

## Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCTHH30202

Level III in Commercial Food Preparation {(Pastry Chef) or (Patisserie)}

Unit Number	Unit Title	Mandatory/ Elective	Hours
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
THHCFP0382A	Implement food safety procedures	Mandatory	25
THHCFP0403A	Plan and control menu-based catering	Mandatory	30
THHCFP0352A	Prepare hot and cold desserts	Mandatory	50
THHCFP0472A	Prepare chocolate and chocolate confectionery	Mandatory	60
THHPAT0532A	Prepare and produce pastries	Mandatory	24
THHPAT0542A	Prepare and produce cakes	Mandatory	24
THHPAT0552A	Prepare and produce yeast goods	Mandatory	42
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
THHPAT0772A	Present desserts	Mandatory	42
THHPAT0782A	Prepare and display petit fours	Mandatory	30
THHGHS0172A	Provide first aid	Mandatory	24
THHCFP0443A	Plan, prepare and display a buffet	Mandatory	36
THHCFP0514A	Establish and maintain quality control	Mandatory	30
THHCFP0523A	Develop a food safety plan	Mandatory	36
THHPAT0573A	Prepare and present gateaux, torten and cakes	Mandatory	60
THHPAT0603A	Prepare model marzipan	Mandatory	24
THHPAT0613A	Plan and prepare desserts to meet special dietary requirements	Mandatory	30
THHPAT0623A	Prepare and display sugar work	Mandatory	48
THHPAT0633A	Plan, prepare and display sweet buffet showpieces	Mandatory	30
THHGCS0023A	Deal with conflict situations	Mandatory	20
THHGCS0033A	Make presentations	Mandatory	30
THHGAD0123A	Plan and manage meetings	Mandatory	20
THHGAD0153A	Control and order stock	Mandatory	25
THHWPO0223A	Monitor work operations	Mandatory	30
THHWPO0233A	Implement workplace health, safety, and security procedures	Mandatory	30
THHWPO0273A	Roster staff	Mandatory	30
THHWPO0283A	Monitor staff performance	Mandatory	50
THHTRA0133A	Coach others in job skills	Mandatory	20
THHCFP0433A	Prepare pates and terrines	Mandatory	30
THHCFP0231A	Present food	Elective	6
THHCFP0251A	Clean and maintain premises	Elective	10
THHCFP0261B	Use basic methods of cookery	Elective	45

**CCTHH30202  
(Patiss)**

**Level III in Commercial Food Preparation {(Pastry Chef) or  
erie)}**

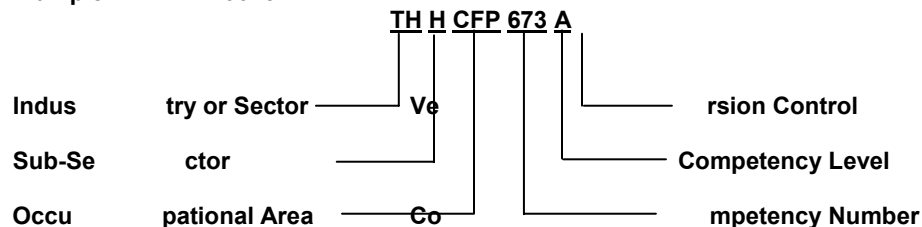
Unit Number	Unit Title	Mandatory/ Elective	Hours
THHCFP0392A	Prepare diet based and preserved foods	Elective	50
THHCFP0482A	Select, prepare and serve specialised food items	Elective	60
THHCAT0662A	Prepare foods according to specific dietary and cultural Needs	Elective	36
THHCAT0722A	Prepare and cost meal plans	Elective	20
THHCFP0503A	Monitor catering revenue and costs	Elective	30
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
THHCFP0423A	Organise food service operations	Elective	120
THHCFP0413A	Organise bulk cooking operations	Elective	120
THHCAT0673A	Package prepared foodstuffs	Elective	6
THHCAT0693A	Apply cook-chill production processes	Elective	36
THHCAT0733A	Select catering systems	Elective	30

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

Nominal Training Hours (Institutional Delivery) includes total hours of Mandatory Competencies and Electives selected.

**Legend to Unit Code**

Example: THHCFP0673A



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

## THHCOR0011A: Work with colleagues and customers

Competency Descriptor:

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

Competency Field: Hospitality

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

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

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

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

Customers with specific needs may include:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

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

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

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

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skills

The ability to apply:

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

**(4) Resource Implications**

The following resources should be made available:

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

**(5) Method of Assessment**

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

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**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 Skills**Knowledge

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

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

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

## THHCOR0031A: Develop and update hospitality industry knowledge

### Competency Descriptor:

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

### Competency Field:

Hospitality

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

### RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Information sources may include but are not limited to:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

- THHGAD0101A Source and Present Information

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

Knowledge of:

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

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

Skills

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- a hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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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 Skills**Knowledge

Knowledge of:

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

Skill

The ability to:

- follow hygiene procedures
- identify and prevent hygiene risks

**(4) Resource Implications**

The following resources should be made available:

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

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET 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.
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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"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

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

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

## THHCOR0061A: Operate in a culturally diverse work environment

### Competency Descriptor:

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

### Competency Field:

Hospitality

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

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors

Possible cultural differences may include but are not limited to:

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

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

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

Attempts to overcome language barriers may include:

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

Outside organisations may include, but are not limited to:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

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

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

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

Knowledge of:

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

Skills

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- a simulated or actual hospitality environment

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

## **THHCFP0382A: Implement food safety procedures**

Competency Descriptor:

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

Competency Field: Commercial Food Preparation

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



## RANGE STATEMENTS

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

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

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

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

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

Food and related services include the following establishments/operations:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

Evidence should include a:

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

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

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

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

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

Knowledge of:

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

Skill

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

## THHCFP0403A: Plan and control menu-based catering

Competency Descriptor:

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

Competency Field:

Hospitality

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

### RANGE STATEMENTS

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

Menu items are planned to take into account:

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

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

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

Menus are prepared using:

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

Types of menus may include but is not limited to:

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

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

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

- THHCFP0221A Organise and prepare food

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

Knowledge of:

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

Skill

Ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

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

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

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**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 Skills**Knowledge

Knowledge of:

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

Skill

The ability to:

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

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

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

## THHCFP0472A: Prepare chocolate and chocolate confectionery

Competency Descriptor:

This unit deals with the skills and knowledge required to handle chocolate, prepare individual chocolates and chocolate based confectionery.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Temper couverture	1.1 Couverture is melted and tempered using the correct method and the correct temperatures.
	1.2 Couverture is manipulated to the correct viscosity and desired flow properties and to possess appropriate colour, gloss and snap characteristics on solidification.
	1.3 Temperature is controlled to optimise the retention of temper.
2. Prepare centres and fillings	2.1 Ingredients are correctly chosen and manipulated demonstrating exemplary high standards of hygiene.
	2.2 A range of centres and fillings is prepared according to standard recipes or enterprise specifications.
	2.3 Fillings are to be full-flavoured, interesting and natural.
	2.4 Fillings are brought to the correct temperature, viscosity and consistency before being used.
	2.5 Shapes and sizes of centres are precise and uniform.
3. Handle moulds	3.1 Moulds to be used are clean, polished, and free of dust or residue.
	3.2 Moulds are kept constantly at the correct temperature when being used and are untouched by bare fingers.
	3.3 The polished surface is never touched by objects that may dull, scratch or damage it.
4. Make moulded chocolates	4.1 Couverture or coatings are appropriate to the filling and use.
	4.2 Couverture are tempered correctly and are set in moulds so that they are of even and correct thickness.
	4.3 De-moulded chocolates are handled and stored so they retain their glossy surface.

	4.4	A range of fillings is applied having a level surface and allowing sufficient space for sealing with a layer of chocolate of appropriate thickness.
5. Coat chocolate confectionery	5.1	Couverture are tempered correctly and manipulated to the correct viscosity.
	5.2	Items to be coated are brought to the correct temperature.
	5.3	Prepared centres are coated using techniques that result in an even and correct thickness of chocolate and a uniform quality finish.
	5.4	Hand dipping is executed in a rational and accurate manner.
	5.5	Chocolate confectionery is attractively decorated and presented.
6. Store chocolate and chocolate confectionery	6.1	Chocolate and chocolate confectionery are stored at the correct temperature and level of humidity.
	6.2	Chocolate and chocolate confectionery are protected from incompatible odours and are stored in a dry and cool place.

## RANGE STATEMENTS

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

Fillings may consist of but are not limited to:

- nougat
- ganache
- flavoured fondants
- nuts
- fruits
- caramel

Chocolate confectionery may be:

- moulded
- cut or dressed, with hard or soft centres and hand coated
- machine enrobed or made using prepared hollow shells

Tempering techniques include:

- vaccination/addition method
- tabling method (cooling method)
- heated water jackets (melting method)
- microwave (melting method)

Chocolate includes.

- couverture made with cocoa fat
- couverture coating made with cocoa fat and other fat

Fillings may consist of:

- nougat
- ganache
- marzipan
- flavoured fondant
- caramel
- jelly
- nuts
- fruits or a combination thereof

Tempering is the technique used to:

- control formation of seed crystals
- achieve the desired characteristics in solidified chocolate including setting properties, snap and sheen

## EVIDENCE GUIDE

Competency is to be demonstrated by efficiently prepare 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 should include a demonstrated ability to efficiently prepare and present Chocolates to enterprise standards
- evidence should also include a detailed understanding of the different classifications of chocolates

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

- Nil

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

Knowledge of:

- safe work practices, in particular in relation to bending and lifting
- culinary terms commonly used in chocolate confectionery
- 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
- chocolate handling
- artistic skills and creativity
- tempering techniques
- chocolate confectionery
- fillings
- how to achieve the desired characteristics in solidified chocolate

Skills

The ability to:

- temper couverture
- manipulate couverture
- optimise the retention of temper
- prepare a range of centres and fillings
- make moulded chocolates
- coat chocolate confectionery
- store chocolate and chocolate confectionery

**(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 chocolates can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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



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

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

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

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

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

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

**THHPAT0552A: Prepare and produce yeast goods**

Competency Descriptor:

This unit applies to the preparation and production of a range of yeast goods in a variety of establishments

Competency Field: Patisserie

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1	Prepare and produce yeast goods	1.1	A selection of yeast based products are prepared and decorated according to standard recipes and enterprise practice.
2	Portion and store yeast goods	2.1	Portion control is applied to minimise wastage.
		2.2	Yeast products are stored to maintain freshness.

**RANGE STATEMENTS**

This unit applies to:

A range of yeast goods to include but not limited to:

- breads and buns
- Danish pastries,
- croissants, brioche,
- babas
- savarin

Establishments to include but are not limited to:

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



Preparation methods to include but are not limited to:

- portioning
- folding
- rubbing in
- addition of flavouring
- colouring
- adding raising agent

Storage to include:

- appropriate conditions
- appropriate packaging containers
- cooling racks
- shelves
- refrigeration

Finishing to include but is not limited to:

- cooling
- removing from tin
- glazing
- piping

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare and produce 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 the preparation and production of a range of yeast goods 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:

- prepare breads and buns, danish pastries, croissants, brioche, babas and savarin
- apply preparation methods to include
- do portioning, folding, rubbing in, addition of flavouring, colouring, adding raising agent
- apply finishing to include but not limited
- do moulding, cutting, dusting, shaping, plaiting, piping, cooling, glazing

**(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 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 Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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

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

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

## ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

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

Competency Field:

Information Technology and Communications - Operations

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

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

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

## RANGE STATEMENT

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

### Equipment:

- install supplied computer
- install supplied peripherals

### Work environment:

- equipment
- furniture
- cabling
- power supply

### Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

### Data:

- textual
- numerical
- graphical

### Software systems to include for:

- word processing
- spread sheet
- internet access

### File operations:

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

### Files save on:

- network
- magnetic media
- personal PC

### Maintenance:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

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

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

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

- Nil



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

Knowledge of:

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

Skills

The ability to:

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

**(4) Resource Implications**

Files saved on network, magnetic media, and personal Computer

Input devices: Keyboard, mouse, other selection devices

**(5) Method of Assessment**

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

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

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHPAT0772A: Present desserts**

Competency Descriptor:

This unit applies to the different styles of dessert presentation.

Competency Field:

Patisserie

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Present and serve plated desserts	1.1	Desserts are portioned and presented in a tasteful and appetising manner according to enterprise standards.
	1.2	Dessert presentation shows artistic flair appropriate for the occasion and the item presented.
	1.3	Desserts are plated and decorated with attention to eye appeal and practicality of service.
	1.4	Temperature of desserts is correctly controlled when serving hot, cold or frozen desserts.
2. Plan, prepare and conduct a dessert trolley presentation	2.1	Where utilised, dessert trolley services are planned and are also appropriate to available facilities and equipment as well as customer and establishment requirements.
	2.2	A variety of desserts is prepared and arranged for display along with sauces and garnishes.
3. Store desserts	3.1	Desserts are stored at the appropriate temperature and under the correct conditions to maintain quality, freshness and customer appeal.
	3.2	Packaging is appropriate for the preservation of taste, appearance and eating characteristics.

## RANGE STATEMENTS

This unit applies to all establishments where desserts are presented.

The term desserts includes but is not limited to prepared portions of the following types:

- puddings, pies, tarts, flans, fritters
- custards
- fruit salad
- charlotte, bavarois, mousse, soufflé,
- meringues, crepes, omelettes
- sorbet, ice cream, bombe, parfait
- desserts include foods from varying cultural origins and may be derived from Classical or contemporary recipes

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

Evidence should include a:

- demonstrated ability to efficiently present desserts to enterprise standards
- detailed understanding of the different types of desserts

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

- THHCOR0041A Follow workplace hygiene procedures.

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

Knowledge of:

- safe work practices, particularly in relation to bending and lifting
- culinary terms commonly used in relation to desserts
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- dessert composition

Skill

The ability to:

- portion desserts
- plate and decorate servings of desserts
- serve hot, cold or frozen desserts
- plan a dessert trolley/station
- prepare a dessert trolley/station
- up-sell a dessert trolley/station
- package desserts for storage

**(4) Resource Implications**

The following resources should be made available:

- food service facility (simulated or actual enterprise)

**(5) Method of Assessment**

Evidence should include a demonstrated understanding of the importance of maintaining the cleanliness and tidiness of service areas and an ability to safely and hygienically follow enterprise procedures in presenting deserts

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

## THHPAT0782A: Prepare and display petit fours

Competency Descriptor:

This unit applies to the production, display and service of a wide range of petit fours including petit fours glazes, marzipan based petit fours and caramelised fruits and nuts served as petit fours, to a level of high and consistent quality.

Competency Field:

Patisserie

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare iced petit fours	1.1	Sponges, bases and fillings are prepared, assembled and cut according to standard recipes and enterprise practice.
		1.2	Fillings are of good flavour and at correct consistency before being used.
		1.3	Fondant icing is brought to correct temperature and consistency to achieve correct coating thickness and glossy surface.
		1.4	Design and decorations complement the situation and maximise eye appeal.
2.	Prepare fresh petit fours	2.1	A selection of mini sized shapes made from choux paste are baked, filled and decorated.
		2.2	Blind baked sweet paste bases are prepared in small moulds or tins in a variety of shapes.
		2.3	Applied fillings are of good flavour and correct consistency.
		2.4	Appropriate garnishes, glazes and finishes to enhance flavour and eye appeal are applied.
3.	Prepare marzipan petit fours	3.1	Good quality marzipan is appropriately flavoured and shaped according to enterprise practice.
4.	Prepare caramelised petit fours	4.1	Fresh fruits or fruit segments are selected and coated with a pale amber coloured caramel.
		4.2	Dried fruits or nuts, filled or sandwiched with appropriately flavoured marzipan are coated according to specifications and to establishment standards.

- |    |                     |     |   |
|----|---------------------|-----|---|
| 5. | Display petit fours | 5.1 | Petits fours are displayed to achieve maximum customer appeal and highlight competent workmanship.  |
| 6. | Store petit fours   | 6.1 | Petit fours are stored at correct temperatures and conditions to maintain maximum eating qualities. |

## RANGE STATEMENTS

This unit applies to all establishments where desserts are presented

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Petit fours glazes may include sponge bases assembled with appropriately flavoured fillings cut into a variety of shapes, iced and decorated.</li> <li>• 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.</li> <li>• Caramelised petit fours include fresh or dried fruits and nuts, filled or unfilled, coated with a light golden coloured caramel.</li> <li>• Fresh petit fours include bases prepared from choux or sweet paste with an appropriate filling and/or topping and decoration.</li> <li>• Fillings include appropriately flavoured custards, creams.</li> <li>• toppings and decorations include a variety of fresh fruits, glazes, fondant or chocolate</li> </ul> | <p>Establishments to include but not limited to:</p> <ul style="list-style-type: none"> <li>• pastry shops</li> <li>• restaurants</li> <li>• hotels</li> <li>• coffee shops</li> <li>• cafes</li> <li>• cafeterias and snack bars</li> <li>• commercial catering operations</li> <li>• institutional catering operations</li> <li>• function facilities</li> </ul> |
|---|--|

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

Evidence should include:

- artistic skills and creativity
- a detailed understanding of the different types of petits fours preparation and display



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

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

- THHCFP0352A Prepare hot and cold desserts

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

Knowledge of:

- identifying, handling and storing commodities and recognising
- factors affecting quality
- properties of the ingredients used
- in petit fours preparation and their interaction and changes during processing
- the expected taste, texture, structure and size appropriate for petits fours according to industry standards
- precise working methods used in petit fours production and display
- defining and applying corrective steps to ensure quality control
- appropriate technical and culinary terms

Skill

The ability to:

Prepare and display a range of petit fours including but not limited to:

- petit fours glazes
- marzipan based petit fours
- caramelised petit fours
- fresh petit fours
- fillings

Prepare marzipan - appropriately flavoured and shaped into mini size fruits and coated to preserve desired eating characteristics; or softened with egg whites and piped into shapes and sealed/browned by applying heat.

**(4) Resource Implications**

The resources to include but not limited to:

- suitable utensils for the preparation and display of petit fours

**(5) Method of Assessment**

Demonstration of competence must include the production of a range of petit fours with consistency in size, shape, quality and presentation.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHGHS0172A: Provide 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 first aid 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.

Factors which affect the provision of first aid are:

legal issues that affect the provision of first aid in different industry sectors:

- 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

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

## 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 and Evidence

Look for:

- ability to correctly apply a range of first aid techniques for all situations described in the Range of Variables

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

This unit should be assessed alone.

**(3) Underpinning Knowledge and Skills**

- to demonstrate competence, attendance at and successful completion of an accredited
- first Aid course is required

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

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

**THHCFP0443A: Plan, prepare and display a buffet**

Competency Descriptor:

This unit deals with the skills and knowledge required to plan, prepare and display a buffet.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan a buffet	1.1 The buffet is planned according to the required theme or occasion.  1.2 An appropriate range and quantity of food items ARE selected with consideration given to quality and price related to the enterprise requirements.
2. Prepare decorative food presentations	2.1 Appropriate service equipment is used to display food decorations.  2.2 Food presentations are prepared with artistic flair and according to establishment standards.  2.3 Garnishes and accompaniments used enhance taste and appeal.  2.4 Where appropriate and where used, decorative centrepieces are selected and presented in an attractive manner.
3. Display food items	3.1 Food items are displayed with a sense of artistry to create customer appeal.  3.2 Table arrangements are suitable for buffet display and service according to establishment standards.
4. Present buffet in a safe and hygienic manner	4.1 Food on display is kept at appropriate temperature levels.  4.2 Potential health problems through cross contamination and food spoilage are identified and appropriate preventative measures are taken to eliminate these risks.

## RANGE STATEMENTS

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

This unit applies to a range of buffet settings includes but is not limited to the following:

- functions
- breakfast
- lunch buffets
- smorgasbords

Centrepieces can be made from the following bases:

- fruit
- vegetables
- flowers
- salt
- ice
- bread
- lard

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to efficiently plan, prepare and display a buffet 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 plan, prepare and display buffets to enterprise standards

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

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

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



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

knowledge of:

- organisational skills and teamwork
- safe work practices in 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:

- plan buffet according to given theme/occasion
- select and use appropriate display equipment displaying buffet items
- demonstrate artistic skills and creativity in setting up a buffet line
- arrange tables suitable for buffet service

**(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 planning, preparation and display of buffets can be demonstrated. This should be supported by assessment of underpinning knowledge

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

## THHCFP0514A: Establish and maintain quality control

Competency Descriptor:

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

Competency Field:

Hospitality

### ELEMENT OF COMPETENCY

### PERFORMANCE CRITERIA

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

### RANGE STATEMENTS

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

Quality of menu items with regard to:

- raw materials
- cooking processes
- portion control
- presentation

Procedures to monitor quality include:

- observation
- tasting
- seeking feedback

### EVIDENCE GUIDE

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

#### (1) Critical Aspects of Evidence

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

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

- Nil

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

Knowledge of:

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

**Skill**

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

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

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**THHCFP0523A:            Develop a food safety plan**

Competency Descriptor:

This unit refers to the development a Food Safety Plan using the HACCP method as a food safety regime.

Competency Field:

Commercial Food Preparation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify client needs	1.1 Specific customer profiles are defined. 1.2 “At risk” clients are identified. 1.3 Menus and recipes are designed to suit client and intended purpose. 1.4 Product specifications are produced.
2. Develop a Food Safety Plan for a specific commercial catering enterprise, using the HACCP Method	2.1 Ready-to-eat foods are identified, stored and prepared following HACCP guidelines. 2.2 Menus are designed to suit the needs of: <ul style="list-style-type: none"> <li>• client groups</li> <li>• production equipment</li> <li>• facilities</li> </ul> 2.3 Standard operational procedures required to support the Food Safety Plan are evaluated, and modified if required. 2.4 Product specifications are identified and recorded. 2.5 Product suppliers are identified and quality assurance specifications established. 2.6 Food safety hazards are identified. 2.7 Critical control points in the food system are identified, using the HACCP Method. 2.8 Product specifications are developed.

- 2.9 Production flow charts are developed.
- 2.10 Control procedures and corrective measures are listed.
- 2.11 The composition and presentation of the food are determined.
- 2.12 Safety Plan complies with regulatory requirements and standards.
- 2.13 Nutritional quality is maintained.
- 2.14 Training needs are identified.
- 3 Implement Food Safety Plan
  - 3.1 Training plans are developed and implemented.
  - 3.2 Food safety plans are developed, using the HACCP Method.
  - 3.3 Operational Food Safety procedures are established.
  - 3.4 Recording procedures are established.
  - 3.5 Contingency plans are developed.
- 4 Evaluate and revise the HACCP plan as required
  - 4.1 Food production records are monitored to identify deficiencies in the present plan.
  - 4.2 Food is tested to validate required safety standards.
  - 4.3 Food Safety Plan is revised to incorporate corrective actions.
  - 4.4 Changes to the Food Safety Plan are recorded and incorporated into the production system.
  - 4.5 Staff is informed when changes occur.

## RANGE STATEMENTS

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

Food establishments/operations include:

- educational institutions
- cafeterias/canteens/cafes/gourmet food shops/restaurants/hotels
- fast food outlets
- health establishments
- defence forces
- correctional services
- residential catering
- in-flight catering

Standard operational procedures which support a Food Safety Plan include:

- pest control
- cleaning and sanitation programs
- equipment maintenance
- maintenance of personal hygiene receiving/checking, storing, cooking, holding, serving, disposing of food

“At risk clients may be:

- young persons
- the elderly
- sick persons
- persons with allergies
- vegetarians/vegans

Menus and recipes are designed to suit:

- client groups
- production equipment
- facilities
- re-thermalisation and service requirements

Contingency plans include dealing with:

- food poisoning
- customer complaints
- rejected food
- equipment breakdown

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently implement and maintain quality controls



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

- THHCFP0382A Implement food safety procedures

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

Knowledge of:

- principles and methods of food production
- HACCP principles
- required HACCP plan format
- hygiene and food safety regulations
- local health regulations pertaining to food production and packaging
- 'at risk' client groups
- microbiological influences
- process flow planning
- nutritional requirements
- food safety recording requirements, using the HACCP method, according to enterprise standards
- staff training needs

Skill

The ability to:

- plan menus and recipes
- produce product specifications
- define specific customer profiles
- evaluate and modify standard operational procedures
- establish quality assurance specifications
- identify food safety hazards
- identify critical control points in the food system
- develop production flow charts
- maintain nutritional quality
- identify training needs
- develop and implemented training plans
- develop food safety plans using the HACCP Method
- establish recording procedures

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

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

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHPAT0573A: Prepare and present gateaux, torten and cakes**

Competency Descriptor:

This unit applies to the production and finishing of a range of cakes.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare sponges and cakes	1.1	Ingredients are selected, measured and weighed and brought to correct temperature according to standard recipe requirements and enterprise practice.
		1.2	Sponges and cakes are prepared to recipe specifications and baked to achieve correct colour, crumb structure and moisture retention.
		1.2	Sponges and cakes are cooled and stored under conditions retaining maximum eating quality and freshness.
2.	Prepare and use fillings	2.1	A selection of fillings is prepared with desirable flavours and to correct consistency and applied in correct amounts to standard recipe specifications and enterprise practice.
		2.2	Cakes are assembled and sides and tops are masked, covered or coated to achieve even, straight and smooth surfaces or as required by recipe specifications.
		2.3	Products are decorated using designs suited to the product and the occasion according to enterprise practice.
3.	Present cakes	3.1	Appropriate equipment for display and service is selected.
		3.2	A range of cakes are arranged for display in an appealing manner and to meet customer expectations and to enterprise standards.
		3.3	Service temperature of products are appropriate for maintaining freshness and flavour.
		3.4	Portion controlled cakes are marked and/or cut precisely according to enterprise specifications.

4. Store cakes
- 4.1 Cakes are stored at the correct temperature and conditions to maintain quality and extend shelf-life.

## RANGE STATEMENTS

This unit applies to all establishments where desserts are presented:

The preparation of cakes includes:

- sponges
- gateaux
- torten
- cakes
- sweet pastes and meringues
- fillings and coating agents
- as well as skills and techniques in assembling and finishing

Establishments to include but not limited to:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

- evidence should include artistic skills and creativity
- evidence should also include a detailed understanding of the different types of gateaux, torten and cake preparation and presentation

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

- THHCFP0352A Prepare hot and cold desserts

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

Knowledge of

- identifying, handling and storing of commodities, recognising factors affecting quality
- properties of the ingredients used
- and their interaction and changes during processing
- the expected taste, texture and crumb structure appropriate for the particular item
- influence of correct portion control, yields, weights and sizes on product profitability
- defining and applying corrective steps to ensure quality control
- appropriate technical and culinary terms
- function and routine maintenance of equipment used

Skill

The ability to:

Prepare and present range of products including but not limited to:

- sponges
- gateaux
- torten
- cakes
- sweet pastes and meringues
- fillings and coating agents

**(4) Resource Implications**

The resources to include but not limited to:

- suitable utensils for the preparation and display of gateaux, torten and cakes

**(5) Method of Assessment**

Demonstration of competence must include the preparation and presentation of a range of gateaux, torten and cakes with consistency in size, shape, quality and presentation

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

## THHPAT0603A: Prepare model marzipan

Competency Descriptor:

This unit deals with the preparation, handling and modelling of Marzipan, as well as with the decorating, colouring and presentation of modelled items.

Competency Field:

Pâtisserie

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Prepare modelling marzipan	1.1	Ingredients are selected, weighed and worked together to achieve desired composition and characteristics of quality modelling marzipan.
		1.2	Potential problems are identified and appropriate preventive measures are taken to maintain desired characteristics and to eliminate risks concerning hygiene.
2.	Prepare moulded and modelled shapes	2.1	Marzipan is moulded or modelled to achieve a variety of figures, shapes and flowers.
		2.2	Colour, decorations and coating agents are applied to enhance presentation.
		2.3	Finished shapes are sealed to preserve freshness and eating quality.
3.	Store marzipan products	3.1	Products made from marzipan are stored at the correct temperature and condition to avoid excessive crust formation and drying out and to maintain maximum eating quality.
4.	Manipulate marzipan to cover cakes, gateaux, torten and petits fours	4.1	Marzipan is rolled out to specified size and thickness.
		4.2	Surface of item to be covered is prepared to be level and smooth.
		4.3	Covering technique applied to result in smooth and seamless finish.

## RANGE STATEMENTS

Preparing marzipan refers to combining manufactured almond paste, pure icing sugar and glucose syrup to a smooth paste of a consistency best suited for its intended purpose.

The handling of marzipan includes:

- modelling into shapes
- figures or flowers
- covering of cakes

Establishments to include but are not limited to:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

Evidence should include:

- artistic skills and creativity, knowledge and understanding of the principles and requirements of health, hygiene and safety precautions.
- an understanding of application of techniques in the preparation and modelling of marzipan.

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

- THHCFP0352A Prepare hot and cold desserts



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

Knowledge of:

- how to identify, handle and store marzipan and marzipan products and recognise factors affecting their quality
- hygiene requirements relating to
- possible spoilage by bacteria or mould during preparation, handling and storage of marzipan

Skill

The ability to:

- combine manufactured almond paste, pure icing sugar and glucose syrup to a smooth paste of a consistency best suited for modelling into shapes, figures or flowers

**(4) Resource Implications**

The resources to include but not limited to:

- Suitable utensils for the preparation and modelling of marzipan.

**(5) Method of Assessment**

Demonstration of competence must include the production of a range of marzipan products with consistency in quality and appearance. This should be supported by assessment of underpinning knowledge.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

## THHPAT0613A: Plan and prepare desserts to meet special dietary requirements

Competency Descriptor:

This unit applies to the preparation of a range of desserts where aspects of nutrition, diet or allergies influence the composition and the ingredients permitted to be used.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare dietary desserts	1.1	Ingredients are selected to strict criteria for a particular dietary requirement.
		1.2	Ingredients are measured and weighed and brought to correct temperature according to recipe requirements.
		1.3	Desserts are produced to special dietary recipes or nutritional guidelines.
2.	Prepare dessert sauces	2.1	Hot or cold sauces are produced to a desired consistency and appropriately flavoured using ingredients according to dietary requirements.
3.	Store dietary desserts	3.1	Dietary desserts are stored at the appropriate temperature and under the correct conditions to maintain quality, freshness and customer appeal.

### RANGE STATEMENTS

Special dietary requirements refer to desserts where aspects of nutrition, diets or allergies influence the composition and the ingredients permitted to be used, e.g. diabetic desserts, low fat: sugar, yeast, gluten - or flour free etc.

Establishments to include but not limited to:

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

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare deserts to meet special dietary requirements in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include artistic skills and creativity; knowledge and understanding of the principles and requirements of health, hygiene and safety precautions
- evidence should also include an understanding of the principles of and application of techniques in preparing desserts to meet special dietary requirements

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

- THHCFP0352A Prepare hot and cold desserts

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of

- desserts and dessert recipes suitable
- for a variety of dietary requirements
- identifying, handling and storing of commodities and recognising
- factors affecting their quality
- properties of dietary ingredients used
- in a range of dessert recipes and the influence of each on processing and product quality
- the expected taste, texture and
- structure appropriate for the particular
- item according to industry standards
- the influence of correct portion
- control, yields and sizes on permitted dietary intake and on the profitability of an establishment

#### Skill

The ability to:

- select ingredients for a particular dietary requirement
- measure, weigh and bring ingredients to correct temperature according to recipe requirements
- produce desserts to special dietary recipes or nutritional guidelines
- produce hot or cold sauces
- store dietary desserts

**(4) Resource Implications**

The resources to include but not limited to:

- suitable utensils for the preparation of desserts

**(5) Method of Assessment**

Demonstration of competence must include the production of a range of desserts suitable for a variety of dietary requirements and allergy intolerance.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHPAT0623A: Prepare and display sugar work**

Competency Descriptor:

This unit applies to the preparation of sugar for sugar work and the planning and production of display pieces in a variety of establishments.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Boil sugar	1.1	Sugar and water are combined, cleaned and boiled to required temperature and coloured appropriately for intended use.
		1.2	Boiled sugar solution is handled safely and used according to standard recipes and enterprise practice.
		1.3	Specified preparation method is applied to suitable work surface for pulling sugar according to standard industry practice.
		1.4	Specialised equipment for boiling sugar is used correctly and safely.
2.	Pull boiled sugar	2.1	Boiled sugar is manipulated to avoid crust forming and is pulled at correct temperature in a safe manner.
3.	Store pulled sugar	3.1	Pulled sugar is suitably portioned for intended use.
		3.2	Correct packaging methods are applied to ensure pulled sugar pieces are perfectly sealed, preferably in a vacuum.
		3.3	Correct storage procedures are applied to ensure extended shelf-life.
4.	Plan sugar work	4.1	Sugar work is planned appropriate for the occasion with consideration to the time available for preparation.
		4.2	Sketches drawn outline forms/shapes, colours, supports and decorations.
		4.3	Formwork and working surface are appropriately prepared and the amounts of the required quantities of the differently coloured sugar calculated.
		4.4	Appropriate equipment and materials are selected.

- 5. Prepare sugar work
  - 5.1 Sugar is boiled, coloured and the temperature arrested at the correct point.
  - 5.2 Boiled sugar is shaped into desired forms applying appropriate techniques and skills with attention to correct and even thickness.
  - 5.3 Formwork is removed from sugar at the correct stage of hardening. Pieces are moved to cooler spots to accelerate cooling.
  - 5.4 Sugar centre pieces are assembled with attention to balance, proportion and strength.
  - 5.5 Sugar work is decorated with a sense of artistry, appropriate for the occasion and to create customer appeal.
- 6. Display sugar work
  - 6.1 Sugar work is displayed in an attractive manner to enhance food displays.
  - 6.2 Sugar work complements the displayed food with harmony and balance.
  - 6.3 Sugar work is correctly stored according to establishment procedures and protected from humidity, dust and heat.

## RANGE STATEMENTS

This unit applies to all establishments for preparing and displaying sugar work:

- the preparation of sugar includes boiling to various pre-determined temperature stages suitable for pulling or casting
  - pulling refers to manipulating boiled sugar after initial cooling to incorporate air and to achieve elasticity and sheen
  - casting refers to pouring boiled sugar into prepared frame work or moulds or into free flowing shapes
  - the preparation of sugar casts includes casting of individual segments, assembling, decorating and preparing for storage or display
- Establishments to include but not limited to:
- restaurants
  - hotels
  - cafes
  - commercial catering operations
  - function facilities

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

- evidence should include artistic skills and creativity; knowledge and understanding of the principles and requirements of health, hygiene and safety precautions
- competence and skilfulness of various techniques including pulling and casting must be demonstrated

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

- Nil



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

Knowledge of:

Sugar boiling and handling techniques including:

- causes of premature crystallisation of boiled sugar and methods to avoid it
- influence of cleanliness of materials used on the boiling process and quality outcome
- safety requirements relating to possible dangers when handling boiled sugar at high temperatures
- basic First Aid for treatment of burns in case of accidents

Skill

The ability to:

- calculate quantities of sugar needed
- boil sugar
- prepare formwork and working surfaces for pulling sugar
- manipulate boiled sugar
- shape boiled sugar into desired forms
- remove formwork from sugar
- assemble sugar centre pieces
- decorate sugar work

**(4) Resource Implications**

The resources to include:

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

**(5) Method of Assessment**

Demonstration of competence must include the production of an extensive range of sugar work. This should be supported by assessment of underpinning knowledge.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

## THHPAT0633A: Plan, prepare and display sweet buffet showpieces

### Competency Descriptor:

This unit applies to the planning, preparing and displaying of a wide range of show pieces appropriate for a sweet buffet display and prepared from a range of suitable materials.

Competency Field: Patisserie

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan sweet buffet show pieces	1.1	Show pieces are planned appropriate for the occasion with consideration to the time available for preparation.
		1.2	Sketches are drawn outlining form/shape, colours and decorations.
		1.3	Appropriate equipment and materials are selected.
2.	Prepare sweet buffet show pieces	2.1	A variety of showpieces are produced to industry standards.
		2.2	Selected materials are shaped into desired forms applying appropriate techniques and using creative flair and skills.
		2.3	Showpieces are assembled with attention to balance, proportion and strength.
		2.4	Pieces are finished and decorated with a sense of artistry and to create customer appeal.
		2.5	Decorations are suitable to the materials used and appropriate for the occasion.
3.	Display sweet buffet show pieces	3.1	Showpieces are displayed in an attractive manner to enhance sweet buffet displays.
		3.2	Show pieces complement the displayed food with harmony and balance.
		3.3	Show pieces are correctly stored according to establishment procedures and protected from humidity, dust and heat.

## RANGE STATEMENTS

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

Sweet buffet show pieces include:

- decorative pieces prepared from mainly sugar
- chocolate
- pastillage
- croquant
- marzipan or a combination thereof.

Establishments to include but not limited to:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

- evidence is required of knowledge and understanding of handling techniques and safety requirements relating to possible dangers when working with various sweet buffet show pieces identified in the range

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- various techniques in handling chocolate, pastillage, croquant and marzipan
- health and safety precautions when
- using air brush or spraying equipment
- for colouring or lacquering of show pieces
- correct procedures for basic First Aid
- for treating burns

#### Skill

The ability to:

- plan show pieces
- select appropriate equipment and materials
- produce a variety of show pieces
- assemble showpieces

**(4) Resource Implications**

The resources to include:

- Suitable utensils, equipment and supplies for the preparation and display of sweet buffet show.

**(5) Method of Assessment**

- Demonstration of competence must include the production of various types of sweet buffet show pieces. This should be supported by assessment of underpinning knowledge.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHGCS0023A: Deal with conflict situations**

Competency Descriptor:

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

Competency Field: Hospitality

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

## RANGE STATEMENTS

This unit applies to various hospitality sectors

Conflict situations may include but are not limited to:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

Look for:

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

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

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

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skill

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

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

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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



**THHGCS0033A: Make presentations**

## Competency Descriptor:

This unit deals with the skills and knowledge required to prepare for and make effective presentations to a group of people. Senior operational staff, sales and marketing personnel or managers would generally undertake this role.

## Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for presentations	1.1 Plan presentation in advance allowing adequate time for appropriate research and preparation. 1.2 Research and select material based on presentation objective, audience characteristics, the nature of the occasion and the style of venue. 1.3 Organise material in a clear and logical order and structure. 1.4 Select and create or organise appropriate supporting materials and visual aids using appropriate technology and within required timeframes.
2. Make presentations	2.1 Observe appropriate protocols as appropriate to the audience and the nature of the occasion. 2.2 Enhance the quality of the presentation through appropriate use of public speaking techniques. 2.3 Use visual aids and other presentation equipment correctly to enhance presentation. 2.4 Involve the audience in the presentation and encourage feedback where possible. 2.5 Assess audience needs and response during the presentation and make adjustments to presentation accordingly. 2.6 Complete presentation within the nominated timeframe.

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Presentations may be internal or external and may include:

- sales presentations
- training delivery
- presentations within meetings
- conference addresses
- staff briefings.

Public speaking techniques must include appropriate use of:

- voice
- eye contact
- body language
- dress
- humour

Audience characteristics may relate to:

- age
- gender
- seniority or status
- commercial or other relationship
- familiarity with presentation topic

Presentation equipment may include:

- microphone
- overhead projector
- slide projector
- video monitor
- computer

Supporting materials and visual aids may include:

- slides
- overheads
- powerpoint presentations
- handouts
- props
- videos

-

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

### (1) Critical Aspects of Evidence

Evidence of the following is critical:

- ability to deliver a logical, well-structured presentation that shows effective use of public speaking techniques
- ability to tailor the presentation to specific audience needs, contexts and situations.

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- methods for planning presentations including structure of presentations
- features of typical presentation equipment
- methods for creating suitable support materials
- subject matter for presentation.

#### Skill

The ability to:

- apply public speaking techniques including:
  - use of voice including tone, volume, diction and expression
  - eye contact
  - body language
  - impact of dress
  - use of humour

### (4) Resource Implications

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

**(5) Method of Assessment**

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

The following examples are appropriate for this unit:

- direct observation of presentations made by the candidate
- evaluation of presentation notes and supporting materials prepared by the candidate
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

**(6) Context of Assessment**

Assessment must ensure:

- demonstration of skills through the preparation and delivery of more than one presentation with different topics and different audiences so that skills can be adapted to different contexts
- presentation to and interaction with a group of a size and nature that would be expected for the relevant topic or context
- use of industry-current equipment for presentation.

**CRITICAL EMPLOYABILITY SKILLS**

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

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

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 0	
Solve problems	Level 2	
Use technology	Level 1	

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

## THHGAD0123A: Plan and Manage Meetings

Competency Descriptor:

This unit deals with the skills and knowledge required to plan and coordinate meetings.

Competency Field:

Hospitality

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Plan and prepare for meetings	1.1	Need for meeting and relevant participants are identified.
		1.2	Meeting arrangements are made in accordance with requirements and within designated timelines.
		1.3	Agenda is developed according to purpose of meeting.
		1.4	Information on agenda items is obtained or researched to allow for informed discussion at the meeting.
		1.5	Where appropriate, meeting papers are prepared and dispatched to participants within appropriate timeframes.
2.	Conduct meetings	2.1	Meetings are chaired in accordance with enterprise procedures and meeting protocols.
		2.2	Appropriate interpersonal and communication styles are used to encourage open and constructive communication.
		2.3	Agreements are made on meeting goals and conduct.
		2.4	Information and ideas are presented clearly and concisely.
		2.5	All participants are given the opportunity to contribute.
		2.6	Meetings are managed to maintain focus on agreed goals.
		2.7	Meetings are conducted within agreed times or adjusted with the agreement of participants.
		2.8	Minutes of the meeting are accurately recorded where appropriate.

- |                                   |   |
|-----------------------------------|---|
| 3. Debrief and follow up meetings | 3.1 Documentation from meetings is correctly processed and distributed.   |
|                                   | 3.2 Colleagues are informed regarding outcomes of meetings.   |
|                                   | 3.3 Work resulting from meetings is incorporated into the current work schedule with tasks prioritised and actioned as appropriate. |

## RANGE STATEMENTS

Types of meetings may include but are not limited to:

- informal
- formal
- one off
- regular

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

Look for:

- ability to effectively plan and administer meetings
- ability to use effective communication skills in the conduct of meetings

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

- Nil

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

Knowledge of:

- standard meeting procedures and protocols
- meeting management
- written and oral communication skills in specific relation to the conduct of meetings

Skill

The ability to:

- make meeting arrangements
- develop agenda
- prepare and dispatch meeting papers
- chair meetings
- encourage open and constructive communication
- present information and ideas
- manage meetings
- debrief and follow up meetings

**(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. Simulation should include actual conduct of a meeting. This should be supported by a range of methods to assess underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

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

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

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



**THHGAD0153A: Control and order stock**

Competency Descriptor:

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

Competency Field: Hospitality

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

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

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors

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

Stock control systems may be:

- manual
- computerised.

Stock may include but is not limited to:

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

## EVIDENCE GUIDE

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

**(1) Critical Aspects and Evidence**

Look for:

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

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

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

- THHGAD0141A      Receive and store stock.

**3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

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

Skill

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise).

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHWPO0223A: Monitor work operations**

Competency Descriptor:

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

Competency Field:

Workplace Operation

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

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

## RANGE STATEMENTS

This unit applies to all hospitality operations.

Problems may include but are not limited to:

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

Control systems may be computerised or manual.

Workplace records may include but is not limited to:

- staff records
- regular performance reports

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skill

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

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

**(5) Method of Assessment**

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

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

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

**(6) Context of Assessment**

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



## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

## **THHWPO0233A: Implement workplace health, safety, and security procedures**

Competency Descriptor:

This unit deals with the skills and knowledge required to implement health, safety and security procedures in the workplace. This unit is often carried out by team leaders and supervisors

Competency Field:

Hospitality

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Provide information on health, safety and security	1.1	Relevant information is accurately and clearly explained to staff.
		1.2	Specific enterprise information on health, safety and security is accurately and clearly explained to staff.
		1.3	All information is readily accessible to staff.
2.	Co-ordinate staff participation in health, safety and security issues	2.1	All staff members are given the opportunity to contribute to the management of health, safety and security in the workplace.
		2.2	Issues raised through consultation are actioned, resolved or referred to the appropriate person for follow up.
		2.3	Feedback is provided on management systems to the designated person.
3.	Implement and monitor procedures for controlling hazards and risks	3.1	Workplace hazards and risks are identified and reported.
		3.2	Control procedures are implemented and monitored in accordance with enterprise and legislative requirements.
		3.3	Inadequacies in control measures are promptly identified and reported to the appropriate person.
4.	Implement and monitor health, safety and security training	4.1	Training needs are accurately identified based on close monitoring in the workplace.

- |    |     |   |
|----|-----|---|
|    | 4.2 | Arrangements are made for fulfilling training needs in consultation with appropriate management and in accordance with enterprise policy. |
|    | 4.3 | Effectiveness of training is monitored in the workplace and adjustments made as necessary.  |
| 5. |     | Maintain health, safety and security records  |
|    | 5.1 | Records are accurately and legibly completed and stored in accordance with enterprise and legal requirements.                             |
|    | 5.2 | Data is used to provide reliable input to the management of workplace health, safety and security.  |

## **RANGE STATEMENTS**

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

Hazards and risks may include but are not limited to:

- workplace sickness
- fire
- crowd related risks
- accidents
- theft and armed robbery
- deranged customers
- equipment failure
- weather emergencies
- pests

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently implement workplace health, safety and security procedures

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

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

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- HACCP principles and methods of food production
- hygiene and food safety regulations
- general duty of care
- requirements for record keeping
- provision of information and training
- regulations and codes of practice in relation to hazards in work area
- health and safety procedures particularly in relation to guests and staff
- issue resolution
- knowledge of specific enterprise policy and procedures

#### Skill

The ability to:

- provide information on health, safety and security
- co-ordinate staff participation in health, safety and security issues
- implement and monitor procedures for controlling hazards and risks
- implement and monitor health, safety and security training
- maintain health, safety and security records

### (4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit.

A range of methods to assess underpinning knowledge should support this. The assessment should include comprehensive theory tests or questioning, case studies and/or projects in order to assess underpinning knowledge

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**THHWPO0273A: Roster staff**

Competency Descriptor:

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

Competency Field:

Work Place Operation

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

## RANGE STATEMENTS

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

Rostering may be for:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

Look for:

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

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skill

The ability to:

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



**(4) Resource Implications**

The following resources should be made available:

- actual or simulated work environment

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHWPO0283A: Monitor staff performance**

Competency Descriptor:

This unit deals with the skills, knowledge and attitudes required to monitor staff performance, inclusive of skills in performance appraisal and counselling.

Competency Field:

Workplace Operation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Provide performance feedback to staff	1.1	Colleagues are consulted and informed about expected standards of performance.
		1.2	On-going performance is monitored in the workplace.
		1.3	Confirming and corrective feedback is provided to colleagues on an ongoing basis.
		1.4	Guidance and support are provided to colleagues in the workplace.
		1.5	Achievements and outstanding performance are recognised and rewarded.
		1.6	Need for further coaching or training is identified and organised, in accordance with enterprise policies.
2.	Recognise and resolve performance problems	2.1	Performance problems are promptly identified and investigated.
		2.2	Feedback and coaching are used to address performance problems.
		2.3	Possible solutions are discussed and agreed upon with colleague in question.
		2.4	Outcomes are followed up in the workplace.
		2.5	Where necessary, formal counselling session is organised.

- |  |   |
|--|---|
| 3. Implement performance appraisal systems | 3.1 Formal performance appraisals are implemented in accordance with enterprise policy.                         |
|  | 3.2 Individual performance appraisals are conducted openly and fairly, in accordance with enterprise policy.    |
|  | 3.3 Appraisal records are completed and filed in accordance with enterprise policy and industrial requirements. |
|  | 3.4 Courses of action are agreed on with colleagues and followed up in the workplace.                           |

### **RANGE STATEMENTS**

This unit may apply to various staff in tourism and hospitality sectors.

### **EVIDENCE GUIDE**

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

#### **(1) Critical Aspects of Evidence**

Look for the ability to:

- provide feedback in a supportive manner
- conduct a formal performance appraisal, in accordance with established policies and systems

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

- THHWPO0223A Monitor work operations

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

Knowledge of:

- performance appraisal techniques and systems
- industrial relations and EEO issues which impact on staff performance monitoring
- one-to-one coaching techniques

Skill

The ability to:

- monitor on-going performance
- provide confirming and corrective feedback to colleagues
- identify need for and organise coaching or training
- identify performance problems
- use feedback and coaching to address performance problems
- implement formal performance appraisal system
- conduct individual performance appraisals

**(4) Resource Implications**

The following resources should be made available:

- actual or simulated work environment

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**THHTRA0133A: Coach others in job skills**

## Competency Descriptor:

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

## Competency Field:

Hospitality

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

## RANGE STATEMENTS

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

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

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

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

- THHWPO0223A Monitor work operations

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skill

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- actual or simulated work environment

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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



**THHCFP0433A: Prepare pates and terrines**

Competency Descriptor:

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

Competency Field:

Hospitality

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

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

**RANGE STATEMENTS**

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

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

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

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

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

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

- THHCFP0221A Organise and prepare food

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skills

The ability to:

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

### (4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas

### (5) Method of Assessment

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

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHCFP0231A: Present food**

Competency Descriptor:

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

Competency Field:

Commercial Food Preparation

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

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

**RANGE STATEMENTS**

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

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

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

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

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

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skills

Ability to:

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

### (4) Resource Implications

The following resources should be made available:

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

### (5) Method of Assessment

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHCFP0251A: Clean and maintain premises**

Competency Descriptor:

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

Competency Field:

Hospitality

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

## RANGE STATEMENTS

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

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

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

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skill

Ability to:

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



**(4) Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

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

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

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

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

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

## 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 Skills**Knowledge

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

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

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



**THHCFP0482A: Select, prepare and serve specialised food items**

Competency Descriptor:

This unit deals with the skills and knowledge required to plan, prepare and present specialised food items.

Competency Field:

Hospitality

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Select suppliers and purchase items	1.1 The best supplier is selected with regard to quality and price related to the enterprise requirements. 1.2 Wastage is minimised through appropriate purchase and storage techniques.
2. Plan menus and/or marketing strategies	2.1 Menu items are priced to achieve satisfactory profit levels and satisfy enterprise requirements for a balanced menu in line with customer demand. 2.2 Seasonal availability is taken into account when developing menu planning and marketing strategies. 2.3 Major characteristics of the different varieties of food items are used to create new menu items.
3. Prepare and present a wide range of dishes	3.1 Items are prepared according to standard recipes. 3.2 Items are cooked in a variety of styles as required by the enterprise.
4. Demonstrate advanced preparation and cooking techniques	4.1 Cooking techniques are effectively demonstrated and taught to other staff.
5. Implement hygienic and safe practices	5.1 Potential problems are identified and appropriate preventative measures are taken to eliminate risks concerning hygiene and occupational health and safety issues in the workplace. 5.2 Equipment used is safely and hygienically operated according to enterprise practice. 5.3 Items are hygienically and correctly stored.



## RANGE STATEMENTS

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

This unit covers a range of units in cooking at a specialised level.

The areas of specialised cooking can include but is not limited to:

- preparation of cakes
- pastries
- yeast based goods and desserts
- meat
- poultry
- game
- seafood
- vegetables
- fruit and salad

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to efficiently select, prepare and serve specialised food items in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently prepare and present the nominated specialised food items to enterprise standards
- evidence should also include a detailed understanding of the different classifications of the main food groups

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

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food



### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- organisational skills and teamwork
- safe work practices particularly in relation to bending and lifting
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- commonly used culinary terms
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus
- modern trends in menus
- major characteristics of the different varieties of food items
- balanced menu
- basic criteria for selecting supplier
- minimising wastage through proper purchasing and storage procedures
- occupational health and safety issues in the workplace

#### Skills

The ability to:

- select suppliers
- purchase items
- minimise wastage
- price menu items
- plan menus
- plan marketing strategies
- create new menu items
- prepare menu items
- cook items in a variety of styles
- demonstrate advanced preparation and
- cooking techniques
- identify potential problems
- eliminate risks concerning hygiene and
- occupational health and safety issues in the workplace
- store food items
- teach cooking techniques to other staff

### (4) Resource Implications

The following resources should be made available:

- food preparation and presentation areas

### (5) Method of Assessment

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

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

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

Competency Descriptor:

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

Competency Field: Hospitality

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

## RANGE STATEMENTS

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

Target groups include but not limited to:

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

Special dietary needs includes therapeutic and contemporary

Special dietary needs include but not limited to:

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

Groups identified include but not limited to:

- Rastafarian
- Jewish
- Seventh Day Adventist
- Vegetarian

Contemporary diet regimes include:

- fit for life
- macrobiotic
- low-fat

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

- nutrition
- hygiene
- dietary guidelines for diabetics

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

- Nil

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

Knowledge of:

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

Skill

The ability to:

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

**(4) Resource Implications**

- food preparation and presentation areas

**(5) Method of Assessment**

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

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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



## THHCAT0722A: Prepare and cost meal plans

### Competency Descriptor:

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

Competency Field: Hospitality

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

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

## RANGE STATEMENT

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

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

Dietary needs include but is not limited to:

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

Target markets include:

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

Types of menu:

- table d'hote
- a la carte
- special

Relevant factors include:

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

Financial objectives include:

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

Contemporary diet regimes include:

- Fit for life
- macrobiotic
- low-fat

Menu is planned for:

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

Units of measurement applied include but not limited to:

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

Costs to include:

- direct cost
- indirect cost
- variable cost

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

Evidence of knowledge and understanding of the following is required:

- the food groups
- suitable foods for selected target groups
- food analysis tables

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

The pre-requisite for this unit is:

- Nil

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

Knowledge of:

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

Skills

The ability to:

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

**(4) Resource Implications**

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

**(5) Method of Assessment**

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

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

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHCFP0503A: Monitor catering revenue and costs**

Competency Descriptor:

This unit deals with the skills and knowledge required to establish and monitor the costs involved in operating a food service operation.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish and maintain a purchasing and ordering system	1.1 Appropriate basic systems for purchasing and ordering are established and implemented efficiently to maximise quality and minimise costs and wastage.
	1.2 Systems for storing food items are established and maintained to avoid deterioration, wastage, theft and spoilage.
	1.3 Stock records are systematically and regularly kept updated.
2. Establish and maintain a financial control system	2.1 Departmental and operational income statements are prepared and recorded accurately and on time.
	2.2 Budget forecasts are met within defined fiscal periods and any variations are adequately explained.
	2.3 Financial records are kept updated and utilised effectively.
3. Maintain a production control system	3.1 Food control and production schedules are developed and maintained in a manner that maximises efficiency and minimises waste.
	3.2 Work flows and staff rostering are designed to minimise unit labour cost.
	3.3 Daily sales are monitored accurately and timely adjustments are made to menus to reflect customer preferences.
4. Select and utilise technology	4.1 Appropriate computer systems and business machines are selected and utilised to increase ease and efficiency.
	4.2 Appropriate software is selected according to the needs of the establishment.



## RANGE STATEMENTS

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

Control systems may be computerised or manual.

Food service operation include but not limited to:

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

## EVIDENCE GUIDE

Competency is to be demonstrated by efficiently monitor catering revenue and costs 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 develop and maintain an efficient cost control and monitoring system
- evidence should also include an understanding of keeping financial records

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- organisational skills and teamwork
- culinary terms commonly used in the enterprise
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- basic knowledge and understanding of accounting systems

**Skill**

The ability to:

- establish and implemented basic systems for purchasing and ordering
- establish and maintain systems for storing food items
- keep stock records
- prepare departmental and operational income statements
- keep financial records
- develop food control and production schedules
- design work flows and staff rostering
- monitor daily sales
- select and utilise technology

**(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 cost control can be demonstrated. This should be supported by assessment of underpinning knowledge.



**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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**

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

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

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

**THHCFP0423A: Organise food service operations**

Competency Descriptor:

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

Competency Field:

Hospitality

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

**RANGE STATEMENTS**

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

Menus may include but not limited to:

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

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

- THHCFP0221A Organise and prepare food

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

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

#### Skills

The ability to:

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



**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

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

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

## THHCFP0413A: Organise bulk cooking operations

Competency Descriptor:

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

Competency Field:

Hospitality

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

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

## RANGE STATEMENTS

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

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

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects of Evidence

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

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

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

- THHCFP0221A Organise and prepare food
- THHCFP0231A Present food

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

Knowledge of:

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

Skills

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

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

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**THHCAT0673A: Package prepared foodstuffs**

Competency Descriptor:

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

Competency Field: Hospitality

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

## RANGE STATEMENTS

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

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

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

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

## EVIDENCE GUIDE

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

### (1) Critical Aspects and Evidence

Knowledge and understanding is required of:

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

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

- Nil

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

Knowledge of:

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

Skill

The ability to:

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

**(4) Resource Implications**

The following resources should be made available:

- food preparation and presentation areas

**(5) Method of Assessment**

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

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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



## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

## THHCAT0693A: Apply cook-chill production processes

Competency Descriptor:

This unit applies to the planned process of food preparation, cooking, chilling, storage and re-thermalisation of food by cook-chill.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Ensure goods received conform to appropriate food hygiene and health standards	1.1	Temperatures of delivered goods are within specified tolerances.
		1.2	Meats, dairy and perishables are received and checked against requisition docket for quality and freshness as per enterprise specifications.
2.	Prepare and cook food to safe industry standards	2.1	The food is cooked to specified internal temperatures.
		2.2	Microbiological and chemical changes are kept within safe tolerances.
		2.3	Quality of food is consistently maintained at the optimum level in terms of taste and appearance.
3.	Chill cooked food	3.1	Time and temperature standards for chilling are fulfilled for: <ul style="list-style-type: none"> <li>• blast chilling</li> <li>• water-bath chilling</li> </ul>
		3.2	Food quality is maintained.
4.	Store cooked food under refrigeration	4.1	Time and temperature standards for storage are fulfilled.
		4.2	Spoilage is minimised.
		4.3	Food is dynamically stored (first in - first out).
		4.4	Appropriate containers for storage are selected.
		4.5	Labelling is correct and clear.

- |    |  |  |
|----|--|--|
|    | 4.6  | Storage temperatures are monitored.  |
| 5. | Distribute cook-chill products                 | <p>5.1 Where necessary, food is transported from production kitchen to outlets by refrigerated transport or insulated containers.</p> <p>5.2 Safe handling of food is maintained throughout the distribution cycle.</p> <p>5.3 Temperature levels are checked and recorded at dispatch and receiving.</p> <p>5.4 Hazard Analysis and Critical Control Points (HACCP) requirements are observed during the entire cookchill cycle</p> |
| 6. | Rethermalise (reheat) cook-chill food products | <p>6.1 Rethermalisation of food is executed to standard guidelines for bulk foods, plated meals, meals-on-wheels and take-away meals using appropriate methods including:</p> <ul style="list-style-type: none"> <li>• low heat convection</li> <li>• infra-red radiation</li> <li>• microwave</li> <li>• water bath</li> <li>• kettle</li> <li>• combination convection ovens</li> </ul>  |

## RANGE STATEMENTS

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

<p>Food and related services include the following establishments/operations:</p> <ul style="list-style-type: none"> <li>• educational institutions</li> <li>• cafeterias/canteens/cafes/gourmet food shops/restaurants/hotels</li> <li>• fast food outlets</li> <li>• health establishment</li> <li>• corrective services</li> <li>• residential catering</li> <li>• in-flight catering</li> <li>• transport catering</li> <li>• events catering</li> <li>• private catering</li> </ul>	<p>Control points in the food production system include but not limited to:</p> <ul style="list-style-type: none"> <li>• purchasing, delivery &amp; storage</li> <li>• preparation and cooking</li> <li>• cooling &amp; storage</li> <li>• holding or display</li> <li>• rethermalisation</li> <li>• service</li> </ul>
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Biological, physical and chemical hazards include but not limited to:

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

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively producing foods by cook-chill processes 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 use cook-chill food production processes
- evidence should also include a detailed understanding of food handling requirements
- hazard Analysis and Critical Control Points (HACCP) requirements must be observed during the entire cook-chill cycle

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- HACCP principles and methods of food production
- hygiene and food safety regulations
- local regulations pertaining to food production and packaging 'at risk' client groups
- microbiological hazards
- process flow planning
- HACCP recording requirements according to regulatory standards
- standard operating procedures
- temperature specifications for the maintenance of food quality
- food storage requirements
- principles and methods of food production
- cook-chill systems
- use of cook-chill production equipment

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

The ability to:

- identify biological, physical and chemical hazards
- identify and monitor critical control points in the food production system
- take corrective actions
- implement HACCP plan
- receive and check meats, dairy and perishables for quality and freshness
- keep microbiological and chemical changes within safe tolerances
- prepare and cook food to safe industry standards
- chill cooked food
- store cooked food under refrigeration
- distribute cook-chill products
- rethermalise (reheat) cook-chill food products

**(4) Resource Implications**

The following resources should be made available:

- food preparation area where appropriate cook-chill equipment is provided

**(5) Method of Assessment**

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

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed on-the-job, or in a simulated environment where appropriate cook-chill equipment is provided.

## CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**THHCAT0733A: Select catering systems****Competency Descriptor:**

This unit deals with the evaluation and selection of a catering system(s) to meet the food production needs of a catering enterprise. It focuses on the information required in order to be able to make such a selection.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify requirements for a catering system	1.1 Reasons for a catering system are examined carefully and taken into consideration. 1.2 Requirements for a catering system are identified. 1.3 Specific requirements for installation are evaluated.
2. Select the system required	2.1 Information about the equipment used in the proposed system is taken into account. 2.2 Advantages and disadvantages of the chosen system are considered. 2.3 The production and organisational changes required to reflect the system are taken into account. 2.4 Menu items are compatible with the type of system chosen. 2.5 Quality control requirements for the system are identified. 2.6 Hazard and critical control points for the system are identified.

## RANGE STATEMENTS

Catering systems refers to an integrated and distinct production, distribution and service system

Requirements for a catering system include but not limited to the following:

- client profile
- budget
- menu type
- production volume
- available facilities and equipment
- nutritional requirements
- capability of kitchen team and training required
- location of service points
- holding requirements

Stages in the proposed system for which information is required may include:

- receiving
- storing
- preparation
- preparation/cooking
- post cooking storing
- rethermalisation where applicable
- serving

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to efficiently select catering systems in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- knowledge and understanding is required of the principles and requirements of hazard and critical control points (HACCP)
- knowledge and understanding of catering systems and considerations in selection

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

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- quality control requirements
- hazard and critical control points
- the production and organisational changes
- catering systems
- (fresh cook, cook chill - 5 day life,
- cook chill - extended life, cook freeze)

#### Skill

The Ability to:

- identify requirements for a catering system
- examine reasons for a catering system
- determine required production and organisational changes
- identify quality control requirements
- identify Hazard and critical control points for the system



**(4) Resource Implications**

The following resources should be made available:

- food service environment (actual enterprise or simulation)

**(5) Method of Assessment**

Competency shall be assessed through case study analysis and/or theory tests.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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