

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCTHH10309

Level I in Commercial Food Preparation (Cookery)

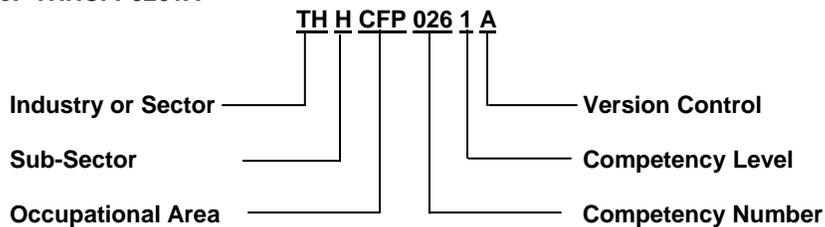
Unit Number	Unit Title	Mandatory/ Elective	Hours
CRICOM0011A	Apply language and communication skills	Mandatory	15
THHCOR0011A	Work with colleagues and customers	Mandatory	20
THHCOR0021B	Follow health, safety and security procedures	Mandatory	20
THHCOR0031A	Develop and update hospitality industry knowledge	Mandatory	10
THHCOR0041A	Follow workplace hygiene procedure	Mandatory	15
THHCOR0051A	Communicate on the telephone	Mandatory	10
THHCOR0061A	Operate in a culturally diverse work environment	Mandatory	10
THHCOR0101A	Develop and update job knowledge	Mandatory	10
THHCFP0221B	Organise and prepare food	Mandatory	20
THHCFP0231A	Present food	Mandatory	6
THHCFP0251A	Clean and maintain premises	Mandatory	10
THHCFP0261B	Use basic methods of cookery	Mandatory	45
THHCFP0271A	Prepare appetisers and salads	Mandatory	25
THHCFP0281A	Prepare sandwiches	Mandatory	6
THHCFP0301A	Prepare soups	Mandatory	10
THHCFP0321A	Prepare and cook poultry and game	Mandatory	25
THHCFP0331A	Prepare and cook meat and seafood	Mandatory	30
THHCFP0342A	Identify and prepare meat	Mandatory	50
THHCFP0581A	Prepare breakfast items	Mandatory	30
THHCFP0641A	Prepare egg dishes	Mandatory	20
THHCFP0651A	Prepare vegetables and farinaceous dishes	Mandatory	20
THHCAT0651A	Transport and store food in a safe and hygienic manner	Mandatory	12
THHCFP0661A	Prepare sauces	Mandatory	14
THHCFP0671A	Prepare stocks	Mandatory	14
THHGAD0141A	Receive and store stock	Mandatory	15
THHGHS0172B	Provide basic first aid	Mandatory	24
THHCFP0461A	Handle and serve cheese	Elective	5
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	40
THHCFP0352A	Prepare hot and cold desserts	Elective	50
THHCFP0362A	Prepare pastry, cakes and yeast goods	Elective	42
THHCFP0392A	Prepare diet based and preserved foods	Elective	50
THHPAT0532A	Prepare and produce pastries	Elective	24
THHPAT0542A	Prepare and produce cakes	Elective	24
THHPAT0772A	Present desserts	Elective	42
THHPAT0782A	Prepare and display petit fours	Elective	30
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50

To achieve this qualification all Mandatory competency standards plus a minimum of one (1) level one elective and two electives from level two must be achieved.

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

Legend to Unit Code

Example: THHCFP0261A



KEY: COR – Mandatory; CFP- Commercial Food Preparation; GAD – General Administration;
CAT – Catering; GHS – General Health Service; PAT – Patisserie;
BSB - Business Sector (Business); ITI - Information Technology (Information);
THH – Tourism & Hospitality (Hospitality)

**CRICOM0011A: Apply language and communication skills**

Competency Descriptor:

This unit provides skills and knowledge required to apply the rules of spoken and written English to enhance the development of language and communication skills necessary to communicate effectively in a wide range of contexts.

Competency Field:

Language and Communication

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Apply grammar and usage	<ul style="list-style-type: none">1.1 The different parts of speech are correctly identified.1.2 The different tenses are identified and appropriately used.1.3 Knowledge of the different types of nouns is demonstrated.1.4 The correct forms of verbs are identified and appropriately used.1.5 Different kinds of phrases are identified.1.6 Knowledge of the types of sentences is demonstrated.1.7 Sentences are constructed showing correct use of agreement between subjects and verbs.1.8 Sentences are constructed showing agreement between pronouns and the antecedents.1.9 Sentences are constructed using different subordinates clauses.1.10 Sentences are constructed using verbs in their active and passive voice.1.11 Knowledge of the correct use of other parts of speech is demonstrated.1.12 Sentence faults are identified and corrected.



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|----|--|-----|---|
| 2. | Apply the rules for mechanics, vocabulary and spelling | 2.1 | Knowledge of rules governing the use of capitalization, punctuation and abbreviation is demonstrated. |
| | | 2.2 | Punctuation marks are used correctly in written exercises. |
| | | 2.3 | Abbreviations are identified and used as related to skill area. |
| | | 2.4 | Capitalization used correctly in written sentences. |
| | | 2.5 | The spelling rules are identified and applied. |
| | | 2.6 | Word meanings are interpreted through context clues and industry standards. |
| 3. | Develop writing skills | 3.1 | Essential characteristics of a paragraph are identified. |
| | | 3.2 | Paragraph from given information are developed. |
| | | 3.3 | Main points in a written document are correctly identified and expanded. |
| | | 3.4 | Summarization skills are developed. |
| | | 3.5 | Types of written communication such as letters, memoranda and reports are identified. |
| | | 3.6 | Reports, letters and memoranda are coherently written using appropriate sentence construction techniques, mechanics, vocabulary/terminology and, where required, industry jargon. |
| | | 3.7 | Job-related forms are completed to the required standards. |
| | | 3.8 | Written activities are completed within specified time. |
| | | 3.9 | References are acknowledged as required. |
| 4. | Develop oral and visual communication skills | 4.1 | The purposes of oral and visual communication are correctly stated. |
| | | 4.2 | Methods of non-verbal communication are identified and used where appropriate. |
| | | 4.3 | Appropriate tools and devices are used to communicate effectively in the oral mode. |
| | | 4.4 | Subject matter is identified and orally or visually communicated. |
| | | 4.5 | Listening skills are developed and applied to aid effective communication in the workplace. |



- 4.6 Effective interpersonal communication skills are applied in the work environment.
5. Use information system
- 5.1 The functions of a library are identified.
- 5.2 Manual/electronic databases of catalogues are correctly used.
- 5.3 A variety of media is used to access information.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation,

The following variables may be present:

Grammar and usage may include:

- parts of speech
- parts of a sentence
- types and functions of sentences (e.g. simple and compound)
- phrases and their functions
- subordinate clauses (adverbial adjectival, noun)
- rules for subject-verb agreement (focus on indefinite pronoun as subject; collective noun as subject)
- pronouns and their antecedents
- verbs: action, linking, regular, irregular
- tenses: present, past, future, present perfect, past perfect, future perfect
- adjectives and adverbs
- sentence faults: fragments and run-on

Interpersonal communication skills include:

- goal setting
- effective communication practice
- good customer service
- oral and written presentation techniques

Mechanics, vocabulary and spelling may include:

- rules governing the use of capitalization, punctuation and abbreviation
- punctuation marks: end marks, commas, semi-colon and colon, quotation marks, dashes and parentheses, hyphen, apostrophes
- Abbreviations: symbols, measurements, time, number
- spelling words and interpretation of their meanings through context clues and word analysis, prefixes, suffixes, root (focus on words used in skill area)

Other parts of speech may include:

- adjectives
- adverbs
- preposition
- conjunction



Communication skills may include:

- effective listening skills (eliciting feedback, developing objectivity, learning to empathize)
- kinds of communication barriers
- clear logical reasoning
- identification and evaluation of propaganda techniques
- formal report/speech
- purposes/goal for written, visual and oral communication
- methods of non-verbal communication
- oral/written instructions
- use of telephone, fax machine, advertisement
- use of statistics and graphical presentation
- differentiating between facts and opinions

A report:

- is used to denote any required written communication that goes beyond a simple recording of facts (such as completion of a shift production schedule) to include level of analysis and/or research
- may be of a technical nature and it should be based on the writer having technical knowledge. Conclusions and/or recommendations, where required, are based on research or analysis of data
- includes graphs, charts, tables, etc. as required
- analysis and conclusions should be consistent with the level of skill and knowledge of the employee working at that level

Visual communication skills may include:

- body language
- gestures
- facial expressions
- sign language
- signs
- graphs, charts and so on

Writing skills may include:

- methods of paragraph development – chronological, order of importance, spatial order, comparison or contrast
- paragraphs with – topic sentences and supporting sentences, unity and coherence,
- linking expressions and connectives,
- sentence length and structure
- different types of reports and letters – styles and format
- filling out of job-related forms
- writing of resume
- preparation of notices

Information systems include:

- functions of library and documentation centre
- use of catalogues in libraries/documentation centres to locate books
- use of dictionaries and encyclopaedias
- use of technical handbooks, manuals, directories and maps
- use of newspapers and periodicals



EVIDENCE GUIDE

Competency is to be demonstrated by the effective use of communication skills in accordance with the range listed in the range of variables statement, relevant to the work orientation.

(1) Critical Aspects of Evidence

This unit could be assessed in conjunction with any other units applicable to the individual's work.

During assessment the individual will:

- demonstrate the ability to apply language
- demonstrate the ability to apply communication skills
- demonstrate effective writing style
- demonstrate the ability to identify and expand main points
- communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- use appropriate communication techniques, practices and processes
- follow accepted workplace procedures

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the eight parts of speech
- grammar and usage
- types of sentences
- parts of sentences
- types of paragraphs
- rules of mechanics, vocabulary and spelling
- writing styles (technical or non-technical)
- communication skills
- information systems
- reports including graphs, charts, tables

Skills

The ability to:

- communicate concepts in writing
- identify main points
- expand main points
- apply language and communication skills (orally and in writing) in the workplace



(4) Resource Implications

The candidate will be provided with:

- all tools, equipment, materials and documentation required
- any relevant workplace procedures
- any relevant codes, standards, manuals and reference materials

(5) Method of Assessment

The candidate will be required to:

- answer questions put by the assessor
- communicate in the work environment (oral assessment)
- present evidence of credit for any off-job training related to this unit

Assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

All tasks involved must be completed within reasonable timeframes relating to typical workplace activities.

(6) Context of Assessment

This unit may be assessed on the job, off the job, or a combination of both.

The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

**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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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.

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"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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.

THHCOR0021B: Follow health, safety and security procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It also covers basic first aid

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow workplace procedures on health, safety and security	1.1 Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant regulations and insurance requirements. 1.2 Breaches of health, safety and security procedures are identified and promptly reported. 1.3 Any suspicious behaviour, packages or occurrences are promptly reported to the designated person.
2. Deal with emergency situations	2.1 Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility. 2.2 Emergency procedures are correctly followed in accordance with enterprise procedures. 2.3 Basic first aid is performed following recommended procedures. 2.4 Assistance is promptly sought from colleagues and/or other authorities where appropriate. 2.5 Details of emergency situations are accurately reported in accordance with enterprise policy.
3. Maintain safe personal presentation standards	3.1 Personal presentation takes account of the workplace environment and health and safety issues.
4. Provide feedback on health, safety and security	4.1 Issues requiring attention are promptly identified. 4.2 Issues are raised with the designated person in accordance with enterprise and legislative requirements.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Health, safety and security procedures may include but are not limited to procedures for:

- emergency, fire and accident
- 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

Basic first aid is applied to:

- cuts
- simple burns (water, steam, fire)
- bruises
- choking
- sprains

Workplace environment and health and safety issues include but are not limited to:

- appropriate personal grooming and hygiene
- appropriate clothing and footwear

Emergency situations may include but are not limited to:

- bomb threats
- deranged customers
- accidents
- robbery
- fire
- armed hold up
- floods
- earthquakes

First aid applications include:

- bandages
- cold pack
- Heimlich maneuver
- removing/lifting injured persons

EVIDENCE GUIDE

Competency is to be demonstrated by applying health, 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 health, 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 SkillsKnowledge

Knowledge of:

- industry/sector insurance and liability requirements in relation to individual
- staff responsibilities
- relevant occupational health and safety regulations in relation to obligations of employers and employees
- common health, safety and activity procedures in tourism and hospitality workplaces
- major causes of workplace accidents relevant to the work environment
- Basic first aid applied to cuts, simple burns (fire, water, steam); bruises, choking, sprains

Skills

The ability to:

- follow health, 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 (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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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.

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 SkillsKnowledge

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

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.

THHCOR0041A: Follow workplace hygiene procedure

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

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 SkillsKnowledge

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

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.

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"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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 SkillsKnowledge

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

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.

THHCOR0101A: **Develop and update job knowledge**

Competency Descriptor:

This unit deals with the skills, knowledge and attitudes required to access, increase/update and share knowledge of the job, including roles and functions. This knowledge underpins effective performance in all sectors.

Competency Field: Tourism and Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Update occupational knowledge	1.1 Identify careers in the occupation. 1.2 Develop and update knowledge of current trends in the occupation. 1.3 Understand the characteristics of a professional employee. 1.4 Update knowledge of employment and training opportunities available in the occupation.
2. Share information on the job industry.	2.1 Understand key industry jargons. 2.2 Use key industry jargons to communicate information to colleagues and customers. 2.3 Select and use appropriate techniques to share information with colleagues and customers.
3. Develop and demonstrate understanding of job roles and functions.	3.1 Access information on job roles and functions, for example, organisational structures, job descriptions and specifications, special skill requirements. 3.2 Understand the inter-relationships of departments within the organisation. 3.3 Demonstrate knowledge of trade and professional ethics of the job. 3.4 Operate within the established policies and procedures of the job.

RANGE STATEMENTS

This unit may apply to all tourism and hospitality sectors.

Job knowledge may be updated by:

- conducting research in books and on the Internet
- on-the-job observations
- reading trade journals

Technical jargons may include words and phrases used in:

- industries/sectors
- departments

Appropriate techniques to share information may include:

- oral communication
- visual aids such as pamphlets, fliers
- relevant presentation software, e.g. powerpoint presentations

Information on job roles and function may be obtained from:

- industry personnel
- trade journals
- hospitality texts

Policies and procedures of job may be found in:

- policies and procedures manuals
- best practices

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

This unit of competence can apply to any hospitality and tourism sector workplace and circumstance. Evidence of the following is critical:

- knowledge of industry/trade jargons and standard operating procedures
- ability to demonstrate knowledge of trade and professional ethics on the job
- ability to select and use appropriate techniques to share information
- ability to source and share accurate and current information

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- careers in the occupation
- trends in the occupation
- characteristics of the professional employee
- employment and training opportunities available
- industry/trade jargons
- job roles and functions
- organisational charts
- interrelationships between departments
- trade and professional ethics

Skill

The ability to:

- operate within establish policies and procedures
- use appropriate techniques to share information
- access information
- share information
- effectively use relevant communication skills
- demonstrate trade and professional ethics

(4) Resource Implications

This unit requires the use of resources, which are commonly used to assist in the development of job knowledge. This includes such things as experienced industry personnel, trade journals, policies and procedures manuals and so on.

(5) Method of Assessment

This unit can be assessed on or off the job. Methods must include assessment of job knowledge as well as assessment of skills. The assessment method to be used can be one or more of the following:

- direct observation
- review of visual aids
- written and oral questioning
- third party/workplace reports

(6) Context of Assessment

This unit can be assessed on or off 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 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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 2	

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

THHCFP0221B: Organise and prepare food

Competency Descriptor:

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

Competency Field: Commercial Food Preparation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare equipment for use	1.1 Ensure that equipment is clean before use, is the correct type and size and is safely assembled and ready for use.
2. Assemble and prepare ingredients for menu items	2.1 Ingredients are identified correctly, according to standardized recipes.
	2.2 Ingredients are the correct quantity, type and quality and are assembled and prepared in required form and time frame.
3. Prepare dairy, dry goods, fruits and vegetables	3.1 Vegetables and fruit are cleaned, peeled and/or prepared as required for menu items.
	3.2 Dairy products are correctly handled and prepared as required for menu items.
	3.3 Dry goods are measured/weighed, sifted where appropriate and used as required for menu items.
	3.4 General food preparation methods are applied according to requirement for menu.
	3.5 Cut vegetable according to desired shapes and sizes.
4. Prepare meat, seafood and poultry	4.1 Food is prepared and portioned according to size and/or weight.
	4.2 Meat is trimmed, minced or sliced and prepared correctly.
	4.3 Fish and seafood are cleaned and prepared correctly, according to menu requirements.
	4.4 Poultry is trimmed and prepared correctly.

RANGE STATEMENTS

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

Preparation includes but is not limited to:

- securing resources required for work activities
- arrangements for breakfast, lunch, dinner, supper and special occasions
- special requests
- the tasks required to make a section of the kitchen ready for service

The terms organising and preparing food are 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

Basic cuts of vegetable include:

- julienne
- batannet
- brunoise
- diced (large, small, medium)
- tourney
- payanne
- chiffonade (very thin strips)
- oblique
- rondelle

Menu requirements for fish include:

- filleted fish
- dressed fish
- stuffed fish
- sliced fish

EVIDENCE GUIDE

Competency is to be demonstrated by effectively organizing and preparing 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:

- THHCFP0231A Present food
- THHCFP0251A Clean and maintain premises

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- basic products and types of menus required
- principles that inform meal planning for breakfast, lunch, dinner and supper
- hygiene
- occupational health and safety
- logical and time efficient work flow

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
- clean, peel and/or prepare vegetables and fruits
- handle and prepare dairy products
- apply food preparation methods as required for menu items. This could include but is not limited to sandwiches, garnishes, entrees, batters and coatings
- trim, mince or slice and prepare meat
- clean and prepare fish and seafood
- trim and prepare poultry
- fillet fish

(4) Resource Implications

The following resources should be made available:

- food preparation 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, 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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.

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

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.

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"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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.

THHCFP0261B: Use basic methods of cookery

Competency Descriptor:

This unit deals with the different methods which can be used to prepare/cook menu items.

Competency Field:

Commercial Food Preparation

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 cooking	2.1 Use different methods of cooking 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 cooking. 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 cooking may include but is not limited to the following:

- boiling
- poaching
- braising
- stewing
- steaming
- frying: deep, shallow, pan
- roasting
- baking
- grilling/broiling
- sautéing
- pan searing

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 cooking 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 utilise these methods of cooking 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 cooking are undertaken by most people associated with preparing food in the hospitality industry. As such, combining 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
- cooking techniques
- safe work practices, 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
- storing, holding and issuing procedures
- costing, yield testing, portion control

Skill

The ability to:

- select and use equipment
- use different methods of cooking 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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.

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

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

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.

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"> • specialty (international soups) • thin • thickened • cream • thick (puree) • miscellaneous (e.g. cold soup)
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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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.

THHCFP0321A: Prepare and cook poultry and game

Competency Descriptor:

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

Competency Field:

Commercial Food Preparation

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 from 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 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 spoilage.

RANGE STATEMENTS

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

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

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

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

- de-boning
- stuffing
- rolling
- trussing
- larding
- barding

Presentation of poultry and game includes:

- carving
- slicing
- leaving whole

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 of 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

(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 SkillsKnowledge

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:

- 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, rolling, trussing, barding and 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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.

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 Sauces are prepared according to standard recipes and as required to accompany a menu item.
5.	5.1	Plate meat and seafood dishes 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 SkillsKnowledge

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

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 SkillsKnowledge

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

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.

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 SkillsKnowledge

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

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.

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 SkillsKnowledge

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

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.

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 SkillsKnowledge

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

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.

THHCAT0651A: Transport and store food in a safe and hygienic manner

Competency Descriptor:

This unit refers to the transport of food after preparation to another location, and storage on its arrival.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify appropriate food transportation	1.1 Transportation vehicles selected are appropriate to type and condition of food.
2. Transport food safely & hygienically	2.1 Food is packaged, loaded, restrained and unloaded appropriately.
	2.2 Hygienic work practices are employed and Occupational Health and Safety Regulations are observed.
	2.3 Appropriate records of food transportation are maintained
3. Store food safely and hygienically	3.1 Food storage environments are selected appropriate to specific food type including: <ul style="list-style-type: none"> • dairy • meat and fish • fruit and vegetables • dried goods
	3.2 Appropriate environmental conditions for specific food types are maintained, including: <ul style="list-style-type: none"> • temperature • humidity
	3.3 Hygienic work practices are employed and Occupational Health and Safety Regulations are observed.
	3.4 Nutritional quality is optimised.
	3.5 Storage area is kept free from contaminants.

RANGE STATEMENTS

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
- in-flight catering
- events catering
- private catering
- corrective services
- residential catering

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively transport and store food in a safe and hygienic manner 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 storage requirements of specific food types is required

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Hazard Analysis and Critical Control Points (HACCP) principles
- stock control

Skill

The ability to:

- identify appropriate food transportation
- transport food safely & hygienically
- store food safely and hygienically

(4) Resource Implications

The type of transport being used will vary according to the enterprise needs and the type of food being transported.

(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 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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 2	
Solve problems	Level 1	
Use technology	Level 1	

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

THHCFP0661A: Prepare sauces

Competency Descriptor:

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

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

1. Prepare sauces required in menu items	1.1	A variety of hot and cold sauces is produced to enterprise standards.
	1.2	Ingredients and flavouring agents are used according to standardized recipe of enterprise.
	1.3	A variety of thickening agents is used appropriately.
	1.4	Derivatives from mother sauces are correctly made.
2. Store sauces	2.1	Sauces are stored correctly.
3. Reheat sauces	3.1	Sauces are reheated to standardized recipe requirements.

RANGE STATEMENTS

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

Sauces can include a range from varying local and cultural origins.

Classification of sauces include:

- reduced sauces
- thickened sauces
- hot and cold emulsion sauces

The mother sauces include:

- tomato sauce
- espagnole/brown sauce
- béchamel/cream (white) sauce
- veloute
- hollandaise

Derivatives from mother sauces include:

- from tomato: classical French tomato sauce, marinara, tomato mushroom sauce, creole sauce
- from brown sauce: bordelaise, bourguignonne, chasseur
- from béchamel: mornay, herb cream, mushroom cream
- from veloute: seafood veloute, curry veloute, coconut veloute
- from hollandaise, béarnaise, papaya hollandaise, mango hollandaise, jerk hollandaise, sauce choron

Variety of thickening agents include:

- roux (white, blonde and brown)
- arrowroot
- cornstarch
- beurre manie (melted butter and flour)

EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare sauces 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, store and reheat sauces to enterprise standard.

(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:

- 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:

- prepare and store sauces including reduced sauces, thickened sauces, hot and cold emulsion sauces
- make derivatives from basic sauces
- use thickening agents
- reheat 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 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"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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.

THHCFP0671A: Prepare stocks

Competency Descriptor:

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

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

1. Prepare stocks.	1.1	Ingredients and flavouring agents are used according to standardized recipe of enterprise.
	1.2	Different types of stocks are correctly made according to enterprise standards.
	1.3	Essences are prepared and used according to enterprise standards.
	1.4	Stocks are clarified for intended use, if necessary.
2. Store and reheat stock.	2.1	Stocks are stored and reheated to enterprise standards.

RANGE STATEMENTS

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

The different types of stock include:

- beef (brown, white etc.)
- fish
- chicken
- veal
- vegetable (clear)

Stocks are clarified by repeating the preparation process correctly.

EVIDENCE GUIDE

Competency is to be demonstrated by effectively preparing stocks 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 stocks to enterprise standard.

(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:

- 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
- make glazes from basic stocks
- reheat stocks
- clarify stocks

(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 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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 SkillsKnowledge

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

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.

THHGHS0172B: Provide basic first aid

Competency Descriptor:

This unit deals with the skills and knowledge required to provide first aid. It complies with standards, practices and procedures of St John Ambulance Association and equivalent first aid bodies.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Assess and respond to emergency situations	1.1	Emergency situations are quickly and correctly recognised.
		1.2	The situation is assessed and a decision promptly made regarding action required.
		1.3	Assistance from emergency services/colleagues/customers is organised where appropriate.
2.	Provide appropriate treatment	2.1	Patient's physical condition is assessed from visible vital signs.
		2.2	First Aid is provided to stabilise the patient's physical and mental condition in accordance with organisation policy on provision of first aid and recognised first aid procedures.
3.	Monitor the situation	3.1	Back up services appropriate to the situation are identified and notified.
		3.2	Information on the victim's condition is accurately and clearly conveyed to emergency services personnel.
4.	Prepare an incident report	4.1	Emergency situations are documented according to company procedures.
		4.2	Reports provided are clear, accurate and timely.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the absence of medical or paramedical care.

First aid applications include:

- bandages
- cold pack
- Heimlich maneuver
- removing/lifting injured persons
- mouth-to-mouth resuscitation

Injuries may include:

- cardio-vascular failure
- wounds and infections
- bone and joint injuries
- eye injuries
- burns
- external bleeding
- unconsciousness
- effects of heat or cold temperatures
- pre-existing illness
- bites

Emergency situations may include but are not limited to:

- accidents (in water or on land)
- fire
- floods
- earthquakes

Basic first aid is applied to:

- cuts
- simple burns (water, steam, fire)
- bruises
- choking
- sprains

Factors which affect the provision of first aid are:

- the type of site where the injury occurs
- the nature of the injury and its cause
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical assistance
- the patient's cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates
- chemical contamination

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

Demonstration of competence should include candidate's attendance at and successful completion of an accredited First Aid course.

- ability to demonstrate competence,

(2) Pre-requisite Relationship of Units

Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- any legal issues that affect the provision of first aid in different industry sectors
- CPR techniques
- Standards of local first aid body, eg. St Johns
- First Aid measures to be applied in specific emergencies

Skills

The ability to:

- apply CPR
- correctly apply a range of first aid techniques for all situations described in the Range of Variables, e.g. mouth-to-mouth resuscitation

(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 will generally be assessed 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"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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 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.

THHCFP0461A: Handle and serve cheese

Competency Descriptor:

This unit deals with the skills and knowledge required to identify, handle and present cheese.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Selecting suppliers and purchase cheese	1.1	Identify different types of cheese.	
	1.2	Appropriately select the type of cheese for its intended use.	
	1.3	Supplier is selected with regard to quality.	
	1.4	Wastage is minimised through appropriate purchase specifications and storage techniques.	
2. Prepare cheese for service	2.1	Cheeses are allowed to breathe correctly before serving.	
	2.2	Appropriate garnishes are prepared according to enterprise standards.	
3. Present cheese	3.1	Cheese is presented attractively in the required context, which may include but not be limited to appetisers, starters, after main courses or as part of the dessert course.	
	3.2	Correct and appropriate garnishes are selected and used.	
4. Implement safe and hygienic practices	4.1	Potential hygiene issues including food spoilage, contamination and cross-contamination are identified and appropriate preventative measures are taken to eliminate risks.	
	4.2	Machinery and equipment used to prepare and serve cheese is used safely.	
	4.3	Cheeses are correctly stored at the correct temperature to minimise spoilage and contamination.	
	4.4	Leftover cheese from buffet/guest plate is discarded in accordance with relevant Public Health Act.	

RANGE STATEMENTS

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

Types of cheese include:

- fresh cheese (goat, ricotta)
- ripened cheese (camembert, brie)
- soft cheese (mozzarella)
- hard cheese (parmesan, cheddar, gouda)
- blue-veined cheese (blue cheese)

The term cheese refers to a range of fresh or ripened products made from:

- goat,
- sheep and/or cow's milk

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to efficiently handle and present cheese in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Evidence needed to determine competence in this unit should include a:

- demonstrated ability to efficiently handle and present cheese to enterprise standards
- detailed understanding of the different classifications of cheese

(2) Pre-requisite Relationship of Units

(Co-requisite Unit) It is recommended that this unit be assessed in conjunction with the following unit:

- THHCFP0231A Present food

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- classifications of cheese
- culinary terms commonly used in relation to handling and serving cheese
- logical and time efficient work flow
- procedures and techniques in handling and serving cheeses
- hygiene requirements relating to possible bacterial spoilage in the handling, storage and service of these products is required

Skill

Ability to:

- identify cheese
- store cheese
- handle and serve cheese
- select and prepare garnishes

(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 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 the preparation and service of cheese 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"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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 2	
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.

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 SkillsKnowledge

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

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.

THHCFP0352A: Prepare hot and cold desserts

Competency Descriptor:

This unit applies to the knowledge and skills needed in the preparation of a range of hot and cold desserts in a variety of establishments.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and produce desserts	1.1	Ingredients are selected, measured and weighed according to recipe requirements.
		1.2	Desserts are produced to standard recipes.
		1.3	A variety of ingredients are used creatively to produce innovative hot, cold and frozen desserts.
2.	Decorate, portion and present desserts	2.1	Desserts are decorated appropriately to enhance presentation.
		2.2	Desserts are portioned according to enterprise standards.
3.	Prepare dessert sauces	3.1	A range of hot and cold sauces are produced to a desired consistency and appropriately flavoured according to enterprise standards.
		3.2	Appropriate thickening agents suitable for dessert sauces are used according to enterprise standards.
		3.3	Sauces are correctly stored to retain desired characteristics.
4.	Prepare accompaniments, garnishes and decorations	4.1	Flavours and textures of garnishes are appropriate to complement a particular dessert.
		4.2	Accompaniments, garnishes and decorations are used to enhance taste as well as texture and balance.
5.	Store desserts	5.1	Desserts are stored at the appropriate temperature and under the correct conditions to maintain quality, freshness and customer appeal.
		5.2	Packaging is appropriate for the preservation of taste, appearance and eating characteristics.

RANGE STATEMENTS

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

Desserts include foods from varying cultural origins and may be derived from classical or contemporary recipes:

- charlotte
- mousse
- soufflé
- sabayon
- meringues
- crepes
- sorbet
- ice cream
- parfait

Desserts include but are not limited to prepared portions of the following:

- puddings
- pies
- tarts
- flans
- fritters
- custards
- creams

EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare hot and cold deserts 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 sweets to enterprise standards
- evidence should also include a detailed understanding of the different types of desserts

(2) Pre-requisite Relationship of Units

- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises

(3) Underpinning Knowledge and SkillsKnowledge

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, measure and weigh ingredients
- produce desserts
- use ingredients creatively to produce desserts
- decorate desserts
- portion desserts
- produce hot and cold sauces
- use thickening agents suitable for sweet sauces
- store sauces
- use accompaniments, garnishes and decorations
- store desserts

(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 sweets 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"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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.

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"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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.

THHCFP0392A: Prepare diet based and preserved foods

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare foods specifically based on particular therapeutic or lifestyle diets and also preserving foods.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Preserve foodstuffs	1.1 Storage and preservation methods for a variety of foodstuffs are correctly identified according to health regulations and applied. 1.2 Food is preserved using methods that take into account the effects of different methods of preservation on nutrition and quality. 1.3 Maximum nutritional value of food item is maintained in cooking procedures.
2. Prepare and present foods to satisfy dietary needs	2.1 Special requirements for therapeutic diets are identified. 2.2 Ingredients essential for therapeutic diets are selected. 2.3 Suitable preparation and cooking techniques are employed and food texture is modified where appropriate to suit specific requirements. 2.4 An adequate range of nutritionally balanced food is presented in an appetising and appealing manner.
3. Prepare nutritious food	3.1 Maximum nutritional value of food item is maintained in cooking procedures. 3.2 Menu items suitable for a variety of dietary requirements are identified correctly and prepared.

RANGE STATEMENTS

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

Special dietary needs include therapeutic and lifestyle regimes

Food preservation methods may include but is not limited to:

Special dietary needs include but is not limited to:

- vegetarian i.e. vegan, lacto, ovo-lacto
- modified sodium
- modified potassium
- low fat
- low cholesterol
- gluten free
- high fibre
- modified protein
- diabetic

- freezing
- drying
- salting and canning

EVIDENCE GUIDE

Competency is to be demonstrated by effectively preparing diet based and preserved foods 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 preserved and diet based foods to enterprise standards
- evidence should also include a 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
- THHCFP0141A Receive and store stock
- THHCFP0251A Clean and maintain premises

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- dietary guidelines for persons with special needs/conditions (eg. low fat
- low cholesterol, gluten free, high fibre, modified protein, diabetic)
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- principles of food cooking and preservation
- culinary and technical terms commonly used in the enterprise
- main food groups
- suitable foods for selected target groups
- principles and practices of hygiene
- logical and time efficient work flow
- commodities handling
- dietary sensitivities and their consequences, including food allergies and intolerances

Skills

The ability to:

- preserve foodstuffs
- identify requirements for therapeutic diets
- select ingredients for therapeutic diets
- prepare and present foods to satisfy dietary needs
- prepare nutritious food

(4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas, equipment 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. 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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 1	

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

THHPAT0532A: Prepare and produce pastries

Competency Descriptor:

This unit applies to the preparation and production of a range of basic pastries in a variety of establishments.

Competency Field:

Patisserie

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 recipes.
2	Portion and store pastries	2.1	Portion control is applied to minimise wastage.
		2.2	Pastry products are stored correctly to minimise spoilage and wastage.

RANGE STATEMENTS

This unit applies to:

Establishments where basic pastries are prepared to include:

- pastry shops
- restaurants
- hotels
- coffee shops
- cafes
- cafeterias and snack bars
- commercial catering operations
- institutional catering operations
- function facilities

Basic pastries including a range of products made from:

- short crust and sweet pastry
- choux paste
- puff pastry
- strudel dough
- sweet paste
- cookies

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

- Evidence should include the preparation and production of a range of pastry items as outlined in the Range of Variables.

(2) Pre-requisite Relationship of Units

- THHGAD0141A Receive and store stock
- THHCFP0261A Clean and maintain premises

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of

- HACCP requirements
- general food and personal hygiene precautions
- ingredients including recognition of quality is required
- 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 menu planning

Skill

The ability to:

- produce a range of products made from:
 - short crust and sweet pastry
 - choux paste
 - puff pastry
 - strudel dough
 - sweet paste
 - cookies
- prepare pastries from seasonal and fresh local produce

(4) Resource Implications

The following resources should be made available:

- pastry preparation and presentation areas, equipment and utensils

(5) Method of Assessment

This unit can be assessed on-the-job or in a simulation where sufficient and appropriate equipment is provided.

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 production of pastries 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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.

THHPAT0542A: Prepare and produce cakes

Competency Descriptor:

This unit applies to the preparation and production of a range of basic cakes in a variety of establishments.

Competency Field:

Patisserie

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Prepare and produce cakes	1.1	A selection of cakes and sponges are prepared and decorated according to standard recipes and enterprise practice.
2.	Portion and store cakes	2.1	Portion control is applied to minimise wastage.
		2.2	Cakes and sponges are stored correctly to minimise spoilage and wastage.

RANGE STATEMENTS

This unit applies to:

Establishments where cakes are prepared to include:

- pastry shops
- restaurants
- hotels
- coffee shops
- cafes
- cafeterias and snack bars
- commercial catering operations
- institutional catering operations
- function facilities

Storage to include:

- appropriate conditions
- appropriate equipment
- correct temperature
- packaging containers
- cooling
- racks
- shelves
- refrigeration

A range of cakes and sponges to include but not limited to:

- cheese cake
- marble cake
- sponge cakes
- cup cakes
- chiffon cakes
- angel food cake
- chocolate cake
- pound cake

Preparation methods to include but not limited to:

- creaming
- beating
- whisking
- folding
- rub in

Finishing to include but not limited to:

- cooling
- removing from tin
- glazing
- piping
- dusting
- rolling
- spreading

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

- Evidence should include the preparation and production of a range of cakes as outlined in the Range of Variables.

(2) Pre-requisite Relationship of Units

- THHGAD0141A Receive and store stock
- THHCFP0251A Clean and maintain premises

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of

- HACCP requirements
- General food and personal hygiene precautions.
- ingredients including recognition of quality
- culinary terms commonly used
- 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:

The ability to produce a range of products including but not limited to:

- preparing cheese, butter and sponge cakes, cup cakes
- applying preparation methods to include but not limited to creaming, beating, whisking, folding, rub in
- applying finishing to include but not limited to cooling, removing from tin, glazing, piping, dusting, rolling, spreading

(4) Resource Implications

The resources to include but not limited to:

- suitable baking tins/trays
- ovens
- blenders
- moulds
- mixers
- pans and supplies

(5) Method of Assessment

This unit can be assessed on-the-job or in a simulation where sufficient and appropriate equipment is provided.

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 production of 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"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

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.

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 SkillsKnowledge

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

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

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 | <p>Establishments to include but not limited to:</p> <ul style="list-style-type: none"> • 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 SkillsKnowledge

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

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.

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.

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

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.