efficiently plan and control menu-based catering in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently plan and prepare menu based catering to enterprise standards

### (2) Pre-requisite Relationship of Units

- THHCFP0221A Organise and prepare food

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- organisational skills and teamwork
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends in menus
- principles involved in menu planning for breakfasts, lunches, dinners, banquets, parties
- how to achieve a balance in the variety of cooking principles, colours, tastes and food textures
- use of production planning sheets, sales analysis forms and daily kitchen reports in menu planning

Skill

Ability to:

- prepare a variety of menu types
- cost menus
- plan production schedules
- control labour costs
- apply portion control
- conduct yield testing
- apply stock control measures
- minimise risks of theft, damage or loss

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCFP0413A: Organise bulk cooking operations

Competency Descriptor:

This unit deals with the organisational process required to organise bulk-cooking operations.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan kitchen operations	<p>1.1 Quantities are determined and calculated accurately according to recipes and specifications.</p> <p>1.2 Food items are ordered in correct quantities for requirements.</p> <p>1.3 A mise en place list for food and equipment is prepared which is appropriate to the situation, clear and complete.</p> <p>1.4 Work schedule and work flow plans for the relevant section of kitchen are designed to maximise teamwork and efficiency.</p>
2. Organise production of menus	<p>2.1 Preparation and service of orders for the relevant section of the kitchen are organised to enable smooth work flow and to minimise delays.</p> <p>2.2 Dishes are sequence controlled to enable smooth workflow and minimise delays.</p> <p>2.3 Quality control is exercised at all stages of preparation and cooking to ensure that presentation, design, eye appeal and portion size of menu items are to required standards.</p> <p>2.4 Appropriate procedures are put into place to ensure that receiving and storing as well as cleaning procedures are correctly followed.</p>
3. Select cooking systems	<p>3.1 Specific requirements for installation are assessed.</p> <p>3.2 Advantages and reasons for the chosen system are considered carefully.</p> <p>3.3 The production changes required to reflect the system are taken into account.</p> <p>3.4 Sound knowledge about the equipment used in the chosen system is taken into account when selecting a system.</p> <p>3.5 Appropriate equipment is utilised to assist cooking operations.</p>



4. Use preparation and cooking techniques appropriate to the system
- 4.1 Menu items are compatible with the type of system chosen.
  - 4.2 Specialist recipes are prepared and served taking into account the type of food service system.
  - 4.3 Food is prepared using methods, which take into account the effects of different methods of preparation on nutrition quality and structure.

## RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided.

Bulk cooking systems may include but is not limited to the following:

- fresh cook
- cook chill - 5 day
- cook chill - extended life
- cook freeze

## EVIDENCE GUIDE

Competency is to be demonstrated by efficiently organise bulk cooking operations in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently organise bulk-cooking operations to enterprise standards

### (2) Pre-requisite Relationship of Units

It is recommended that this unit be assessed either in conjunction with or after the following units:

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- fresh cook
- cook chill - 5 day life
- cook chill - extended life
- cook freeze
- organisational skills and teamwork
- safe work practices particularly in relation to bending and lifting
- nutrition principles which relate to each system
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles of occupational health and safety
- hygiene codes
- HACCP
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends in menus

Skills

The ability to:

- determine and calculate quantities according to recipes and specifications
- order food items
- prepare A mise en place list for food and equipment
- design work schedule and work flow plan for kitchen operations
- organise preparation and service of orders
- sequence and controlled dishes
- exercise quality control
- monitor receiving and storing as well as cleaning procedures
- select cooking systems
- prepare and serve specialist recipes

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0423A: Organise food service operations**

Competency Descriptor:

This unit deals with the organisational process required to organise Food Service operations.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan kitchen for food production	1.1 Quantities are determined and calculated accurately according to recipes and specifications. 1.2 Food items are ordered in correct quantities for requirements. 1.3 A jobs checklist for food and equipment is prepared which is appropriate to the situation, clear and complete. 1.4 A work schedule for the relevant section of kitchen is designed to maximise teamwork and efficiency.
2. Organise food production	2.1 Preparation and service of orders for the relevant section of the kitchen are organised to enable smooth work flow and minimise delays. 2.2 Dishes are sequence controlled to enable smooth work flow and minimise delays. 2.3 Quality control is exercised at all stages of preparation and cooking to ensure that presentation, design, eye appeal and portion size of menu items are to required standards.
3. Ensure smooth work flow	3.1 Appropriate procedures are put into place to ensure that receiving and storing as well as cleaning procedures are correctly followed.

**RANGE STATEMENTS**

This unit applies to all catering operations where food and related services are provided

Menus may include but not limited to:

- a la carte
- set (table d'hote)
- cyclical
- function

## EVIDENCE GUIDE

Competency is to be demonstrated by efficiently organise food service operations in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently organise food service operations to enterprise standards

### (2) Pre-requisite Relationship of Units

It is recommended that this unit be assessed either in conjunction with or after the following units:

- THHCFP0221A Organise and prepare food

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices particularly in relation to bending and lifting
- nutrition principles which relate to each system
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles of occupational health and safety
- hygiene codes
- HACCP
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends in menus

#### Skills

The ability to:

- determine and calculate quantities according to recipes and specifications
- order food items
- prepare A mise en place list for food and equipment
- design work schedule and work flow plan for kitchen operations
- organise preparation and service of orders
- sequence and controlled dishes
- exercise quality control
- monitor receiving and storing as well as cleaning procedures
- select cooking systems
- prepare and serve specialist recipes

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0683A: Plan and setup buffet service**

Competency Descriptor:

This unit applies to the planning, preparing and displaying of a wide range of show pieces appropriate for a buffet service.

Competency Field:

Hospitality

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Plan buffet service	1.1	Planned buffet pieces are appropriate for the occasion.
	1.2	Requirements for setting up buffet are identified and relevant procurement arrangement initiated.
	1.3	Planning takes into account the size of the group being catered for.
	1.4	Appropriate contingency plans are in place.
	1.5	All quantities are accurately calculated.
2. Prepare buffet area	2.1	Items suitable for enhancing the appearance of the buffet area are identified and made ready for use.
	2.2	Decoration items are shaped/arranged into desired forms applying appropriate techniques and using creative flair and skills.
	2.3	Showpieces are assembled with attention to balance, proportion and strength.
	2.4	Area for display is adequate for size and quantity of items.
	2.5	Set up area demonstrates consideration for guests' safety and effort to maximize traffic flow.
3. Display buffet items	3.1	Buffet items are laid out in an attractive manner and grouped according to types.
	3.2	Layout demonstrates consideration for flow and serving sequence.
	3.3	All required utensils and accompaniments are on display and in correct positions.

- 3.4 Labels are appropriate and correctly placed.
- 3.5 Provision for heating items is in place, correctly and safely arranged.

## RANGE STATEMENTS

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements.

The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Establishments to include but not limited to:

- restaurants
- hotels
- cafes
- commercial catering operations
- function facilities

Buffet show pieces include:

- Carvings (ice, talloh, sugar works, fruits and vegetables)
- Flowers and other plants
- Lightings

Buffet to include:

- Cold items
- Hot items
- Breakfast
- A-la-carte

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively plan, prepare and setup buffet in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence is required of knowledge and understanding of handling techniques and safety requirements relating to possible dangers when setting up buffet items
- demonstrated ability to plan, setup and arrange buffets

### (2) Pre-requisite Relationship of Units

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of

- considerations in planning for a buffet service
- safety factors influencing the preparation of buffet service
- fire prevention consideration
- various techniques in decorating buffet area
- service sequencing and flow control
- how to treat burns
- types of buffet arrangements
- factors to consider when determining size of buffet display

Skill

The ability to:

- plan buffet arrangement
- select appropriate equipment and materials and supplies
- assemble buffet area
- display buffet items

**(4) Resource Implications**

The resources to include:

- suitable utensils, equipment and supplies for the preparation and display of buffets

**(5) Method of Assessment**

Demonstration of competence must include the planning, preparation and setting up of at least two types of buffet. This should be supported by assessment of underpinning knowledge.

**(6) Context of Assessment**

This unit must be assessed in the workplace or simulated environment where adequate and appropriate equipment and materials are provided.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0673A: Perform menu planning**

Competency Descriptor:

This unit deals with the skills and knowledge involved in menu planning taking into account factors of costing and customers' dietary and cultural needs.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Prepare menu plans		1.1	Menu plans take account of customer, financial, cultural and dietary requirements and conforms to the policy of the enterprise.
		1.2	Contemporary dietary practices are taken into consideration.
		1.3	The discreet needs of given target markets are correctly identified and appropriately factored in the menu plans.
		1.4	Menus are balanced to meet nutritional needs of customers.
		1.5	Preparation times for overall menus and individual menu items are correctly established.
		1.6	The menu formats are attractive and styles consistent with the occasion and image of the enterprise.
		1.7	Menus reflect sufficient choices of dishes.
		1.8	The menu takes full account of available resources and relevant factors.
		1.9	Menus are reviewed and updated when appropriate.
		1.10	Cultural customs are observed.
2. Cost menu items		2.1	Quantity of ingredients is accurately calculated taking into account all relevant factors.
		2.2	Projected product yield is correctly determined.
		2.3	All relevant factors are taken into account in calculating the menu cost.
		2.4	Units of measurement of cost are correctly applied.
		2.5	Costs of menu items are accurately calculated based on relevant information.

- 2.6 Prices are competitive and reflect the financial objectives of the enterprise.
- 2.7 Unit of measurement is consistently applied.
- 2.8 Effort to minimize repetition of ingredients is evident.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

This unit applies to all catering operations where food and related services are provided and includes but not limited to the following establishments/operations:

- educational institutions
- cafeterias/canteens/cafes/gourmet food shops
- health establishments
- correctional services
- residential catering
- in-flight catering
- events catering
- private catering

Target markets include:

- aged care
- infants/children/adolescents
- corrective services
- athletes
- health care institutions
- hotel guests (current, potential)

Dietary needs include but is not limited to:

- vegetarian
- vegan
- modified sodium/potassium
- low fat/cholesterol
- gluten free
- high fibre
- modified texture
- high/low protein
- fluids
- high/low energy
- diabetic
- fruitarian
- pesco-vegetarian

Relevant factors include:

- style of service
- competition
- social factors
- seasonal availability
- popularity
- sales mix
- materials (food, drink, consumables); labour (wages and salaries); overheads (e.g. cost of supporting services, depreciation, power, light)

Occasion refers to kind and type of meals to include:      Types of menu:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• breakfast</li> <li>• lunch</li> <li>• dinner</li> <li>• afternoon tea</li> <li>• brunch</li> <li>• snack</li> <li>• banquet</li> <li>• high tea</li> </ul> | <ul style="list-style-type: none"> <li>• table d'hôte</li> <li>• a la carte</li> <li>• cycle</li> <li>• banquet</li> <li>• static</li> <li>• California</li> <li>• children</li> </ul> |
|---|--|

Menu is planned for:

- 1 – 10 covers
- 11 – 50 covers
- 51 + covers

Contemporary diet regimes include:

- Fit for life
- macrobiotic
- low-fat

Costs to include:

- direct cost
- indirect cost
- variable cost

Financial objectives include:

- profit percentage
- loss percentage
- break even margin
- unit cost

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to carry out meal planning in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence of knowledge and understanding of the following is required:

- the food groups
- suitable foods for selected target groups
- food analysis tables
- Basic mathematic principles (e.g. ratio and proportion, weights and measure – metric)

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- principles of menu planning and recipe preparation
- the relevance of situations such as cultural and religious practices; seasonal events and health conditions to menu planning
- affordability issues
- principles and importance of testing new recipe
- information gathering techniques and procedures
- various organizational system for acquiring supplies including (central purchasing, decentralized purchasing)
- how to review the suitability of new recipes
- how to monitor the progress of menu development
- How to establish projected product yields
- how to cost recipes
- The implication new recipes upon existing resources (equipment and labour)
- how to identify new resource requirement
- factors that may influence the style of menu offered
- how to develop menu balance
- how to maximise available resources

Skills

The ability to:

- identify dietary and cultural needs of customers
- develop menus to meet dietary and cultural needs
- establish preparation times individual menu items
- review and update menu as scheduled
- develop meal plans
- Prepare cyclic menus
- prepare recipes
- establish ingredients ratios, cooking times and temperatures
- establish portion yield
- calculate quantity of ingredients
- calculate menu cost
- calculate unit cost
- test new recipe
- prepare market list

**(4) Resource Implications**

- actual or simulated catering operations where food and related services are provided

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0662A: Arrange cold platter**

Competency Descriptor:

This unit deals with the skills and knowledge involve in arranging cold platter. It includes selection and preparation of items and arranging displays, demonstrating creative and artistic flare.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Prepare for activities		1.1	Work is planned and time is appropriately allocated taking into account situations that may disrupt daily schedules.
		1.2	Tools to be used for activities are appropriate and in workable condition.
		1.3	Quantity/size/dimension of items needed is correctly determined.
		1.4	Worker is appropriately dressed.
		1.5	Work area is appropriately prepared and all safety precautions observed.
2. Select and prepare ingredients		2.1	Ingredients selected are free of defects that may affect the appearance of the arrangement.
		2.2	Ingredients meet sanitary and hygiene requirements.
		2.3	Ingredients are prepared consistent with the intended purpose and style of the arrangement.
		2.4	Selection of garnish is of appropriate type, texture and colour for intended platter arrangement.
3. Prepare arrangement		3.1	Selected base is appropriate for intended size and purpose for the platter arrangement.
		3.2	Arrangement reflects an awareness of cross contamination prevention.
		3.3	Action is taken to prevent/minimize wastage.
		3.4	Arranged platter reflects profile of given design and or consistency with client's requests.



- |    |                             |  |   |
|----|-----------------------------|--|---|
|    | 3.5                         | Ingredients are arranged in ways that reflect colour coordination, uniformity of format and visual appeal. |   |
|    | 3.6                         | Arranged platter not for immediate use are stored under appropriate condition.                             |   |
|    | 3.7                         | Plated arrangement is attractive and nutritionally balanced.   |   |
| 4. | Present platter arrangement | 4.1  | Appropriate work attitudes are displayed at all times.  |
|    |                             | 4.2  | Arrangement for buffet display is, attractive and has customer appeal and appropriately elevated.                         |
|    |                             | 4.3  | Complementary materials are appropriately positioned applying appropriate techniques and using creative flair and skills. |
|    |                             | 4.4  | Buffet arrangement is assembled with attention to balance, colour coordination and proportion.                            |
|    |                             | 4.5  | Finished Displays reflect a sense of artistry and customer appeal.  |

## RANGE STATEMENTS

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Arrangement should be reflective of:

- uniformity
- avoidance of cross-contamination
- colour harmony
- garnish blend

Arrangements include those for:

- tables
- stand-on-own display/floor
- tray arrangements
- plate arrangements

Platters to include:

- semi-circles
- squares

Preparation of ingredients to include:

- cutting
- slicing
- dicing
- mixing of colours

Presentation to demonstrate:

- proper use of colours
- creation of background
- the use lighting
- proper elevation techniques

Location include:

- indoors
- outdoors

Types of arrangements include:

- fruit and cheese
- cheese
- fruit
- whole fruit
- cold meat
- cold seafood

Arrangement is made for:

- Buffet
- Table service
- Tray service

Occasions to include:

- weddings
- parties
- banquets
- ceremonies
- buffet

Work attitude include:

- creativity,
- acting on initiative,
- working safely,
- avoiding waste of time

Format to include:

- creating folds and twists
- arrangement of items by type and colour
- single items
- multiple items

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare and display cold platters in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include artistic skills and creativity in the arrangement of cold platters using single and multiple ingredients

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- planning and scheduling of activities
- selection and preparation of fruits, meat and seafood for platter arrangement
- special characteristics of fruits selected for platter arrangements
- contra-indications in the selection, handling and use of precooked seafood and meat
- considerations when storing precooked or raw seafood and meat with fruits and vegetables and other animal products
- a range of presentation formats for cold platters
- the importance of elevation in displaying platter arrangements
- the importance of lighting in the display arrangement
- harmonizing and contrasting colours
- distinguishing features between arrangements for buffet, table and tray service
- health and hygiene considerations in displaying cold platters

Skill

The ability to:

- select items for platter arrangements
- prepare items
- Prepare cold platter arrangements for plate service
- Prepare cold platter arrangements for tray service
- Prepare cold platter arrangements for buffet service
- store cold platter arrangements
- set up displays

**(4) Resource Implications**

The resources are to include but not limited to:

- items mentioned in the Range Statement such as cold meats, sea foods, .fruits, lighting supplies, a range of platters

**(5) Method of Assessment**

Demonstration of competence must include:

- production of a range of cold platter arrangements consistent with the Range Statement
- set up buffet arrangement
- This should be supported by assessment of underpinning knowledge.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated work environment where the preparation and display of cold platter can be demonstrated.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0433A: Prepare pates and terrines**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare pate and terrines.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop new recipes	1.1 Recipes for pates and terrines are developed using a range of suitable products, with consideration given to taste and presentation.  1.2 Pate and terrine recipes which are developed are tested for taste and yield.
2. Prepare pates and terrines	2.1 A range of pates and terrines are prepared according to standard recipes.  2.2 A range of binding agents and processes required in the preparation of basic forcemeat is prepared and used.  2.3 Specialised machinery for making pates and terrines is used correctly and safely according to the manufacturer's standards.
3. Present pates and terrines	3.1 Pates and terrines are presented attractively for various uses that may include but not be limited to appetisers, starters or in buffets.  3.2 Pates and terrines are decorated appropriately with consideration given to contemporary tastes in colour presentation and eye appeal.

**RANGE STATEMENTS**

This unit applies to all catering operations where food and related services are provided.

The terms pates and terrines refer to a range of products which can be made from:

- meats
- poultry
- game
- seafood
- fruits and vegetables

The term pate (French for paste) refers to any edible food that has been ground or pureed to a paste and set and/or baked in a container or mould. The term can also be used to refer to pate en croute.

## EVIDENCE GUIDE

Competency is to be demonstrated by efficiently prepare and present pates and terrines in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently prepare and present pates and terrines to enterprise standards
- evidence should also include a detailed understanding of the different classifications of meats

### (2) Pre-requisite Relationship of Units

- THHCFP0221A Organise and prepare food

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- production of pates and terrines
- culinary terms commonly used in relation to pates and terrines
- hygiene requirements relating to possible bacterial spoilage in the preparation
- storage and service of these products
- outcomes of the various binding agents and processes used in the preparation of pates and terrines
- logical and time efficient work flow

#### Skills

The ability to:

- develop recipes for pates and terrines
- test recipes for taste and yield
- prepare a range of pates and terrines
- prepare binding agents for basic forcemeat
- prepare basic forcemeat
- use specialised machinery for making pates and terrines
- present pates and terrines
- decorate Pates and terrines

### (4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas

### (5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of pates and terrines can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCFP0514A: Establish and maintain quality control

Competency Descriptor:

This unit deals with the skills and knowledge required to ensure that high standards of quality are established and maintained.

Competency Field:

Hospitality

### ELEMENT OF COMPETENCY

### PERFORMANCE CRITERIA

1. Establish and implement procedures for quality control	1.1 Appropriate procedures are applied to ensure quality of menu items.
	1.2 Products and services are consistent and meet established requirements.
	1.3 Food items match menu descriptions.
2. Monitor quality	2.1 Procedures to monitor quality are correctly applied.
3. Solve quality related problems	3.1 Problems related to quality control are accurately identified and solved.

### RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided.

Quality of menu items with regard to:

- raw materials
- cooking processes
- portion control
- presentation

Procedures to monitor quality include:

- observation
- tasting
- seeking feedback

### EVIDENCE GUIDE

Competency is to be demonstrated by efficiently establish and maintain controls in accordance with the performance criteria and the range listed within the range of variables statement.

#### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently implement and maintain quality control to enterprise standards



**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- organisational skills and teamwork
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- historical development of menus, modern trends in menus
- link of quality control to market share and profitability
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control

**Skill**

The ability to:

- establish procedures for quality control
- implement procedures for quality control
- ensure quality of menu items
- solve quality related problems

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the implementation and maintenance of quality control can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCAT0703A: Apply catering control principles**

## Competency Descriptor:

This unit covers the application of catering control principles to the ordering, storage and processing of food, in order to minimise wastage.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify procedures to reduce wastage	1.1 Procedures for reducing wastage are identified and effectively applied. 1.2 Security measures to reduce loss are identified.
2. Carry out catering control procedures	2.1 Portion control is carried out effectively. 2.2 Calibrated equipment is used where appropriate to ensure correct portion control. 2.3 Recipes are followed accurately to avoid mistakes. 2.4 Ordering is appropriate for turnover and is adequate but minimum for requirements. 2.5 Stock is rotated and accurately documented. 2.6 Food is correctly and securely stored to minimise wastage and loss.
3. Dispose of waste	3.1 Re-usable products including off-cuts, bones and trimmings are utilised effectively. 3.2 Recyclable products such as glass, plastics, paper and vegetable matters are utilised or disposed of in an environmentally appropriate way. 3.3 Non-recyclable products are disposed of according to appropriate health and safety procedures.

## RANGE STATEMENTS

Procedures for reducing wastage include but not limited to:

- portion control
- ordering to specifications
- stock rotation
- using appropriate equipment
- appropriate storage
- standard recipe cards

This unit applies to all catering operations where food and related services are provided:

Catering control procedures are the processes and procedures implemented at the operational level that result in the control of costs, energy usage, materials and time.

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply catering control principles in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence of knowledge and understanding is required of basic principles and practices of:

- hygiene
- occupational health and safety
- storage of food
- ordering and stock control
- application of catering control procedures

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- hygiene
- Occupational health and safety
- logical and time efficient work flow
- portion control
- ordering to specifications
- stock rotation
- using appropriate equipment
- appropriate storage
- standard recipe cards
- costs control principles
- principles of the economic use of energy, material and time

Skill

Ability to:

- identify procedures to reduce wastage
- carry out catering control procedures
- utilise re-usable products including off-cuts, bones and trimmings
- dispose of waste

**(4) Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

Assessment of underpinning knowledge should be supported by oral or written tests/questions and case studies either on or off the job.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit should be assessed on-the-job or in a simulated environment where candidates may undertake suitable activities such as ordering, storing and preparing food.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHGCS0023A: Deal with conflict situations**

Competency Descriptor:

This unit deals with the skills and knowledge required to handle difficult interpersonal situations – both with customers and colleagues.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify conflict situations	1.1	Potential for conflict is quickly identified and swift and tactful action is taken to prevent escalation.
		1.2	Situations where personal safety of customers or colleagues may be threatened are quickly identified and appropriate assistance is organised.
2.	Resolve conflict situations	2.1	Responsibility is taken for finding a solution to the conflict within scope of individual's job and develops solutions.
		2.2	All points of view are encouraged, accepted and treated with respect.
		2.3	Effective communication skills are used to assist in the management of the conflict.
		2.4	Accepted conflict resolution techniques are used to manage the conflict situation
3.	Respond to customer complaints	3.1	Complaints are handled sensitively, courteously and discreetly.
		3.2	Responsibility is taken for resolving the complaint.
		3.3	The nature and details of the complaint are established and agreed with the customer.
		3.4	Appropriate action is taken to resolve the complaint to the customer's satisfaction wherever possible.
		3.5	Where appropriate, techniques are used to turn complaints into opportunities to demonstrate high quality customer service.
		3.6	Any necessary documentation is completed accurately and legibly within time constraints.

## RANGE STATEMENTS

This unit applies to various hospitality sectors

Conflict situations may include but are not limited to:

- customer complaints
- conflicts among work colleagues
- refused entry
- drug or alcohol affected persons
- ejection from premises

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively deal with conflict situations in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Look for:

- knowledge of conflict resolution techniques
- ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and workplace

### (2) Pre-requisite Relationship of Units

- THHCOR0011A Work With colleagues and customers
- THHCOR0061A Operate in a culturally diverse work environment

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- conflict resolution skills (incorporating communication skills)
- problem solving skills
- procedures for customer complaints

#### Skill

The ability to:

- identify potential for conflict
- identify situations where personal safety of customers or colleagues may be threatened
- find a solution to conflict
- encourage all points of view
- use communication skills
- use conflict resolution techniques
- manage the conflict situation
- handle Complaints
- establish nature and details of complaints
- turn complaints into opportunities
- complete documentation



**(4) Resource Implications**

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHGAD0153A: Control and order stock**

Competency Descriptor:

This unit deals with the skills and knowledge required to control and order stock in a range of tourism and hospitality enterprises.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Maintain stock levels and records	1.1	Stock levels are monitored and maintained at levels prescribed by enterprise levels.
		1.2	Stock security systems are monitored and adjusted as required.
		1.3	Stock re-order cycles are maintained, monitored and adjusted as required.
		1.4	Colleagues are informed of their individual responsibilities in regard to recording of stock.
		1.5	Stock storage and movement records are maintained in accordance with enterprise procedures.
		1.6	Stock performance is monitored and fast/slow selling items are identified and reported in accordance with enterprise procedures.
2.	Organise and administer stock takes	2.1	Stock takes are organised at the appropriate time and responsibilities allocated to staff.
		2.2	Accurate reports on stocktake data are produced within designated timelines.
3.	Identify stock losses	3.1	Losses are accurately identified, recorded and assessed against potential loss forecast on a regular basis.
		3.2	Losses are reported in accordance with enterprise procedure.
		3.4	Avoidable losses are identified and reasons are established.
		3.5	Solutions are recommended and implemented to prevent future avoidable losses.

- |    |                      |     |   |
|----|----------------------|-----|---|
| 4. | Process stock orders | 4.1 | Orders for stock are accurately processed in accordance with enterprise procedures.                                 |
|    |                      | 4.2 | Stock ordering and recording systems are accurately maintained.   |
|    |                      | 4.3 | Purchase and supply agreements are correctly used and appropriate details recorded                                  |
| 5. | Follow up orders     | 5.1 | Delivery process is monitored to meet agreed deadlines.   |
|    |                      | 5.2 | Liaison is undertaken with colleagues and suppliers to ensure continuity of supply.                                 |
|    |                      | 5.3 | Routine supply problems are followed up or referred to the appropriate person in accordance with enterprise policy. |

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors

This unit may apply to stock from both internal and external suppliers.

Stock control systems may be:

- manual
- computerised.

Stock may include but is not limited to:

- food
- beverage
- equipment
- linen
- stationery
- brochures
- vouchers and tickets
- souvenir products

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to control and order stock in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects and Evidence**

Look for:

- ability to maintain continuous stock supply within a specific tourism and hospitality context
- ability to meet accuracy and speed requirements for completion and maintenance of stock records.

**(2) Pre-requisite Relationship of Units**

This unit should be assessed with or after the following unit:

- THHGAD0141A      Receive and store stock.

**3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- stock level maintenance techniques as appropriate to industry sector
- typical stocktaking procedures as appropriate to industry sector
- stock recording systems
- stock security systems

Skill

The ability to:

- monitor and maintain stock levels
- monitor and adjust stock security systems
- maintain, monitor and adjust Stock re-order cycles
- maintain stock storage and movement records
- monitor stock performance
- organise stock takes
- produce reports on stocktake data
- identify losses
- identify avoidable losses
- recommend and implement solutions
- process orders for stock
- maintain stock ordering and recording systems
- monitor delivery process
- undertake liaison with colleagues and suppliers
- distribute stock

**(4) Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise).

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the candidate is able to demonstrate ongoing control of stock. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHTRA0133A: Coach others in job skills**

## Competency Descriptor:

This unit deals with the skills and knowledge required to provide on-the-job coaching to colleagues. This unit reflects the situation in many tourism and hospitality workplaces where 'buddy' systems and on the job coaching are extremely common.

## Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for on job coaching	1.1	The need for coaching is identified based on a range of factors.
		1.2	Specific coaching needs are identified through discussion with colleague to be coached.
		1.3	Where appropriate, a specific time and place for coaching is organised with colleague in accordance with enterprise policy.
2.	Coach colleagues on-the-job	2.1	Overall purpose of coaching is explained to colleague.
		2.2	Specific skills to be coached are explained and demonstrated.
		2.3	Any underpinning knowledge required is clearly communicated.
		2.4	Colleague's understanding is checked.
		2.5	Colleague is given the opportunity to practise the skill and ask questions.
		2.6	Feedback is provided in a constructive and supportive manner.
3.	Follow up coaching	3.1	Progress with new skills is monitored in the workplace and supportive assistance is provided as required.
		3.2	Progress is reported to the appropriate person as required.
		3.3	Performance problems or difficulties with the coaching are identified and referred to the appropriate person for follow up.

## RANGE STATEMENTS

Coaching sessions could be conducted in a range of contexts including but not limited to:

- on-the-job during work hours
- before or after work
- in a simulated location away from the actual workplace

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to coach others in job skill in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- ability to provide supportive on job coaching with constructive and supportive feedback
- clarity in communication
- knowledge of basic training principles

### (2) Pre-requisite Relationship of Units

- THHWPO0223A Monitor work operations

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- competency in the skill being coached
- basic principles of training (explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- communication skills, specifically the use of questioning techniques and clarity in oral communication

#### Skill

The ability to:

- identify specific coaching needs through discussion
- organise time and place for coaching
- coach colleagues on-the-job
- monitor progress with new skills the workplace and provide supportive assistance as required
- identify performance problems or difficulties with coaching

**(4) Resource Implications**

The following resources should be made available:

- actual or simulated work environment

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**THHWPO0223A: Monitor work operations**

Competency Descriptor:

This unit deals with the skills, knowledge and attitudes required to oversee and monitor the quality of work operations. Team leaders, supervisors or managers may carry out this unit.

Competency Field:

Workplace Operation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Monitor and improve workplace operations	1.1	Efficiency and service levels are monitored on an ongoing basis.	
	1.2	Operations in the workplace support overall enterprise goals and quality assurance initiatives.	
	1.3	Quality problems and issues are promptly identified and adjustments are made accordingly.	
	1.4	Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness and service levels.	
2. Plan and organise workflow	2.1	Current workload of colleagues is accurately assessed.	
	2.2	Work is scheduled in a manner that enhances efficiency and the quality of customer service.	
	2.3	Work is delegated to appropriate people in accordance with principles of delegation.	
	2.4	Workflow is assessed against agreed objectives and timelines.	
	2.5	Colleagues are assisted in prioritisation of workload.	
	2.6	Input is provided to appropriate management personnel, regarding staffing needs.	
3. Maintain workplace records	3.1	Workplace records are accurately completed and submitted within required timeframes.	
	3.2	Where appropriate completion of records is delegated and monitored prior to submission.	

- |                                      |  |
|--------------------------------------|--|
| 4. Solve problems and make decisions | 4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.                            |
|                                      | 4.2 Short-term action is initiated to resolve the immediate problem where appropriate.   |
|                                      | 4.3 Problems are analysed for any long-term impact and potential solutions are assessed and actioned in consultation with relevant colleagues. |
|                                      | 4.4 The team is encouraged to participate in solving problems, which may arise.  |
|                                      | 4.5 Follow-up action is taken to monitor the effectiveness of solutions implemented in the workplace.  |

## RANGE STATEMENTS

This unit applies to all hospitality operations.

Problems may include but are not limited to:

- difficult customer service situations
- equipment breakdown/technical failure
- delays and time difficulties

Control systems may be computerised or manual.

Workplace records may include but is not limited to:

- staff records
- regular performance reports

## EVIDENCE GUIDE

Competency is to be demonstrated by efficiently monitor work operations in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- ability to effectively monitor and respond to a range of common operational and service issues in the workplace
- understanding of the role of staff involved in workplace monitoring
- knowledge of quality assurance, principles of workflow planning, delegation and problem solving

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- the roles and responsibilities of those involved in monitoring work operations
- organisational skills and teamwork
- overview of leadership and management responsibilities
- principles of work planning
- typical work organisation methods appropriate to the industry sector
- quality assurance principles
- time management
- principles of delegation
- problem solving and decision making processes
- industrial and/or legislative issues which affect short term work organisation as appropriate to industry sector

#### Skill

The ability to:

- monitor efficiency and service levels
- identify and adjust quality problems and issues
- schedule work
- plan and organise workflow
- delegate work
- assess workflow
- maintain workplace records
- solve problems and make decisions

**(4) Resource Implications**

The following resources should be made available:

- tourism and hospitality and other service establishment (simulated or actual enterprise)

**(5) Method of Assessment**

Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit.

A range of methods to assess underpinning knowledge should support this.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHWPO0273A: Roster staff**

Competency Descriptor:

This unit deals with the knowledge and skills required to develop and implement staff roster, maintain time sheets and other staff records.

Competency Field:

Work Place Operation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop and implement staff rosters	1.1 Rosters are developed in accordance with award provisions and enterprise agreements. 1.2 Rosters take account of the need to maximise operational efficiency and customer service levels while minimising wages costs. 1.3 Rosters are designed to meet requirements of wages budgets wherever possible. 1.4 Duties are combined to ensure effective use of staff. 1.5 Rosters are developed based on consideration of most effective appropriate mix of staff and skills base available. 1.6 Rosters are finalised and communicated to appropriate colleagues within designated timelines.
2. Maintain staff records	2.1 Time-sheets are completed accurately and within designated timelines. 2.2 Staff records are accurately updated and maintained in accordance with enterprise procedures.

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Rostering may be for:

- an individual department/unit
- a whole enterprise
- a specific project

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to roster staff in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Look for:

- understanding of the factors which impact upon staff rostering
- ability to prepare a staff roster within the framework of established operations, systems and procedures in a tourism/hospitality context within enterprise acceptable timeframes

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- various types of rosters
- software programs available for roster design
- roster design
- area of operation
- impacts of industrial relations issues on staff rostering

#### Skill

The ability to:

- design and develop rosters
- maximise operational efficiency and customer service levels
- minimise wage costs
- finalise and communicate rosters
- complete time sheets
- update and maintain staff records

**(4) Resource Implications**

The following resources should be made available:

- actual or simulated work environment

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**THHCAT0673A: Package prepared foodstuffs**

Competency Descriptor:

This unit refers to the packaging of prepared foodstuffs for transport from one location to another.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Ensure food is suitable for packaging, storage and transportation	1.1 Food meets requirements prior to packaging in terms of: <ul style="list-style-type: none"> <li>• quality</li> <li>• shelf-life</li> <li>• microbiological condition</li> <li>• portion control</li> </ul>
2. Select packaging appropriate to specific food	2.1 Packaging materials selected are: <ul style="list-style-type: none"> <li>• non-contaminating</li> <li>• appropriate dimensions for selected food</li> <li>• visually appropriate to functional need</li> <li>• capable of protecting food from damage</li> <li>• environmentally appropriate</li> <li>• stackable and transportable</li> </ul>
3. Package food according to needs	3.1 Hygiene, safety and local health regulations requirements are met.  3.2 Environmental requirements for the food packaging area are observed, including: <ul style="list-style-type: none"> <li>• temperature control</li> <li>• humidity</li> </ul> 3.3 Appropriate packaging procedures are adopted according to enterprise specifications.  3.4 Label foods according to Jamaica Bureau of standards regulations.

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

This unit applies to all catering operations where food and related services are provided and includes the following establishments/operations:

- educational institutions
- cafeterias/canteens/cafes/gourmet food
- shops
- fast food outlets
- health establishments
- corrective services
- residential catering
- in-flight catering
- transport catering
- events catering
- private catering

The type of packaging used will vary according to the enterprise needs and the type of food being packaged

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively package prepared foodstuffs in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Knowledge and understanding is required of:

- hygiene and food safety regulations
- the characteristics of packaging materials
- portion control
- functional design requirements for food packaging areas
- local health regulations pertaining to food production and packaging
- evidence is required of ability to interpret and implement enterprise specifications for food packaging

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices that must be demonstrated, in particular in relation to bending and lifting
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- quality
- shelf-life
- microbiological condition
- portion control
- Packaging materials
- local health regulations requirements
- environmental requirements for the food packaging

Skill

The ability to:

- ensure food is suitable for packaging
- ensure food is suitable for storage
- ensure food is suitable for transportation
- select packaging
- adopt appropriate packaging procedures
- label foods

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed on-the-job. Where this is not practicable it may be assessed through simulations and case studies.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0581A: Prepare breakfast items**

Competency Descriptor:

This unit deals with the skills and knowledge required to organise and prepare food items suitable for breakfast. It focuses on general food preparation techniques.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare food production areas for use	1.1	Utensils are of the correct type and size, sanitized, safely assembled and ready for use.
		1.2	Work surfaces are clean and satisfy food hygiene requirements.
		1.3	Cleaning supplies and materials are correctly and safely used.
		1.4	Equipment is correctly cleaned and made ready for use.
2.	Assemble ingredients	2.1	Ingredients selected accurately reflect requirements set out in menu plan.
		2.2	Ingredients are of appropriate quantity, type and quality.
		2.3	Where substitutes are used they are consistent with menu requirements.
3.	Prepare items for cooking/presentation	3.1	Vegetables and fruits are cleaned, peeled and/or prepared as required for menu items.
		3.2	Appropriate sanitation practices are applied in the handling of perishable items including fish, eggs and dairy products.
		3.3	Dairy products are correctly handled and prepared.
		3.4	Dry goods are measured, sifted where appropriate and used as required for menu items.
		3.5	Food preparation methods are applied according to requirement for menu.
		3.6	Meat is trimmed, minced or sliced and correctly prepared.
		3.7	Fish and other seafood are cleaned and correctly prepared for intended purpose.
		3.8	Poultry is trimmed and correctly prepared for intended purpose.
		3.9	Precooked breakfast items are hygienically handled and correctly prepared.

4. Prepare/cook breakfast items
- 4.1 Vegetable dishes are prepared according to recipe requirements or as ordered and meet guest satisfaction.
  - 4.2 Egg dishes are prepared according to recipe requirements or as ordered and meet guest satisfaction.
  - 4.3 Poultry, Meat and sea food dishes are prepared according to recipe requirements or as ordered and meet guest satisfaction.
  - 4.4 Batter is prepared and finished according to recipe requirements.
  - 4.5 Dough products are suitably prepared.
  - 4.6 Preparation and cooking methods are correctly applied and appropriate to type of farinaceous product.
  - 4.7 Fruit and vegetable juices are appropriately coloured and flavoured.
  - 4.8 Native breakfast dishes are correctly prepared.
  - 4.9 Preparation of hot beverages takes into account clients' special condition including dietary factors.

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Utensils to include:

- pots
- pans
- bowls
- dishes
- moulds
- sieves
- colanders
- spoons
- graters
- peelers
- knives
- choppers
- tin openers
- ladles
- forks

The terms organising and preparing food is also referred to by the French counterpart as "mise en place" and includes:

- basic preparation prior to serving food. Whilst it might involve cooking components of a dish, it does not include the actual presentation
- the tasks required to make a section of the Kitchen ready for service

Farinaceous products include:

- Johnny Cakes
- boiled dumpling
- bammies

Dough products include put not limited to:

- yeast bread
- quick bread
- sweet dough
- patties
- Danish
- short crust
- flaky

Fruit and vegetable juices include:

- orange juice
- pineapple juice
- blends of fruits
- tomato juice
- cucumber drink

Breakfast to include:

- American
- Continental
- Jamaican specialties
- International specialties

Egg dishes include:

- stuffed eggs
- scrambled eggs
- boiled eggs
- over easy
- sunny side
- omelette
- shirred
- soft boil

Batter items include but not limited to:

- pancakes
- fritters

Vegetable dishes include:

- hash brown potatoes
- steamed carrots
- steamed cabbage
- callaloo

Preparation include but not limited to:

- securing resources required for work activities
- arrangements for breakfast, lunch, supper, dinner and special occasions
- special requests

Hot beverages include:

- tea
- coffee
- cocoa
- chocolate

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively organizing and preparing items for breakfast in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- Evidence should include a demonstrated ability to efficiently organise and prepare a range of breakfast items consistent with but not limited to those listed in the Range Statement observing

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- breakfast cookery
- basic breakfast products
- typical breakfast menus
- principles that inform meal planning for breakfast
- personal hygiene
- handling sharp utensils
- handling breakable items
- cleanliness of work area
- food borne illnesses
- food handling methods and the prevention of cross contamination
- procedures for handling knives (sharpening, washing, using)
- how to identify spoilt eggs
- methods of egg cookery
- how to prepare stuffed eggs, scrambled eggs, boiled eggs, poached eggs, omelettes
- ways of preparing meats for breakfast cookery including bacon, sausage, kidney, liver

Skill

The ability to:

- ensure equipment is clean, safely assembled and ready for use
- assemble and prepare ingredients in required form, quantity and within time frame as per given menu/meal plan
- handle and prepare dairy products
- apply food preparation methods as required for breakfast menu items. This could include but is not limited to sandwiches, garnishes, entrees, batters and coatings, egg cookery.
- trim, mince or slice and prepare breakfast meats and poultry
- clean and prepare fish and seafood for breakfast purpose

**(4) Resource Implications**

The following resources should be made available:

- food preparation environment (simulated or actual enterprise) sufficiently equipped to cover the range of variables required to cover the Range Statement

**(5) Method of Assessment**

Evidence should be collected sufficient to include preparation of an appropriate range and variety of breakfast items consistent with the Range Statement.

Assessment activities may also include underpinning knowledge; written or verbal short answer testing.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job, through practical demonstration on-the-job or in a simulated work place environment. This should be supported by methods to assess underpinning knowledge



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCFP0261A: Use basic methods of cookery

Competency Descriptor:

This unit deals with different types of cookery, which can be used to prepare menu items.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Select, use cooking equipment	1.1	Appropriate equipment is selected and used correctly for particular cooking methods.
		1.2	Equipment is used hygienically in accordance to manufacturer's instructions.
2.	Apply methods of cookery	2.1	Use different methods of cookery to prepare dishes as required by the enterprise.
		2.2	Cooking is carried out in a logical, safe and sequential manner.
		2.3	Basic culinary terms are used correctly when selecting a method of cookery.
		2.4	Cooking methods are demonstrated to an acceptable enterprise standard.

### RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Methods of cookery may include but is not limited to the following:

- boiling
- poaching
- braising
- stewing
- steaming
- frying: deep/shallow
- roasting
- baking
- grilling

Equipment may include but is not limited to:

- electric/gas ranges
- ovens
- grills
- deep fryers
- salamanders
- food processors
- blenders
- mixers
- slicers

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively use basic methods of cookery in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently and safely utilise these methods of cookery in the appropriate context

### (2) Pre-requisite Relationship of Units

There is a strong link to a wide number of other operational units. The actual methods of cookery are undertaken by most people associated with preparing food in the hospitality industry. As such, combined training/assessment with a range of other units which encompass actual cooking may be appropriate.

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices must be demonstrated, particularly in relation to bending and lifting, and using cutting implements
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles and practices of hygiene on a personal and professional level
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control

#### Skill

The ability to:

- select and use equipment
- use different methods of cookery to prepare dishes
- methods include but not limited to boiling, poaching, braising, stewing, steaming, frying (deep/shallow),roasting, baking, grilling

### (4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas including a broad range of large and small equipment

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the various methods of cookery can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0251A: Clean and maintain premises**

Competency Descriptor:

This unit deals with the skills and knowledge to effectively clean and maintain premises that prepare and/or serve food.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Clean, sanitise and store equipment	1.1 Chemicals are environmentally friendly, correctly selected and used for safely cleaning and/or sanitising kitchen equipment. 1.2 Equipment is cleaned and/or sanitised according to manufacturer's instructions and enterprise standards without causing damage. 1.3 Equipment is assembled and disassembled in a safe manner. 1.4 Equipment is stored safely and correctly in the correct position and area.
2. Clean and sanitise premises	2.1 Cleaning schedules are developed and/or followed. 2.2 Chemicals and equipment are correctly and safely used to clean and/or sanitise walls, floors, shelves and other surfaces. 2.3 Walls, floors, shelves and working surfaces are cleaned and/or sanitised without causing damage. 2.4 First aid procedures are developed and/or followed in the event of any chemical accident.
3. Handle waste and linen	3.1 Waste is sorted and disposed of according to hygiene regulations and establishment practice. 3.2 Linen is sorted and safely removed according to enterprise regulations.

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served and include but not limited the cleaning and maintenance of:

- dining room/restaurant equipment
- walls
- floors
- shelves
- counters and working surfaces

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively clean and maintain premises in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently and safely clean all food preparation and presentation areas including a broad range of large and small equipment

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- hygiene
- occupational health and safety
- types of chemicals used for cleaning and sanitising
- correct and safe usage and storage of chemicals
- logical and time efficient work flow

#### Skill

Ability to:

- select chemicals appropriate to given cleaning tasks
- clean restaurant equipment
- develop cleaning schedules
- apply first aid in the event of chemical accident
- clean/sanitize walls, floors, counters

**(4) Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either on-the-job or in a simulated workplace environment where cleaning can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0231A: Present food**

Competency Descriptor:

This unit deals with skills and knowledge required to efficiently and professionally present food.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare food for service	1.1	Food items are identified correctly for menu.
		1.2	Sauces and garnishes are arranged to enterprise requirements for a specific dish.
2.	Portion and plate food	2.1	Sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served.
		2.2	Food is correctly portioned to standard recipes.
		2.3	Food is plated without drips or spills and presented neatly and attractively to the enterprise requirements for the specified dish.
		2.4	Food to be displayed in public areas is served at the correct temperature and in an attractive manner, without spills. Attention is to be given to correct holding equipment.
3.	Work in a team	3.1	Teamwork between all food service staff is demonstrated to ensure timely, quality service of food.
		3.2	Kitchen and dining room standard operating procedures (SOPs) for food service are demonstrated to maximise food quality and minimise delays.

**RANGE STATEMENTS**

This unit applies to all establishments where food is prepared and served.

The terms organising and preparing food is also referred to by the French counterpart as "mise en place" and includes:

- basic preparation prior to serving food
- cooking components of a dish, not the actual presentation



## EVIDENCE GUIDE

Competency is to be demonstrated by effectively present food in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently organise and prepare a general range of foods. The focus of this general range will vary according to the sector in which the kitchen operates.

### (2) Pre-requisite Relationship of Units

**(Co-requisite Units):** It is recommended that this unit be assessed in conjunction with:

- THHCFP0251A Clean and maintain premises
- THHCFP0221A Organise and prepare food

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- basic products and types of menus is required
- hygiene
- occupational health and safety
- logical and time efficient work flow

#### Skills

Ability to:

- be creative
- use symmetry
- be critical of own presentation
- follow instructions/guidelines

### (4) Resource Implications

The following resources should be made available:

- food preparation environment (simulated or actual enterprise)
- necessary equipment
- utensils and supplies

### (5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job, through practical demonstration on-the-job or in a simulated work place environment. This should be supported by a range of methods to assess underpinning knowledge

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0271A: Prepare appetisers and salads**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and present appetisers and salads.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and present salads and dressings	1.1	Ingredients for salads and dressings are correctly chosen to an acceptable enterprise standard.
		1.2	A selection of salads is prepared, using fresh seasonal ingredients to an acceptable enterprise standard.
		1.3	Dressings are prepared to either incorporate into, or accompany salads.
2.	Prepare and present a range of hot and cold appetisers	2.1	Appetisers are produced using the correct ingredients to an acceptable enterprise standard.
		2.2	Where required, glazes are correctly selected and prepared.
		2.3	The correct equipment is chosen to assist in the manufacturing of appetisers.
		2.4	Useable trimmings or other leftovers are productively utilised where and when appropriate.
3.	Apply organisational skills for work flow planning and preparation	3.1	Salads and appetisers are prepared and presented in a hygienic, logical and sequential manner within the required timeframe.
4.	Store appetisers and salads	4.1	Appetisers and salads are correctly stored to maintain freshness and quality.

**RANGE STATEMENTS**

This unit applies to all establishments where food is prepared and served:

Appetizers include a range of hot and cold dishes, which can be either classical or modern and varying in ethnic and cultural origins. These may include but are not limited to:

- hors d'oeuvres
- canapés

Salads may be:

- classical or contemporary
- served either cold or warm
- made using a diverse variety of ingredients

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare appetizers and salads in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and confidently prepare and present the required food items for this unit in the appropriate context, and to a level acceptable by the enterprise.

### (2) Pre-requisite Relationship of Units

**(Co-requisite Units):** It is recommended that this unit be assessed in conjunction with:

- THHDFP0231A Present food
- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of

- organisational skills and teamwork
- safe work practices, in particular, in relation to bending and lifting, and using of knives
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends in menus

#### Skill

The ability to:

- choose ingredients for salads and dressings
- prepare salads
- prepare salad dressings
- prepare appetizers
- present salads and appetizers
- store appetizers and salads

### (4) Resource Implications

The following resources should be made available:

- food service facility (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation of appetisers and salads can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0281A: Prepare sandwiches**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and present sandwiches.

Competency Field:

Commercial Food Preparation

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

1. Prepare and present a variety of sandwiches	1.1	Bases are selected from a range of bread types.
	1.2	Ingredients for fillings are selected and combined so they are appropriate and compatible.
	1.3	Sandwiches are presented using techniques of spreading, layering, piping, portioning, moulding and cutting.
	1.4	Equipment for toasting and heating are appropriately selected and correctly used.
	1.5	Presentation is in accordance with proper hygiene and enterprise practices.
2. Apply organisational skills for work flow planning and preparation	2.1	Sandwiches are prepared and presented in a logical and sequential manner within the required time frame.
3. Store sandwiches	3.1	Sandwich is stored at its correct temperature to maintain freshness and quality.

**RANGE STATEMENTS**

This unit applies to all establishments where food is prepared and served.

Sandwiches may be:

- classical
- modern
- speciality
- hot or cold

Sandwiches may be made using:

- variety of fillings
- different types of bread

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare sandwiches in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and confidently prepare and present the required food items for this unit in the appropriate context, and to a level acceptable by the enterprise.

### (2) Pre-requisite Relationship of Units

**(Co-requisite units :)** It is recommended that this unit be assessed in conjunction with:

- THHCFP0231A Present food
- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices must be demonstrated, in particular in relation to bending and lifting
- principles of nutrition, in particular the effects of cooking on the nutritional value of food in menus
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends

#### Skill

The ability to:

- select and combine ingredients for fillings
- prepare sandwiches using spreading, layering, piping, portioning, moulding and cutting techniques
- present sandwiches

### (4) Resource Implications

The following resources should be made available:

- food service facility (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation of sandwiches can be demonstrated.

This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**THHGAD0141A: Receive and store stock**

Competency Descriptor:

This unit deals with the knowledge to receive and store stock in a range of tourism and hospitality enterprises. It focuses on the general stock handling procedures required in many different contexts.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Take delivery of stock	1.1	Incoming stock is accurately checked against orders and delivery documentation in accordance with enterprise procedures.
		1.2	Variations are accurately defined, recorded and communicated to the appropriate person.
		1.3	Items are inspected for specifications to include damage, quality, use by dates, breakages or discrepancies and records are made in accordance with enterprise policy.
2.	Store stock	2.1	All stock is promptly and safely transported to the storage area without damage.
		2.2	Stock is stored in the appropriate area.
		2.3	Stock levels are accurately recorded in accordance with enterprise procedures.
		2.4	Stock is labelled in accordance with enterprise procedures.
3.	Rotate and maintain stock	3.1	Stock is rotated in accordance with enterprise policy.
		3.2	Stock is moved in accordance with safety and hygiene requirements.
		3.2	Quality of stock is checked and reported.
		3.3	Excess stock is placed in storage or disposed in accordance with enterprise and/or government requirements, and any problems are promptly identified and reported.

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served

Stock may include but is not limited to:

- food
- beverage
- equipment
- stationery
- brochures
- vouchers and tickets

This unit may refer to stock received from both internal and external suppliers.

Stock control systems may be:

- manual
- computerised

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to correctly receive and store stock in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently and safely receive and store stock in the appropriate industry context. For those individuals working in an environment dealing with the storage of food and beverage
- evidence must also include a demonstrated understanding of the health and hygiene issues to be considered

### (2) Pre-requisite Relationship of Units

- THHCOR0041A Follow workplace hygiene procedures

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- safe lifting and handling procedures
- basic stock knowledge
- Occupational Health and Safety
- hygiene
- logical and time efficient work flow
- principles of stock control
- common examples of stock control documentation and systems

Skill

The ability to:

- follow establishment's procedures in receiving and storing stock
- record information accurately
- transport items safely
- store items to allow for first in first out

**(4) Resource Implications**

- record keeping instruments, stocks, Actual or simulated work environment

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated work Place environment where stock receiving and storage can be demonstrated.

This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0301A: Prepare soups**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare various soups.

Competency Field:

Commercial Food Preparation

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

1. Identify and classify types of soups	1.1 Various types of soups are identified and classified into the following: <ul style="list-style-type: none"> <li>• specialty (international soups)</li> <li>• thin</li> <li>• thickened</li> <li>• cream</li> <li>• thick (puree)</li> <li>• miscellaneous (e.g. cold soup)</li> </ul>
2. Prepare and store soups required in menu items	2.1 The correct ingredients are compiled to produce soups. This includes stocks and prepared garnishes.
	2.2 A variety of soups are produced to enterprise standards.
	2.3 Clarifying and thickening agents are used where appropriate.
	2.4 Soups are stored correctly without compromising quality.
3. Reconstitute soups	3.1 Soups are reconstituted, where necessary, to enterprise standard.

**RANGE STATEMENTS**

This unit applies to all establishments where food is prepared and served.

Soups refer to those from varying local and other ethnic and cultural origins to include but not limited to:

- pepper pot
- thin soups - consommé, broth
- thick soup – potato
- thickened soups by adding roux, arrowroot, cornstarch
- other soups especially in contemporary cuisine

International soups include:

- bouillabaisse
- maligatanny (Indian curry vegetable and rice soup)

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare soups in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and confidently prepare and present the required food items for this unit in the appropriate context, and to a level acceptable by the enterprise.

### (2) Pre-requisite Relationship of Units

#### Co-requisites:

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food
- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises
- THHCFP0292A Prepare stocks and sauces.

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- logical and time efficient work flow
- purchasing, receiving, storing, holding and issuing procedures
- organisational skills and teamwork
- safe work practices must be demonstrated, in particular in relation to bending and lifting
- culinary terms commonly used in the enterprise
- principles and practices of hygiene

#### Skill

The ability to:

- identify and classify thin, thickened, thick (puree) soups
- select ingredients to produce soups
- produce a variety of soups
- use clarifying and thickening agents
- store soups
- reconstitute soups

### (4) Resource Implications

The following resources should be made available:

- actual or simulated workplace environment where the preparation of soups can be demonstrated

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation of stocks and sauces can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0651A: Prepare vegetables and farinaceous dishes**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare various vegetables and farinaceous dishes.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare vegetable dishes	1.1	Vegetables are chosen according to quantity, quality and intended use.
		1.2	Vegetables and accompaniments are selected to complement and enhance menu items.
		1.3	Where appropriate, sauces and accompaniments are selected which are appropriate to be served with vegetables.
		1.4	Portion control and method of preparation are implemented to minimise wastage.
2.	Prepare farinaceous dishes	2.1	Varieties of farinaceous based foods are selected and prepared according to standardized recipes.
		2.2	Sauces and accompaniments are selected which are appropriate to farinaceous foods.
		2.3	Portion control and method of preparation are implemented to minimise wastage
3.	Store vegetables and farinaceous food items	3.1	Fresh and processed vegetables and farinaceous dishes are stored correctly to enterprise standards.



## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Vegetables is a term loosely defined to describe edible plants, in particular, specific parts which may include but is not limited to the following herbaceous, annual, biennial or perennial plants:

- fruits
- roots
- seeds
- tubers
- bulbs
- stems
- leaves
- flowers

Farinaceous foods include foods from varying cultural origins that are made from flour or meal, or contain and/or yield starch.

They may include but are not limited to pasta or rice.

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare vegetables and farinaceous dishes in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently prepare and present vegetable and farinaceous dishes to enterprise standards
- evidence should also include a detailed understanding of the different classifications of vegetables and farinaceous products

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices, in particular in relation to bending and lifting
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends in menus

Skill

The ability to:

- select vegetable and accompaniments
- prepare vegetable dishes
- select sauces and accompaniments that are appropriate to be served with vegetables
- implement portion control
- select and prepare farinaceous based foods
- select sauces and accompaniments that are appropriate to farinaceous foods
- prepare and present a variety of dishes
- select sauces and accompaniments that are appropriate to dishes
- store fresh and processed vegetables and farinaceous food items

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation of vegetable and farinaceous products can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0291A: Prepare stocks and sauces**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare various stocks and sauces.

Competency Field:

Hospitality

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

1. Prepare and store stocks, glazes and essences required in menu items	1.1	Ingredients and flavouring agents are used according to standardized recipe of enterprise.
	1.2	Stocks, glazes and essences are produced and stored to enterprise standards.
2. Prepare and store sauces required in menu items	2.1	A variety of hot and cold sauces are produced to enterprise standards.
	2.2	Derivations from basic sauces are correctly made.
	2.3	A variety of thickening agents are used appropriately.
3. Store and reconstitute sauces	3.1	Sauces are stored correctly and then reconstituted to standardized recipe.

**RANGE STATEMENTS**

This unit applies to all establishments where food is prepared and served.

Stocks and sauces can include a range from varying local and cultural origins.

**EVIDENCE GUIDE**

Competency is to be demonstrated by effectively prepare stocks and sauces in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects and Evidence**

Evidence should include a demonstrated ability to efficiently and confidently prepare and present the required food items for this unit in the appropriate context, and to a level acceptable by the enterprise.

**(2) Pre-requisite Relationship of Units**

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food
- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises.

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices, particularly in relation to bending and lifting
- culinary terms commonly used in the enterprise
- principles and practices of hygiene on a personal and professional level
- logical and time efficient work flow

Skill

The ability to:

- produce and store stocks, glazes including but not limited to reduced sauces, thickened sauces, hot and cold emulsion sauces
- make derivatives from basic sauces
- use thickening agents
- reconstitute sauces

**(4) Resource Implications**

The following resources should be made available:

- food preparation environment (actual or simulated)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation of stocks and sauces can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0331A: Prepare and cook meat and seafood**

Competency Descriptor:

This unit deals with selecting, preparing, presenting and storing meat and seafood.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify, select and store meat and seafood	1.1	Meat and seafood are selected according to quality, seasonal availability and the requirements for specific menu items.
		1.2	Established yields from various types of meat and seafood are accurately obtained.
		1.3	Live seafood, where used, is maintained and killed in a non-cruel and humane manner.
		1.4	Meat and seafood items are hygienically handled and correctly stored.
		1.5	Frozen meat and seafood are correctly thawed to ensure maximum quality, hygiene and nutrition.
		1.6	Where applicable, date stamp and codes are checked to ensure quality control.
		1.7	Shell stock tags are kept in accordance with food and safety standards.
2.	Prepare and cook fish and shellfish	2.1	Fish is cleaned, dressed and fabricated correctly and efficiently, according to enterprise standards.
		2.2	Shellfish and other types of seafood are cleaned and prepared correctly in accordance with enterprise standards.
		2.3	Seafood is cooked to enterprise standards, using a variety of methods.
		2.4	Accurate portion control is exercised to minimise waste.
3.	Prepare meat dishes	3.1	Meats selected are of appropriate type, quality and correct quantities.
		3.2	Meat is prepared in accordance with recipe or given instructions prior to cooking.

- |    |     |   |
|----|-----|---|
|    | 3.3 | Meat dishes are cooked using methods appropriate to recipe requirements and to guest satisfaction.  |
|    | 3.4 | Finished meat dishes, not for immediate consumption, are appropriately stored.  |
| 4. | 4.1 | Prepare sauces for meat and seafood<br>Sauces are prepared according to standard recipes and as required to accompany a menu item.                  |
| 5. | 5.1 | Plate meat and seafood dishes<br>Plate presentations and garnishing techniques are selected and used according to recipes and enterprise standards. |
|    | 5.2 | Service is carried out according to enterprise methods and standards.   |
|    | 5.3 | Accurate portion control is exercised.  |

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Meat may include:

- cuts of beef
- lamb
- pork
- rabbit meat
- goat meat/mutton
- offal such as kidney, liver, sweet bread

Seafood may include but is not limited to the following:

- fish
- shellfish
- molluscs
- other water based edible living organisms

Preparation methods for fish and shellfish include:

- washing
- trimming
- gutting
- skinning
- mincing
- portioning
- carving
- trussing
- filleting
- coating
- stuffing
- shelling

Preparation methods for meat include:

- cutting
- trimming
- dicing
- trussing
- rolling
- deboning
- portioning
- marinating
- grinding
- slicing
- tenderising



Cooking methods include but not limited to:

- grilling
- deep frying
- pan frying
- sauté
- braising
- broiling
- poaching
- roasting
- stewing

Dressing of fish includes removing:

- fins
- gills
- guts
- scales

Fabricating fish includes:

- fish fillet
- fish cut into steaks
- partial fillet

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively preparing and serving of seafood dishes in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently prepare and present seafood and meat dishes to enterprise standards.

Evidence should also include a detailed understanding of the different classifications of meat and seafood.

### (2) Pre-requisite Relationship of Units

**(Co-requisite units:)** It is recommended that this unit be assessed in conjunction with:

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food
- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- appearance and quality and quality of meat and seafood
- taste of particular meat or seafood
- types and varieties of seafood
- grades of meat, especially beef (prime, choice, select, etc.)
- seasonal availability (e.g., lobster)
- local specialities
- established specifications
- appropriate fish and meat substitutes
- logical and time efficient work flow
- planning techniques; safety and hygiene practices in the kitchen
- considerations for handling food items including the use of plastic gloves
- storage and handling of raw and cooked foods to prevent cross-contamination and contamination
- type quality and quantity of fish and shellfish
- factors indicating quality in frozen fish and freshness in whole and sliced fish
- health, safety and hygiene factors in the handling of fish and shellfish
- considerations for deep-frying such as swimming method, basket method, double-basket method, recovery time, smoking point, blanching
- considerations in the calculation of quantity of supplies and portioning per serving
- bacteriology sufficient to understand what causes meats to spoil
- cuts of meats and preferred ways of cooking
- methods of preparing meats and seafood for cooking
- moist-heat cooking techniques, principles and procedures such as braising and stewing
- dry heat cooking techniques principles and procedures grilling and broiling, roasting, direct - heat methods such as spit-roasting, indirect heat methods such as barding and smoke-roasting
- factors involve in calculating and determining quantity of supplies, principle of portion control

**Underpinning Knowledge and Skills (Cont'd)**Skill

The ability to:

- select meat and seafood
- estimate yields from various types of meat and seafood
- calculate quantity of ingredients and supplies
- prepare meats for cooking
- handle and store meat and seafood hygienically and safely
- clean, dress and fabricate fish
- clean and prepare shellfish and other types of sea foods
- cook seafood
- cook meats
- exercise accurate portion control
- prepare sauces
- select and use plate presentations and garnishing techniques

**(4) Resource Implications**

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of meat and seafood can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCFP0641A: Prepare egg dishes

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare various egg dishes.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Prepare for production of items	1.1	Utensils are of the correct type and size, clean, safely assembled and ready for use.	
	1.2	Efforts to organise and prepare reflect understanding of egg cookery.	
	1.3	Work surfaces are clean and satisfy food hygiene requirements.	
	1.4	Equipment is correctly cleaned and made ready for use.	
	1.5	Quantity of eggs procured is consistent with menu/dish requirements.	
	1.6	Sauces and accompaniments selected are appropriate to intended egg dishes.	
2. Prepare and garnish egg dishes	2.1	Ingredients are correctly prepared.	
	2.2	All required hygiene practices are observed at all times.	
	2.3	Egg dishes are correctly prepared.	
	2.4	Selections of garnishes/accompaniments are appropriate to egg dishes and are correctly applied/served.	
	2.5	Egg dishes are appropriately prepared for presentation	
3. Store prepared egg dishes not for immediate use	3.1	Egg dishes are appropriately placed for storage.	
	3.2	Food hygiene requirements are observed in the storage of egg dishes.	
	3.3	Steps are taken to prevent cross contamination.	

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Utensils to include:

- pots
- pans
- bowls
- dishes
- moulds
- sieves
- spoons
- graters
- knives
- choppers
- tin openers
- ladles
- forks

Egg dishes include:

- stuffed eggs
- scrambled eggs
- boiled eggs (soft boil, hard boil)
- trifle
- egg custard
- creme caramel
- over easy
- sunny side
- omelette
- shirred eggs
- poached eggs

Methods of egg preparation/application include:

- aerating
- binding
- setting
- coating
- enriching
- emulsifying
- glazing
- clarifying
- garnishing
- thickening

The terms “organise” and “prepare” are also referred to by the French counterpart as “mise en place” and includes:

- cooking components of a dish, but not the actual presentation
- the tasks required to make a section of the Kitchen ready for service

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare vegetables, eggs and farinaceous dishes in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently prepare and present egg dishes to enterprise standards

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices in relation to kitchen operation
- nutritional value of eggs
- culinary terms commonly used in the preparation of egg dishes
- principles and practices of hygiene in handling egg and preparing egg dishes
- logical and time efficient work flow
- receiving, storing eggs
- precautions in storing egg dishes
- causes and prevention of cross contamination
- basic ideas relating to costing of dishes,
- some common egg dish recipes

Skill

The ability to:

- select ingredients and accompaniments
- prepare egg dishes
- select and apply sauces and accompaniments
- present a variety of egg dishes
- use eggs in a variety of ways including but not limited to aerating, binding, setting, coating, enriching, emulsifying, glazing, clarifying, garnishing and thickening
- store fresh and processed eggs

**(4) Resource Implications**

The following resources should be made available:

- eggs and other items consistent with and sufficient for requirements of the range statement

**(5) Method of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation of eggs and egg dishes can be demonstrated.

This should be supported by assessment of underpinning knowledge.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

Assessment may be conducted on-the-job or in a simulated work environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



## THHCFP0321A: Prepare and cook poultry and game

Competency Descriptor:

This unit deals with selecting, preparing, presenting and storing poultry and game.

Competency Field:

Hospitality

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Select and purchase poultry and game	1.1	A variety of poultry and game is identified correctly.
	1.2	Poultry and game are selected according to correct quality assessment guide and portion control.
2. Prepare and present poultry and game	2.1	Preparation techniques for poultry are correctly demonstrated and used.
	2.2	Preparation techniques for game (where different to poultry) are correctly demonstrated and used.
	2.3	Poultry and game are prepared and cooked according to enterprise's standardized recipes.
	2.4	Presentation for poultry and game is in accordance with enterprise standard.
3. Handle and store poultry and game	3.1	Storage conditions and optimal temperature for poultry and game are maintained.
	3.2	Poultry and game are efficiently handled to minimise risk of food spoilage or contamination.
	3.3	If frozen, poultry and/or game are correctly and safely thawed.
	3.4	High standards of hygiene are practised to minimise risk of cross contamination and food spoilage.

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Poultry and game may include but is not limited to the following:

- chicken
- turkey
- duck
- goose
- quail
- pigeon
- ostrich

Preparation techniques for poultry include but not limited to the following:

- de-boning
- stuffing
- rolling and trussing
- larding

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare and present poultry and game dishes in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently prepare and serve poultry and game dishes to enterprise standards
- evidence should also include a detailed understanding of the different classifications of vegetables, eggs and farinaceous products

### (2) Pre-requisite Relationship of Units

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food
- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices must be demonstrated, in particular in relation to bending and lifting
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends in menus

Skill

The ability to:

- identify and select a variety of poultry and game
- demonstrate and use preparation techniques for poultry and game including but not limited to de-boning, stuffing, filleting, rolling and trussing, larding
- prepare and cook poultry and game
- present poultry and game, including but not limited to carving, slicing or leaving whole
- maintain storage conditions for poultry and game
- minimise risk of cross contamination and food spoilage

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of poultry and game dishes can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0362A: Prepare pastry, cakes and yeast goods**

Competency Descriptor:

This unit deals with the skills and knowledge required to produce a range of pastries, cakes and yeast-based foods.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare, decorate and present pastries	1.1	A variety of pastries and pastry products are produced according to standard recipe.
2.	Prepare and produce cakes and yeast goods	2.1	A selection of sponges, cakes and yeast based products is prepared and decorated according to standard recipes and enterprise practice.
3.	Portion and store pastry, cakes and yeast goods	3.1	Portion control is correctly applied.
		3.2	Waste is minimized.
		3.3	Cakes and pastry products are stored correctly to minimise spoilage and wastage.

**RANGE STATEMENTS**

This unit applies to all establishments where food is prepared and served

The terms pastry, cakes and yeast refers to but is not limited to the following:

- short and sweet paste i.e. flans, tarts
- choux paste
- puff paste
- yeast products i.e. breads, sweet yeast
- sponge e.g. cakes, Swiss roll

Pastries, cakes and yeast products are flour-based foods. They include items from varying cultural origins and may also be derived from classical or contemporary recipes.

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare and present pastries, cakes and yeast goods in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include a:

- demonstrated ability to efficiently prepare and present pastries, cakes and yeast goods to enterprise standards
- detailed understanding of the different nature and handling requirements of each type

### (2) Pre-requisite Relationship of Units

It is recommended that this unit be assessed either in conjunction with or after the following units:

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food
- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises.
- THHCFP0352A Prepare hot and cold desserts

### (3) Underpinning Knowledge and Skills

(4)

#### Knowledge

Knowledge of:

- the different types of fat and flour and their uses
- organisational skills and teamwork
- safe work practices, in particular in relation to bending and
- lifting
- principles of nutrition, in particular the
- effects of cooking on the nutritional value
- of food
- culinary terms commonly used in the
- enterprise
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding
- and issuing procedures
- costing, yield testing, portion control
- historical development of menus,
- modern trends in menus

#### Skill

The ability to:

- produce a variety of pastries and pastry products
- prepare and decorate a selection of sponges, cakes and yeast based products
- store cakes and pastry products
- apply portion control

**(4) Resource Implications**

The following resources should be made available:

- actual or simulated workplace environment where the preparation of sandwiches can be demonstrated

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of pastries, cakes and yeast goods can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCFP0382A: Implement food safety procedures

Competency Descriptor:

This unit refers to the implementation of Food Safety Procedures, using the HACCP method (Hazard Analysis Critical Control Points) as a food safety regime.

Competency Field: Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify food safety hazards and risks	1.1	All biological, physical and chemical hazards are correctly identified.
2.	Identify critical control points in the food production system, using the HACCP system	2.1	Control points in the food production system are correctly identified.
3.	Implement the enterprise HACCP plan	3.1	Food is prepared to the enterprise food safety specifications based on the HACCP system.
		3.2	The flow-chart process is followed.
		3.3	Appropriate records are maintained.
		3.4	Critical control points are monitored.
		3.5	Corrective actions are taken.
		3.6	Internal and external auditing and validation are undertaken in accordance with HACCP system.



## RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided.

Control points in the food production system include but not limited to:

- purchasing, delivery & storage
- preparation and cooking
- cooling & storage
- holding or display
- rethermalisation
- service

Biological, physical and chemical hazards include but not limited to:

- bacteria, moulds and yeast
- broken glass, metal or wood chip
- additives
- chemicals and natural poisons

Food and related services include the following establishments/operations:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• educational institutions</li> <li>• cafeterias/canteens/cafes/gourmet food shops/restaurants/hotels</li> <li>• fast food outlets</li> <li>• health establishment</li> </ul> | <ul style="list-style-type: none"> <li>• correctional services</li> <li>• residential catering</li> <li>• in-flight catering</li> <li>• transport catering</li> <li>• events catering</li> <li>• private catering</li> </ul> |
|--|--|

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively implementing food safety procedures in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include a:

- demonstrated ability to efficiently implement food safety procedures.
- detailed understanding of the different nature and handling requirements of each type.

### (2) Pre-requisite Relationship of Units

It is recommended that this unit be assessed either in conjunction with or after the following units:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• THHCFP0231A</li> <li>• THHGAD0141A</li> <li>• THHCFP0251A</li> </ul> | <ul style="list-style-type: none"> <li>Present food</li> <li>Receive and store stock</li> <li>Clean and maintain premises</li> </ul> |
|---|--|

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- HACCP principles and methods of food production
- hygiene and food safety regulations
- local regulations pertaining to food production and packaging
- 'at risk' client groups
- microbiological hazards
- process flow planning
- HACCP recording requirements according to regulatory standards
- standard operating procedures

Skill

The ability to:

- identify biological, physical and chemical hazards
- identify and monitor critical control points in the food production system
- take corrective actions

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. The assessment should include comprehensive theory tests or questioning, case studies and/or projects in order to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0342A: Identify and prepare meat**

Competency Descriptor:

This unit deals with selecting, preparing, presenting and storing meats.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify meats	1.1 Primal and secondary portioned cuts of pork, lamb, beef and veal are identified in accordance with the international standard meat cuts. 1.2 Established yield is maintained. 1.3 Leftovers are applied and used to minimise waste and maintain quality. 1.4 Low cost cuts and meat products are selected when and where appropriate.
2. Select suppliers and purchase meats	2.1 The best supplier is selected with regard given to quality and price in relation to enterprise requirements and their ability to meet them. 2.2 Wastage is minimised through appropriate purchase, storage and preparation techniques.
3. Prepare and present meat cuts	3.1 Meat cuts are prepared to the correct portion, according to the menu requirements. 3.2 A variety of primary and secondary portioned meat cuts are prepared and presented to standard recipe specifications. 3.3 Suitable marinades are prepared, where appropriate, and used correctly with a variety of meat cuts.
4. Identify and prepare offals	4.1 A variety of edible offal is prepared according to standard recipes.
5. Store and age meat	5.1 Fresh meat and cryovac meat are stored correctly according to health regulations. 5.2 Meat is aged under the correct condition to maintain quality and freshness. 5.3 Frozen meats are thawed according to Government regulations.

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Preparation techniques include but is not limited to the following:

- de-boning
- cutting
- trimming
- mincing
- weighing
- portioning
- larding
- tenderising
- rolling
- trussing
- stuffing
- skewering

Evidence of commodity knowledge of a range of meats and offal is required, including:

- characteristics and types of meats and offal i.e. type, cut, quality, fat content
- characteristics of primary, secondary and portioned cuts
- appropriate trade names (stamps) and culinary terms in accordance with international standardized meat cuts

Knowledge and understanding of the following principles and practices is required:

- aging of meat
- storage and freezing of meat
- preparation, cooking techniques and marinade
- preparation suitable for a range of offal

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare and present meat dishes in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently identify prepare and present meat dishes to enterprise standards
- evidence should also include a detailed understanding of the different classifications of meats

### (2) Pre-requisite Relationship of Units

- THHCFP0331A Prepare and cook meat and seafood
- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food
- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises.

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices, in particular, in relation to bending and lifting
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control

Skill

The ability to:

- identify standard meat cuts
- apply and use leftovers
- minimise wastage
- prepare primary, secondary and portioned meat cuts
- prepare and use marinades
- prepare edible offals
- store fresh and cryovac meat
- thaw frozen meats

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of meat can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBSBM0012A: Craft personal entrepreneurial strategy**

## Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

## Competency Field:

Small Business Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Demonstrate knowledge of the nature of entrepreneurship	1.1 Concepts associated with entrepreneurship are clearly defined. 1.2 Factors, which influence entrepreneurship in and outside of Jamaica, are correctly identified and explained. 1.3 The importance of entrepreneurship to economic development and employment is explained clearly. 1.4 The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format. 1.5 Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1 Relevant research is carried out and required entrepreneurial characteristics identified. 2.2 Entrepreneurial characteristics identified are assessed and ranked. 2.3 An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated. 2.4 Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.
3. Develop self-assessment profile	3.1 Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. 3.2 The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.



- 
- 3.3 Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.
4. Craft an entrepreneurial strategy
- 4.1 A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.
- 4.2 Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.
- 4.3 Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.
- 4.4 Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.
- 4.5 Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
- 4.6 Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
- 4.7 Potential problems, obstacles and risks in meeting goals are identified.
- 4.8 Specified action steps that are to be performed in order to accomplish goals are identified.
- 4.9 The method by which results will be measured is indicated.
- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

## RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress commitment to a premature path with the desirability of flexibility can lead to disaster
- milestones and reviews

## EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

### (1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan
  - and a business plan
- understanding the difference between entrepreneurial culture and management culture

#### Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

### (4) Resource Implications

The following resources should be made available:

Personal computer with access to the Internet and appropriate software that will enable one to conduct the necessary analysis using the Internet.

**(5) Method of Assessment**

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

**(6) Context of Assessment**

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCFP0452A: Prepare portion controlled meat cuts

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare portion controlled meat cuts.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select suppliers and purchase meats	1.1 Supplier is selected with regard to quality and price related to the establishment's customer requirements.
	1.2 Wastage is minimised through appropriate purchase and storage techniques.
2. Prepare and produce a range of portion controlled meats	2.1 Ingredients are specified, selected and weighed correctly according to standard recipes.
	2.2 Meats are cut to correct portion size.
	2.3 A range of portion controlled meat products are prepared.
3. Store meat cuts and meat products	3.1 Food spoilage is minimised through appropriate storage techniques according to industry regulations.
	3.2 The quality of each cut and product is maintained through appropriate storage techniques.
4. Implement safe and hygienic practices	4.1 Potential problems in hygiene and occupational health and safety issues are identified and appropriate preventative measures are taken to eliminate risks.
	4.2 Machinery used in manufacturing is safely and hygienically operated according to manufacturer's instructions.

### RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided.

Meats include but not limited to:

- pork
- mutton
- goat meat
- beef

Meat products include:

- manufactured raw meat products such as sausages etc.

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to efficiently prepare meat and meat products in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently prepare meat and meat products to enterprise standards
- evidence should also include a detailed understanding of the different classifications of meats

### (2) Pre-requisite Relationship of Units

- THHGAD0141A Receive and store stock

### (3) Underpinning Knowledge and Skills

Knowledge  
knowledge of:

- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in relation to meat preparation
- principles and practices of hygiene
- logical and time efficient work flow
- current meat and livestock purchasing standards
- identification of primary and secondary meat cuts according to international standards
- yield testing and cost calculation
- portion control
- basic meat science and meat preservation techniques
- storage procedures

Skills  
The ability to:

- select suppliers and purchase meats
- specify, selected and weigh ingredients as per given recipe
- prepare meat cuts
- prepare portion controlled meat products
- store meat cuts and meat products
- Implement safe and hygienic practices

### (4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation of portion controlled meats and meat products can be demonstrated. This should be supported by assessment of underpinning knowledge

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCAT0722A: Prepare and cost meal plans

### Competency Descriptor:

This unit deals with the skills and knowledge required in developing meal plans taking into account the economic viability of the enterprise.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify dietary and cultural needs of customers	1.1 The menu takes account of customer, financial and dietary requirements and conforms to the policy of the enterprise. 1.2 Contemporary dietary practices are taken into consideration.
2. Develop menus	2.1 The discreet needs of given target markets are correctly identified and appropriately factored in the menu planning. 2.2 Menus are balanced to meet nutritional needs of customers. 2.3 Preparation times for overall menu and individual menu items are correctly established. 2.3 The menu format is attractive and of a style consistent with the image of the enterprise. 2.4 Sufficient choice of dishes is incorporated into the menus. 2.5 The menu takes full account of available resources and relevant factors. 2.6 Menu is reviewed and updated when appropriate. 2.7 Cultural customs are observed.
3. Prepare recipe	3.1 Meal plans and menus that promote good health and reduce the incidence of diet-related health problems are developed. 3.2 Cyclic menus are prepared when required, and balanced in terms of nutritional requirements and variety. 3.3 Food preparation and cooking methods are recommended to maintain maximum nutritional value of food. 3.4 Recipes take full account of financial considerations the style and policy of the enterprise. 3.5 Ingredients ratios, cooking times and temperatures are correctly established.



- |    |                     |  |  |
|----|---------------------|--|--|
|    | 3.6                 | Portion yield is accurately established.                                   |  |
|    | 3.4                 | Menus are evaluated to ensure appropriate nutritional content and balance. |  |
| 4. | Test new recipe     | 4.1  | Ingredients are made available.  |
|    |                     | 4.2  | Detailed description of preparation method is prepared.                                    |
|    |                     | 4.3  | Accurate amount of supplies and ingredients are used.                                      |
|    |                     | 4.5  | Meals and menus are evaluated to ensure customer satisfaction.                             |
| 5. | Cost menu           | 5.1  | Quantity of ingredients is accurately calculated taking into account all relevant factors. |
|    |                     | 5.2  | Projected product yield is correctly determined.   |
|    |                     | 5.3  | All relevant factors are taken into account in calculating the menu cost.                  |
|    |                     | 5.4  | Units of measurement of cost are correctly applied.  |
|    |                     | 5.5  | Costs of Menu items are accurately calculated based on relevant information.               |
|    |                     | 5.6  | Prices are competitive and reflect the financial objectives of the enterprise.             |
| 6. | Prepare market list | 6.1  | Accurate and complete market-shopping list is prepared.                                    |
|    |                     | 6.2  | Food order is confirmed with purveyors within reasonable time.                             |

## RANGE STATEMENT

This unit applies to all catering operations where food and related services are provided and includes but not limited to the following establishments/operations:

- educational institutions
- cafeterias/canteens/cafes/gourmet food shops
- health establishments
- corrective services
- residential catering
- in-flight catering
- events catering
- private catering

Dietary needs include but is not limited to:

- vegetarian
- vegan
- modified sodium/potassium
- low fat/cholesterol
- gluten free
- high fibre
- modified texture
- high/low protein
- fluids
- high/low energy
- diabetic

Target markets include:

- aged care
- infants/children/adolescents
- corrective services
- athletes
- health care institutions
- hotel guests (current, potential)
- groups with special ethnic/cultural, religious, dietary habits

Types of menu:

- table d'hote
- a la carte
- special

Relevant factors include:

- style of service
- competition
- social factors
- seasonal availability
- popularity
- sales mix
- materials (food, drink, consumables); labour (wages and salaries); overheads (e.g. cost of supporting services, depreciation, power, light)

Financial objectives include:

- profit percentage
- loss percentage
- break even margin
- unit cost

Contemporary diet regimes include:

- Fit for life
- macrobiotic
- low-fat

Menu is planned for:

- 1 – 10 covers
- 11 – 50 covers
- 51 + covers

Units of measurement applied include but not limited to:

- weight
- volume
- area
- time
- portioning
- number of customers

Costs to include:

- direct cost
- indirect cost
- variable cost

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to carry out meal planning in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence of knowledge and understanding of the following is required:

- the food groups
- suitable foods for selected target groups
- food analysis tables

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- principles of planning of menu and recipe preparation
- the relevance of cultural, religious, health preferences on menu planning
- affordability issues
- principles and importance of testing new recipe
- information gathering techniques and procedures
- various organizational system for acquiring supplies including (central purchasing, decentralized purchasing)
- how to review the suitability of new recipes
- how to monitor the progress of menu development
- How to establish projected product yields
- how to cost recipes
- The implication new recipes upon existing resources
- how to identify new resource requirement
- factors that may influence the style of menu offered
- how to develop balance within menus
- How to maximise available resources

**Skills**

The ability to:

- identify dietary and cultural needs of customers
- develop menus to meet dietary and cultural needs
- establish preparation times individual menu items
- review and update menu
- develop meal plans
- Prepare cyclic menus
- prepare recipe
- establish ingredients ratios, cooking times and temperatures
- establish portion yield
- calculate quantity of ingredients
- calculate menu cost
- calculate unit cost
- test new recipe
- prepare market list

**(4) Resource Implications**

- actual or simulated catering operations where food and related services are provided

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHPAT0772A: Present desserts**

Competency Descriptor:

This unit applies to the different styles of dessert presentation.

Competency Field:

Patisserie

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Present and serve plated desserts	1.1	Desserts are portioned and presented in a tasteful and appetising manner according to enterprise standards.
	1.2	Dessert presentation shows artistic flair appropriate for the occasion and the item presented.
	1.3	Desserts are plated and decorated with attention to eye appeal and practicality of service.
	1.4	Temperature of desserts is correctly controlled when serving hot, cold or frozen desserts.
2. Plan, prepare and conduct a dessert trolley presentation	2.1	Where utilised, dessert trolley services are planned and are also appropriate to available facilities and equipment as well as customer and establishment requirements.
	2.2	A variety of desserts is prepared and arranged for display along with sauces and garnishes.
3. Store desserts	3.1	Desserts are stored at the appropriate temperature and under the correct conditions to maintain quality, freshness and customer appeal.
	3.2	Packaging is appropriate for the preservation of taste, appearance and eating characteristics.

## RANGE STATEMENTS

This unit applies to all establishments where desserts are presented.

The term desserts includes but is not limited to prepared portions of the following types:

- puddings, pies, tarts, flans, fritters
- custards
- fruit salad
- charlotte, bavarois, mousse, soufflé,
- meringues, crepes, omelettes
- sorbet, ice cream, bombe, parfait
- desserts include foods from varying cultural origins and may be derived from Classical or contemporary recipes

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively present desserts in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include a:

- demonstrated ability to efficiently present desserts to enterprise standards
- detailed understanding of the different types of desserts

### (2) Pre-requisite Relationship of Units

- THHCOR0041A Follow workplace hygiene procedures.

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- safe work practices, particularly in relation to bending and lifting
- culinary terms commonly used in relation to desserts
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- dessert composition

Skill

The ability to:

- portion desserts
- plate and decorate servings of desserts
- serve hot, cold or frozen desserts
- plan a dessert trolley/station
- prepare a dessert trolley/station
- up-sell a dessert trolley/station
- package desserts for storage

**(4) Resource Implications**

The following resources should be made available:

- food service facility (simulated or actual enterprise)

**(5) Method of Assessment**

Evidence should include a demonstrated understanding of the importance of maintaining the cleanliness and tidiness of service areas and an ability to safely and hygienically follow enterprise procedures in presenting deserts

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of desserts can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**THHPAT0782A: Prepare and display petit fours**

Competency Descriptor:

This unit applies to the production, display and service of a wide range of petit fours including petit fours glazes, marzipan based petit fours and caramelised fruits and nuts served as petit fours, to a level of high and consistent quality.

Competency Field:

Patisserie

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Prepare iced petit fours	1.1	Sponges, bases and fillings are prepared, assembled and cut according to standard recipes and enterprise practice.
	1.2	Fillings are of good flavour and at correct consistency before being used.
	1.3	Fondant icing is brought to correct temperature and consistency to achieve correct coating thickness and glossy surface.
	1.4	Design and decorations complement the situation and maximise eye appeal.
2. Prepare fresh petit fours	2.1	A selection of mini sized shapes made from choux paste are baked, filled and decorated.
	2.2	Blind baked sweet paste bases are prepared in small moulds or tins in a variety of shapes.
	2.3	Applied fillings are of good flavour and correct consistency.
	2.4	Appropriate garnishes, glazes and finishes to enhance flavour and eye appeal are applied.
3. Prepare marzipan petit fours	3.1	Good quality marzipan is appropriately flavoured and shaped according to enterprise practice.
4. Prepare caramelised petit fours	4.1	Fresh fruits or fruit segments are selected and coated with a pale amber coloured caramel.
	4.2	Dried fruits or nuts, filled or sandwiched with appropriately flavoured marzipan are coated according to specifications and to establishment standards.

- |    |                     |     |   |
|----|---------------------|-----|---|
| 5. | Display petit fours | 5.1 | Petits fours are displayed to achieve maximum customer appeal and highlight competent workmanship.  |
| 6. | Store petit fours   | 6.1 | Petit fours are stored at correct temperatures and conditions to maintain maximum eating qualities. |

## RANGE STATEMENTS

This unit applies to all establishments where desserts are presented

- Petit fours glazes may include sponge bases assembled with appropriately flavoured fillings cut into a variety of shapes, iced and decorated.
  - marzipan based petit fours may be modelled by hand or shaped with the aid of moulds and may be appropriately flavoured and coloured and sealed with cocoa butter or food lacquer.
  - Caramelised petit fours include fresh or dried fruits and nuts, filled or unfilled, coated with a light golden coloured caramel.
  - Fresh petit fours include bases prepared from choux or sweet paste with an appropriate filling and/or topping and decoration.
  - Fillings include appropriately flavoured custards, creams.
  - toppings and decorations include a variety of fresh fruits, glazes, fondant or chocolate
- Establishments to include but not limited to:
- pastry shops
  - restaurants
  - hotels
  - coffee shops
  - cafes
  - cafeterias and snack bars
  - commercial catering operations
  - institutional catering operations
  - function facilities

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare and display petit fours in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include:

- artistic skills and creativity
- a detailed understanding of the different types of petits fours preparation and display

**(2) Pre-requisite Relationship of Units**

**(Co-requisite Unit :)** It is recommended that this unit be assessed in conjunction with:

- THHCFP0352A Prepare hot and cold desserts

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- identifying, handling and storing commodities and recognising
- factors affecting quality
- properties of the ingredients used
- in petit fours preparation and their interaction and changes during processing
- the expected taste, texture, structure and size appropriate for petits fours according to industry standards
- precise working methods used in petit fours production and display
- defining and applying corrective steps to ensure quality control
- appropriate technical and culinary terms

Skill

The ability to:

Prepare and display a range of petit fours including but not limited to:

- petit fours glazes
- marzipan based petit fours
- caramelised petit fours
- fresh petit fours
- fillings

Prepare marzipan - appropriately flavoured and shaped into mini size fruits and coated to preserve desired eating characteristics; or softened with egg whites and piped into shapes and sealed/browned by applying heat.

**(4) Resource Implications**

The resources to include but not limited to:

- suitable utensils for the preparation and display of petit fours

**(5) Method of Assessment**

Demonstration of competence must include the production of a range of petit fours with consistency in size, shape, quality and presentation.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and display of petit fours can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCFP0482A: Select, prepare and serve specialised food items**

Competency Descriptor:

This unit deals with the skills and knowledge required to plan, prepare and present specialised food items.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select suppliers and purchase items	1.1 The best supplier is selected with regard to quality and price related to the enterprise requirements.
	1.2 Wastage is minimised through appropriate purchase and storage techniques.
2. Plan menus and/or marketing strategies	2.1 Menu items are priced to achieve satisfactory profit levels and satisfy enterprise requirements for a balanced menu in line with customer demand.
	2.2 Seasonal availability is taken into account when developing menu planning and marketing strategies.
	2.3 Major characteristics of the different varieties of food items are used to create new menu items.
3. Prepare and present a wide range of dishes	3.1 Items are prepared according to standard recipes.
	3.2 Items are cooked in a variety of styles as required by the enterprise.
4. Demonstrate advanced preparation and cooking techniques	4.1 Cooking techniques are effectively demonstrated and taught to other staff.
5. Implement hygienic and safe practices	5.1 Potential problems are identified and appropriate preventative measures are taken to eliminate risks concerning hygiene and occupational health and safety issues in the workplace.
	5.2 Equipment used is safely and hygienically operated according to enterprise practice.
	5.3 Items are hygienically and correctly stored.



## RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided

This unit covers a range of units in cooking at a specialised level.

The areas of specialised cooking can include but is not limited to:

- preparation of cakes
- pastries
- yeast based goods and desserts
- meat
- poultry
- game
- seafood
- vegetables
- fruit and salad

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to efficiently select, prepare and serve specialised food items in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently prepare and present the nominated specialised food items to enterprise standards
- evidence should also include a detailed understanding of the different classifications of the main food groups

### (2) Pre-requisite Relationship of Units

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food



### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices particularly in relation to bending and lifting
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- commonly used culinary terms
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus
- modern trends in menus
- major characteristics of the different varieties of food items
- balanced menu
- basic criteria for selecting supplier
- minimising wastage through proper purchasing and storage procedures
- occupational health and safety issues in the workplace

#### Skills

The ability to:

- select suppliers
- purchase items
- minimise wastage
- price menu items
- plan menus
- plan marketing strategies
- create new menu items
- prepare menu items
- cook items in a variety of styles
- demonstrate advanced preparation and
- cooking techniques
- identify potential problems
- eliminate risks concerning hygiene and
- occupational health and safety issues in the workplace
- store food items
- teach cooking techniques to other staff

### (4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas

### (5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of the nominated specialised food items can be demonstrated. This should be supported by assessment of underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



## THHCAT0733A: Select catering systems

### Competency Descriptor:

This unit deals with the evaluation and selection of a catering system(s) to meet the food production needs of a catering enterprise. It focuses on the information required in order to be able to make such a selection.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify requirements for a catering system	1.1 Reasons for a catering system are examined carefully and taken into consideration.
	1.2 Requirements for a catering system are identified.
	1.3 Specific requirements for installation are evaluated.
2. Select the system required	2.1 Information about the equipment used in the proposed system is taken into account.
	2.2 Advantages and disadvantages of the chosen system are considered.
	2.3 The production and organisational changes required to reflect the system are taken into account.
	2.4 Menu items are compatible with the type of system chosen.
	2.5 Quality control requirements for the system are identified.
	2.6 Hazard and critical control points for the system are identified.

## RANGE STATEMENTS

Catering systems refers to an integrated and distinct production, distribution and service system

Requirements for a catering system include but not limited to the following:

- client profile
- budget
- menu type
- production volume
- available facilities and equipment
- nutritional requirements
- capability of kitchen team and training required
- location of service points
- holding requirements

Stages in the proposed system for which information is required may include:

- receiving
- storing
- preparation
- preparation/cooking
- post cooking storing
- rethermalisation where applicable
- serving

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to efficiently select catering systems in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- knowledge and understanding is required of the principles and requirements of hazard and critical control points (HACCP)
- knowledge and understanding of catering systems and considerations in selection

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- quality control requirements
- hazard and critical control points
- the production and organisational changes
- catering systems
- (fresh cook, cook chill - 5 day life,
- cook chill - extended life, cook freeze)

#### Skill

The Ability to:

- identify requirements for a catering system
- examine reasons for a catering system
- determine required production and organisational changes
- identify quality control requirements
- identify Hazard and critical control points for the system

**(4) Resource Implications**

The following resources should be made available:

- food service environment (actual enterprise or simulation)

**(5) Method of Assessment**

Competency shall be assessed through case study analysis and/or theory tests.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed either on or off-the-job.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHPAT0573A: Prepare and present gateaux, torten and cakes**

Competency Descriptor:

This unit applies to the production and finishing of a range of cakes.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare sponges and cakes	1.1	Ingredients are selected, measured and weighed and brought to correct temperature according to standard recipe requirements and enterprise practice.
		1.2	Sponges and cakes are prepared to recipe specifications and baked to achieve correct colour, crumb structure and moisture retention.
		1.2	Sponges and cakes are cooled and stored under conditions retaining maximum eating quality and freshness.
2.	Prepare and use fillings	2.1	A selection of fillings is prepared with desirable flavours and to correct consistency and applied in correct amounts to standard recipe specifications and enterprise practice.
		2.2	Cakes are assembled and sides and tops are masked, covered or coated to achieve even, straight and smooth surfaces or as required by recipe specifications.
		2.3	Products are decorated using designs suited to the product and the occasion according to enterprise practice.
3.	Present cakes	3.1	Appropriate equipment for display and service is selected.
		3.2	A range of cakes are arranged for display in an appealing manner and to meet customer expectations and to enterprise standards.
		3.3	Service temperature of products are appropriate for maintaining freshness and flavour.
		3.4	Portion controlled cakes are marked and/or cut precisely according to enterprise specifications.

4. Store cakes
- 4.1 Cakes are stored at the correct temperature and conditions to maintain quality and extend shelf-life.

## RANGE STATEMENTS

This unit applies to all establishments where desserts are presented:

The preparation of cakes includes:

- sponges
- gateaux
- torten
- cakes
- sweet pastes and meringues
- fillings and coating agents
- as well as skills and techniques in assembling and finishing

Establishments to include but not limited to:

- patisseries and pastry shops
- restaurants
- hotels
- coffee shops
- cafes
- cafeterias and snack bars
- commercial catering operations
- institutional catering operations
- function facilities

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare and present gateaux, torten and cakes in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include artistic skills and creativity
- evidence should also include a detailed understanding of the different types of gateaux, torten and cake preparation and presentation

### (2) Pre-requisite Relationship of Units

- THHCFP0352A Prepare hot and cold desserts

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of

- identifying, handling and storing of commodities, recognising factors affecting quality
- properties of the ingredients used
- and their interaction and changes during processing
- the expected taste, texture and crumb structure appropriate for the particular item
- influence of correct portion control, yields, weights and sizes on product profitability
- defining and applying corrective steps to ensure quality control
- appropriate technical and culinary terms
- function and routine maintenance of equipment used

Skill

The ability to:

Prepare and present range of products including but not limited to:

- sponges
- gateaux
- torten
- cakes
- sweet pastes and meringues
- fillings and coating agents

**(4) Resource Implications**

The resources to include but not limited to:

- suitable utensils for the preparation and display of gateaux, torten and cakes

**(5) Method of Assessment**

Demonstration of competence must include the preparation and presentation of a range of gateaux, torten and cakes with consistency in size, shape, quality and presentation

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and display of gateaux, torten and cakes can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHPAT0603A: Prepare model marzipan**

Competency Descriptor:

This unit deals with the preparation, handling and modelling of Marzipan, as well as with the decorating, colouring and presentation of modelled items.

Competency Field:

Patisserie

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1.	Prepare modelling marzipan	1.1	Ingredients are selected, weighed and worked together to achieve desired composition and characteristics of quality modelling marzipan.
		1.2	Potential problems are identified and appropriate preventive measures are taken to maintain desired characteristics and to eliminate risks concerning hygiene.
2.	Prepare moulded and modelled shapes	2.1	Marzipan is moulded or modelled to achieve a variety of figures, shapes and flowers.
		2.2	Colour, decorations and coating agents are applied to enhance presentation.
		2.3	Finished shapes are sealed to preserve freshness and eating quality.
3.	Store marzipan products	3.1	Products made from marzipan are stored at the correct temperature and condition to avoid excessive crust formation and drying out and to maintain maximum eating quality.
4.	Manipulate marzipan to cover cakes, gateaux, torten and petits fours	4.1	Marzipan is rolled out to specified size and thickness.
		4.2	Surface of item to be covered is prepared to be level and smooth.
		4.3	Covering technique applied to result in smooth and seamless finish.



## RANGE STATEMENTS

Preparing marzipan refers to combining manufactured almond paste, pure icing sugar and glucose syrup to a smooth paste of a consistency best suited for its intended purpose.

The handling of marzipan includes:

- modelling into shapes
- figures or flowers
- covering of cakes

Establishments to include but are not limited to:

- pastry shops
- restaurants
- hotels
- coffee shops
- cafes
- cafeterias and snack bars
- commercial catering operations
- institutional catering operations
- function facilities

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare and model marzipan in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence should include:

- artistic skills and creativity, knowledge and understanding of the principles and requirements of health, hygiene and safety precautions.
- an understanding of application of techniques in the preparation and modelling of marzipan.

### (2) Pre-requisite Relationship of Units

- THHCFP0352A Prepare hot and cold desserts

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- how to identify, handle and store marzipan and marzipan products and recognise factors affecting their quality
- hygiene requirements relating to
- possible spoilage by bacteria or mould during preparation, handling and storage of marzipan

Skill

The ability to:

- combine manufactured almond paste, pure icing sugar and glucose syrup to a smooth paste of a consistency best suited for modelling into shapes, figures or flowers

**(4) Resource Implications**

The resources to include but not limited to:

- Suitable utensils for the preparation and modelling of marzipan.

**(5) Method of Assessment**

Demonstration of competence must include the production of a range of marzipan products with consistency in quality and appearance. This should be supported by assessment of underpinning knowledge.

**(6) Context of Assessment**

This unit must be assessed in the workplace or simulated environment where adequate and appropriate equipment and materials are provided.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHPAT0613A: Plan and prepare deserts to meet special dietary requirements

Competency Descriptor:

This unit applies to the preparation of a range of desserts where aspects of nutrition, diet or allergies influence the composition and the ingredients permitted to be used.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare dietary desserts	1.1	Ingredients are selected to strict criteria for a particular dietary requirement.
		1.2	Ingredients are measured and weighed and brought to correct temperature according to recipe requirements.
		1.3	Desserts are produced to special dietary recipes or nutritional guidelines.
2.	Prepare dessert sauces	2.1	Hot or cold sauces are produced to a desired consistency and appropriately flavoured using ingredients according to dietary requirements.
3.	Store dietary desserts	3.1	Dietary desserts are stored at the appropriate temperature and under the correct conditions to maintain quality, freshness and customer appeal.

### RANGE STATEMENTS

Special dietary requirements refer to desserts where aspects of nutrition, diets or allergies influence the composition and the ingredients permitted to be used, e.g. diabetic desserts, low fat: sugar, yeast, gluten - or flour free etc.

Establishments to include but not limited to:

- patisseries and pastry shops
- restaurants
- hotels
- coffee shops
- cafes
- cafeterias and snack bars
- commercial catering operations
- institutional catering operations
- function facilities

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare deserts to meet special dietary requirements in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include artistic skills and creativity; knowledge and understanding of the principles and requirements of health, hygiene and safety precautions
- evidence should also include an understanding of the principles of and application of techniques in preparing desserts to meet special dietary requirements

### (2) Pre-requisite Relationship of Units

- THHCFP0352A Prepare hot and cold desserts

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of

- desserts and dessert recipes suitable for a variety of dietary requirements
- identifying, handling and storing of commodities and recognising factors affecting their quality
- properties of dietary ingredients used in a range of dessert recipes and the influence of each on processing and product quality
- the expected taste, texture and structure appropriate for the particular item according to industry standards
- the influence of correct portion control, yields and sizes on permitted dietary intake and on the profitability of an establishment

#### Skill

The ability to:

- select ingredients for a particular dietary requirement
- measure, weigh and bring ingredients to correct temperature according to recipe requirements
- produce desserts to special dietary recipes or nutritional guidelines
- produce hot or cold sauces
- store dietary desserts

**(4) Resource Implications**

The resources to include but not limited to:

- suitable utensils for the preparation of desserts

**(5) Method of Assessment**

Demonstration of competence must include the production of a range of desserts suitable for a variety of dietary requirements and allergy intolerance.

**(6) Context of Assessment**

This unit must be assessed in the workplace or simulated environment where adequate and appropriate equipment and materials are provided.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHPAT0623A: Prepare and display sugar work**

Competency Descriptor:

This unit applies to the preparation of sugar for sugar work and the planning and production of display pieces in a variety of establishments.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Boil sugar	1.1	Sugar and water are combined, cleaned and boiled to required temperature and coloured appropriately for intended use.
		1.2	Boiled sugar solution is handled safely and used according to standard recipes and enterprise practice.
		1.3	Specified preparation method is applied to suitable work surface for pulling sugar according to standard industry practice.
		1.4	Specialised equipment for boiling sugar is used correctly and safely.
2.	Pull boiled sugar	2.1	Boiled sugar is manipulated to avoid crust forming and is pulled at correct temperature in a safe manner.
3.	Store pulled sugar	3.1	Pulled sugar is suitably portioned for intended use.
		3.2	Correct packaging methods are applied to ensure pulled sugar pieces are perfectly sealed, preferably in a vacuum.
		3.3	Correct storage procedures are applied to ensure extended shelf-life.
4.	Plan sugar work	4.1	Sugar work is planned appropriate for the occasion with consideration to the time available for preparation.
		4.2	Sketches drawn outline forms/shapes, colours, supports and decorations.
		4.3	Formwork and working surface are appropriately prepared and the amounts of the required quantities of the differently coloured sugar calculated.
		4.4	Appropriate equipment and materials are selected.

- 5. Prepare sugar work
  - 5.1 Sugar is boiled, coloured and the temperature arrested at the correct point.
  - 5.2 Boiled sugar is shaped into desired forms applying appropriate techniques and skills with attention to correct and even thickness.
  - 5.3 Formwork is removed from sugar at the correct stage of hardening. Pieces are moved to cooler spots to accelerate cooling.
  - 5.4 Sugar centre pieces are assembled with attention to balance, proportion and strength.
  - 5.5 Sugar work is decorated with a sense of artistry, appropriate for the occasion and to create customer appeal.
- 6. Display sugar work
  - 6.1 Sugar work is displayed in an attractive manner to enhance food displays.
  - 6.2 Sugar work complements the displayed food with harmony and balance.
  - 6.3 Sugar work is correctly stored according to establishment procedures and protected from humidity, dust and heat.



## RANGE STATEMENTS

This unit applies to all establishments for preparing and displaying sugar work:

- the preparation of sugar includes boiling to various pre-determined temperature stages suitable for pulling or casting
  - pulling refers to manipulating boiled sugar after initial cooling to incorporate air and to achieve elasticity and sheen
  - casting refers to pouring boiled sugar into prepared frame work or moulds or into free flowing shapes
  - the preparation of sugar casts includes casting of individual segments, assembling, decorating and preparing for storage or display
- Establishments to include but not limited to:
- restaurants
  - hotels
  - cafes
  - commercial catering operations
  - function facilities

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare and display sugar work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include artistic skills and creativity; knowledge and understanding of the principles and requirements of health, hygiene and safety precautions
- competence and skilfulness of various techniques including pulling and casting must be demonstrated

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

Sugar boiling and handling techniques including:

- causes of premature crystallisation of boiled sugar and methods to avoid it
- influence of cleanliness of materials used on the boiling process and quality outcome
- safety requirements relating to possible dangers when handling boiled sugar at high temperatures
- basic First Aid for treatment of burns in case of accidents

Skill

The ability to:

- calculate quantities of sugar needed
- boil sugar
- prepare formwork and working surfaces for pulling sugar
- manipulate boiled sugar
- shape boiled sugar into desired forms
- remove formwork from sugar
- assemble sugar centre pieces
- decorate sugar work

**(4) Resource Implications**

The resources to include:

- suitable utensils, equipment and supplies for the preparation and display of sugar work

**(5) Method of Assessment**

Demonstration of competence must include the production of an extensive range of sugar work. This should be supported by assessment of underpinning knowledge.

**(6) Context of Assessment**

This unit must be assessed in the workplace or simulated environment where adequate and appropriate equipment and materials are provided.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHPAT0633A: Plan, prepare and display sweet buffet showpieces

Competency Descriptor:

This unit applies to the planning, preparing and displaying of a wide range of show pieces appropriate for a sweet buffet display and prepared from a range of suitable materials.

Competency Field: Patisserie

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan sweet buffet show pieces	1.1	Show pieces are planned appropriate for the occasion with consideration to the time available for preparation.
		1.2	Sketches are drawn outlining form/shape, colours and decorations.
		1.3	Appropriate equipment and materials are selected.
2.	Prepare sweet buffet show pieces	2.1	A variety of showpieces are produced to industry standards.
		2.2	Selected materials are shaped into desired forms applying appropriate techniques and using creative flair and skills.
		2.3	Showpieces are assembled with attention to balance, proportion and strength.
		2.4	Pieces are finished and decorated with a sense of artistry and to create customer appeal.
		2.5	Decorations are suitable to the materials used and appropriate for the occasion.
3.	Display sweet buffet show pieces	3.1	Showpieces are displayed in an attractive manner to enhance sweet buffet displays.
		3.2	Show pieces complement the displayed food with harmony and balance.
		3.3	Show pieces are correctly stored according to establishment procedures and protected from humidity, dust and heat.

## RANGE STATEMENTS

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

Sweet buffet show pieces include:

- decorative pieces prepared from mainly sugar
- chocolate
- pastillage
- croquant
- marzipan or a combination thereof.

Establishments to include but not limited to:

- restaurants
- hotels
- cafes
- commercial catering operations
- function facilities

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively plan, prepare and display sweet buffet in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence is required of knowledge and understanding of handling techniques and safety requirements relating to possible dangers when working with various sweet buffet show pieces identified in the range

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- various techniques in handling chocolate, pastillage, croquant and marzipan
- health and safety precautions when
- using air brush or spraying equipment
- for colouring or lacquering of show pieces
- correct procedures for basic First Aid
- for treating burns

#### Skill

The ability to:

- plan show pieces
- select appropriate equipment and materials
- produce a variety of show pieces
- assemble showpieces

**(4) Resource Implications**

The resources to include:

- Suitable utensils, equipment and supplies for the preparation and display of sweet buffet show.

**(5) Method of Assessment**

- Demonstration of competence must include the production of various types of sweet buffet show pieces. This should be supported by assessment of underpinning knowledge.

**(6) Context of Assessment**

This unit must be assessed in the workplace or simulated environment where adequate and appropriate equipment and materials are provided.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **THHWPO0233A: Implement workplace health, safety, and security procedures**

Competency Descriptor:

This unit deals with the skills and knowledge required to implement health, safety and security procedures in the workplace. This unit is often carried out by team leaders and supervisors

Competency Field:

Hospitality

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Provide information on health, safety and security	1.1	Relevant information is accurately and clearly explained to staff.
		1.2	Specific enterprise information on health, safety and security is accurately and clearly explained to staff.
		1.3	All information is readily accessible to staff.
2.	Co-ordinate staff participation in health, safety and security issues	2.1	All staff members are given the opportunity to contribute to the management of health, safety and security in the workplace.
		2.2	Issues raised through consultation are actioned, resolved or referred to the appropriate person for follow up.
		2.3	Feedback is provided on management systems to the designated person.
3.	Implement and monitor procedures for controlling hazards and risks	3.1	Workplace hazards and risks are identified and reported.
		3.2	Control procedures are implemented and monitored in accordance with enterprise and legislative requirements.
		3.3	Inadequacies in control measures are promptly identified and reported to the appropriate person.
4.	Implement and monitor health, safety and security training	4.1	Training needs are accurately identified based on close monitoring in the workplace.

- |    |     |   |
|----|-----|---|
|    | 4.2 | Arrangements are made for fulfilling training needs in consultation with appropriate management and in accordance with enterprise policy. |
|    | 4.3 | Effectiveness of training is monitored in the workplace and adjustments made as necessary.  |
| 5. |     | Maintain health, safety and security records  |
|    | 5.1 | Records are accurately and legibly completed and stored in accordance with enterprise and legal requirements.                             |
|    | 5.2 | Data is used to provide reliable input to the management of workplace health, safety and security.  |

## **RANGE STATEMENTS**

This unit applies to all catering operations where food and related services are provided.

Hazards and risks may include but are not limited to:

- workplace sickness
- fire
- crowd related risks
- accidents
- theft and armed robbery
- deranged customers
- equipment failure
- weather emergencies
- pests



## EVIDENCE GUIDE

Competency is to be demonstrated by effectively implementing workplace health, and safety security procedures in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently implement workplace health, safety and security procedures

### (2) Pre-requisite Relationship of Units

It is recommended that this unit be assessed either in conjunction with or after the following units:

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- HACCP principles and methods of food production
- hygiene and food safety regulations
- general duty of care
- requirements for record keeping
- provision of information and training
- regulations and codes of practice in relation to hazards in work area
- health and safety procedures particularly in relation to guests and staff
- issue resolution
- knowledge of specific enterprise policy and procedures

#### Skill

The ability to:

- provide information on health, safety and security
- co-ordinate staff participation in health, safety and security issues
- implement and monitor procedures for controlling hazards and risks
- implement and monitor health, safety and security training
- maintain health, safety and security records

### (4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit.

A range of methods to assess underpinning knowledge should support this. The assessment should include comprehensive theory tests or questioning, case studies and/or projects in order to assess underpinning knowledge

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.