



National Competency Standards Level-5 for Hospitality Sector Professional Chef



**National Vocational and Technical Training Commission (NAVTTC),
Government of Pakistan**



ACKNOWLEDGEMENTS

National Vocational and Technical Training Commission (NAVTTTC) extends its gratitude and appreciation to many representatives of business, industry, academia, government agencies, Provincial TEVTAs, Sector Skill Councils and trade associations who spared their time and expertise to the development and validation of these National Vocational Qualifications (Competency Standards, Curricula, Assessments Packs and related material). This work would not have been possible without the financial and technical support of the TVET Sector Support Programme co-funded by European Union, Norwegian and German Governments implemented by GIZ Pakistan. NAVTTTC is especially indebted to *Dr. Muqem ul Islam*, who lead the project from the front. The core team was comprised on:

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NAVTTTC team under the leadership of Dr. Muqem ul Islam initiated development of CBT & A based qualifications of diploma level-5 as a reform project of TVET sector in November 2018 and completed 27 NVQF diplomas of Level-5 in September, 2019. It seems worth highlighting that during this endeavor apart from developing competency standards/curricula in conventional trades new dimensions containing high-tech trades in TVET sector in the context of generation IR 4.0 trades have also been developed which inter alia includes Robotics, Mechatronics, artificial intelligence, industrial automation, instrumentation and process control. Moreover, trades like entrepreneurship, green/environmental skills and variety of soft/digital skill have also been developed to equip the Pakistani youth with skills set as per requirement of the global trends. These skills have been made integral part of all the 27 diplomas.

Nobody has been more important in the pursuit of this project than Dr. Nasir Khan, Executive Director, NAVTTTC, whose patronage and support remain there throughout the development process and lastly to thanks specially to Syed Javed Hassan, Chairman NAVTTTC and Raja Saad Khan, Deputy Team Lead TSSP-GIZ who made it happened in this challenging time.



Table of Contents

1. Introduction.....	7
2. Purpose of the Qualification	9
3. Core competencies of the Qualification.....	10
4. Date of Validation	14
5. Date of Review	14
6. Codes of Qualifications.....	14
7. Members of Qualifications Development Committee.....	15
8. Members of Qualification Validation Committee.....	16
9. Members of Review & Assessment Pack Development Committee.....	17
10. Specialised occupations	17
11. Entry Requirements.....	18
12. Categorization and Levelling of the Competency Standards.....	19
13. Detail of Competency Standards.....	23
LEVEL 1:.....	23
1013-HRC-1 Follow Personal Hygiene & kitchen Safety Procedures	23
1013-HRC-2 Clean and Maintain Premises	26
1013-HRC-3 Dispose Garbage	28
1013-HRC-4 Clean and sanitize tools and equipment	30
1013-HRC-5 Clean and sanitize cutting boards and utensils.....	32
1013-HRC-6 Clean and sanitize work stations.....	34
1013-HRC-7 Identify kitchen tools and utensils	36
1013-HRC-8 Identify and use cleaning tools.....	38
1013-HRC-9 Identify sanitizers and cleaning detergents and dishwashing liquids	40
LEVEL 2:.....	42
1013-HRC-10 Follow food safety procedures	42
1013-HRC-11 Perform measurements and conversions	45
1013-HRC-12 Prepare Sandwiches.....	49
1013-HRC-13 Cooking Vegetables.....	52
1013-HRC-14 Prepare, Cook and Finish Pasta Dishes	55
1013-HRC-15 Prepare Stocks (level 2).....	57
1013-HRC-16 Prepare Mother Sauces	59



1013-HRC-17 Prepare and Cook Rice Dishes (Level 2).....	62
1013-HRC-18 Identify and Use Basic Cooking Methods	64
1013-HRC-19 Prepare and Cook Eggs and Egg Dishes.	67
1013-HRC-20 Identify, handle and use Kitchen Equipment.....	71
1013-HRC-21 Perform Butchering	74
1013-HRC-22 Transport and Store Food in a Safe and Hygienic Manner	79
1013-HRC-23 Use ICT (Information and Communication Technology) skills.	81
1013-HRC-24 Pack Prepared Foodstuffs	85
LEVEL 3:.....	86
1013-HRC-25 Prepare & present Hot & cold Beverages	86
1013-HRC-26 Prepare and Finish Simple Salad and Fruit Dishes.....	95
1013-HRC-27 Identify and Prepare Meat.....	102
1013-HRC-28 Prepare, Cook and Finish Meat ,Poultry & Fish (Level 3)	104
1013-HRC-29 Prepare and Cook Shellfish (Level 3)	106
1013-HRC-30 Prepare and Cook Grain and Pulse Dishes (Level 3)	108
1013-HRC-31 Prepare, cook and finish soups.....	111
1013-HRC-32 Prepare, Bake and Finish Simple Bread and Dough Products	114
1013-HRC-33 Prepare, Cook and Finish Sweet Dishes	117
1013-HRC-34 Prepare Appetizers	119
1013-HRC-35 Prepare Hot sauces, Dressings and Cold Sauces	121
1013-HRC-36 Prepare Hot Sandwiches.	126
1013-HRC-37 Prepare and Cook Game Dishes	129
1013-HRC-38 Provide mise en place for Geuridon.....	131
1013-HRC-39 Prepare Pates and Terrines.....	133
1013-HRC-40 Prepare and Cook Rice Dishes (Level 3).....	141
LEVEL 4:.....	145
1013-HRC-41 Prepare, Cook and Finish Meat Dishes (Level 4)	145
1013-HRC-42 Prepare, Cook and Present Poultry Dishes (Level 4).....	147
1013-HRC-43 Cook and Present Fish and Shellfish Dishes (Level-4)	149
1013-HRC-44 Prepare Chocolate and Chocolate Confectionery.....	151
1013-HRC-45 Prepare Diet Based and Preserved Foods	154
1013-HRC-46 Coordinate the operation of the Kitchen Section.....	157



1013-HRC-47 Develop Professionalism (Level 4).....	161
1013-HRC-48 Supervise the Kitchen Section	163
1013-HRC-49 Supervise the Food Delivery to Service Team	166
1013-HRC-50 Apply Art of Food Presentation.	168
1013-HRC-51 Monitor Delivery of Food Production into Service Areas.....	170
LEVEL 5:.....	173
1013-HRC-52 Identify Food Groups and Seasoning Elements.....	173
1013-HRC-53 Implement Food Safety Procedures.....	175
1013-HRC-54 Work with Colleagues and Customers.....	177
1013-HRC-55 Complete Kitchen Shift Effectively	179
1013-HRC-56 Develop Professionalism (Level 5).....	182
1013-HRC-57 Handle and Serve Cheese	186
1013-HRC-58 Develop Advance Skills in Food Preparation and Cooking	190
1013-HRC-59 Plan and Control Menu-Based Catering	192
1013-HRC-60 Maintain Professional Kitchen Standards for Food Preparation and Cooking Throughout the Shift	194
1013-HRC-61 Manage Comments and Complaints Relating to Food Production	197
1013-HRC-62 Organize Bulk Cooking Operations and Food Service Operations	199
1013-HRC-63 Develop Entrepreneurial Skills	203
1013-HRC-64 Monitor Duties and Activities of the Kitchen Team.....	205
1013-HRC-65 Co-ordinate the Operation of the Food Preparation and Cooking Area	209
1013-HRC-66 Monitor Supplies for Kitchen Operations.....	212
1013-HRC-67 Monitor, Control Kitchen Costs, Waste and Perform Auditing.....	215
1013-HRC-68 Plan and Prepare Food for Buffets.....	219
1013-HRC-69 Establish and Maintain Quality Control and Develop Food Safety Plan.....	221
1013-HRC-70 Operate a Fast Food Outlet	224
1013-HRC-71 Plan Catering Control Principles, And Monitor Revenue and Costs	235
1013-HRC-72 Work in a Socially Diverse Environment (knowledge based)	238
1013-HRC-73 Plan and Organize Work (knowledge based).....	240
1013-HRC-74 Healthy Meal and Nutrition.....	245



National CS Qualifications Level 5 for Cook/ Chef





1. Introduction

The culinary arts is a profession that is increasingly getting attention in Pakistan, not only among the youth seeking to enter the industry but also among adults who wish to polish their skills to develop a career out of it. The influx of food-based TV channels, MasterChef and the increasing demand for home catering has been a pivotal reason for home-based cooks to hone their natural skills and to develop a professional career out of something that they are passionate about.

It can't be surprising that the number of Pakistani eating at home is declining. We've been eating out more frequently, reducing the amount of meals we've been cooking at home. Calories consumed fast food and restaurant has grown to be a bigger part of the calorie pie, while the percentage of calories from meals cooked at home has decreased. They also have more fiber, calcium, and iron compared to food that's prepared away from home. Increased cooking has also been linked to more consumption of fruits, veggies, and whole grains. The study also showed that those who ate more frequently at home also ate fewer calories when they did choose to eat out.

The shift in eating away from home therefore also means a shift in the consumption of healthier foods. Preparing food at home could help with chronic disease prevention such as heart disease, diabetes, strokes, and gastrointestinal cancers. "Eating at home" sounds like it would be the simple answer to chronic disease. However, many studies found that just because people are eating at home, doesn't mean they're *cooking* or preparing food at home. In fact, almost most half of all fast food eaten by children aged 2 to 18 years old in 2006 was consumed *at home*.

Similarly, another study found that although people were eating more food out and fewer people are cooking at home, home food supply has remained the top source of energy. This could be for several reasons, one of which could be that more people are relying upon ready-to-eat foods that require no preparation. These foods, though they are consumed at home, don't count as 'home cooked.' Food in this category can range from individual fruits, like apples and bananas, to chips and snacks, to microwavable meals from the freezer section of your grocery store.

The food prepared away from home, but consumed at home, has been associated with increased calorie intake, decreased nutritional quality and weight gain like their restaurant counter parts. It seems like cooking at home is an easy choice: be healthier and save money. But this might not even be enough incentive. Even during the recession, Pakistanis continued their 'pre-crisis' diet at restaurants and fast food chains. Despite rising costs and decreased employment, dining out continued to be a staple in Pakistani culture.

It may also be that food simply tastes better when it's been prepared away from home. And this isn't a new problem. Pakistanis have always had trouble making healthy food taste good on their own. In The Journal of the Pakistani Medical Association in 1913, researchers noted that "vegetables are frequently boiled in a way in which deprives them of their characteristic odor and their tooth someness." The journal continues by saying that "villainous and idiotic" are the only adjectives that can describe our methods of cooking vegetables.

Despite the fact that eating home cooked meals is healthier and can prevent chronic illnesses, we a) simply don't it and/or b) we don't know how.

There are institutes offering internationally recognized certification in the country, one'll find three culinary institutes offering programs for both culinary arts and hospitality management. The most well-known is PITHM (Pakistan Institute of Tourism & Hospitality Management), mostly on account of the fact that it is the oldest, having started in 1967.



The second is COTHM (College of Tourism & Hotel Management) which started its Karachi chapter in Jan 2013. The newest institute catering to the area is NICAHM or the National Institute of Culinary Arts & Hotel Management. In government sector TEVTAs and NAVTTC play important role in cooking, Culinary art industry.

GDP in 2017 and is forecast to rise by 5.9% in 2018, and to rise by 5.8% pa, from 2018-2028, to PKR1,727.7bn (USD16,391.9mn), 3.0% of total GDP in 2028. Travel & Tourism is an important economic activity in most countries around the world.

SBP predicts 4.7 to 5.2pc GDP growth for year 2018-19. State Bank of Pakistan (SBP) has projected real GDP growth between 4.7 percent and 5.2 percent for fiscal year 2018/2019 against the target of 6.2 percent due to slower growth in both industrial and agriculture sectors.

The Pakistan food system is widely recognized to have direct and indirect effects on the environment. The degree to which each sector of the food system affects the environment depends on a variety of natural and human-driven processes. For example, increased use of mineral fertilizers is responsible for much of the growth in productivity in Pakistan agriculture over the past 50 years, but it also has led to negative impacts on the environment, such as greater greenhouse gas (GHG) emissions and deterioration of water quality. GHG emissions also can result from the burning of fossil fuels in the food manufacturing process and during food distribution.

The impact of contaminated surface or groundwater from excessive nitrogen fertilizer applications, in both inorganic and organic forms, may affect a local community over a short period of time, or decades later, sometimes miles from the initial nutrient inputs. The impact within a community also may be disparate, as disadvantaged portions of the community may not have the resources to ensure a safe drinking water source.

Needs of intervention

Community-based interventions aiming to improve cooking skills are a popular strategy to promote healthy eating. We reviewed current evidence on the effectiveness of these interventions on different confidence aspects and fruit and vegetable intake. Evaluation of cooking programs consistently report increased confidence in cooking skills in adults across different age groups and settings. The effectiveness of these programs on modifying eating behavior is less consistent, but small increases in self-reported consumption of fruit and vegetables are also described. Lack of large samples, randomization and control groups and long-term evaluation are methodological limitations of the evidence reviewed.

Cooking skill interventions can have a positive effect on food literacy, particularly in improving confidence on cooking and fruit and vegetable consumption, with vulnerable, low-socio economic groups gaining more benefits. Consistency across study designs, delivery and evaluation of outcomes both at short and long terms are warranted to draw clearer conclusions on how cooking programs are contributing to improve diet and health.

The teaching of cooking is an important aspect of school-based efforts to promote healthy diets among children, and is frequently done by external agencies. Within a limited evidence base relating to cooking interventions in schools, there are important questions about how interventions are integrated within school settings. The purpose of this paper is to examine how a mobile classroom (Cooking Bus) sought to strengthen connections between schools and cooking, and drawing on the concept of the sociotechnical network, theories the interactions between the Bus and school contexts.



The Cooking Bus forged connections with schools through aligning intervention and schools' goals, focusing on pupils' cooking skills, training teachers and contributing to schools' existing cooking-related activities. The Bus expanded its sociotechnical network through post-visit integration of cooking activities within schools, particularly teachers' use of intervention cooking kits.

Poor diet is a major risk factor linked to obesity and other comorbidities. Low education attainment, low income and high socioeconomic deprivation are main factors associated with poor diet. These factors tend to increase the likelihood of inadequate food access, low food and nutrition literacy and lack of practical cooking skills in economically deprived households. Currently, there is growing evidence linking home cooking with healthier dietary choices, particularly for higher intakes of fruits, vegetables, and whole grains; whilst eating outside the home has been associated with an increased consumption of ready-to-eat meals and calorie-dense convenient foods. Considering that 'not knowing how to cook' stands as barrier to healthful food preparation, the delivery of community cooking skill programs has gained attention in public health agendas as a vehicle to improve and promote confidence, well-being, and enhance meal quality and preparation practices. These programs have increased and continue to increase in popularity because they offer a valuable channel to engage with vulnerable groups via inclusive social activities, whilst positively impacting their dietary profiles and health outcomes.

The term 'cooking skills', within public health nutrition, has been generally used to portray a combination of mechanistic and physical skills that are applied during home food preparation, such as 'chopping vegetables', 'stir-frying', or 'cooking rice'.

If You don't have to go to cooking school to become a better cook. There are lots of easy, small things you can do every time you cook to get better, more professional results. Here are our top 10 tips for improving your cooking, choke up on your chef's knife, start with the best ingredients, use your hands, switch to kosher or sea salt, and don't be stingy with it, Don't crowd the pan when sautéing, reduce liquids to concentrate flavor, Bake pie and tart crusts longer than you think you should, let roasted meats rest before carving, Add a final splash of acid (vinegar or citrus juice, Trust doneness tests over the timer's buzzer.

2. Purpose of the Qualification

Based upon this demand of industry these competency-based qualifications for Culinary art and chef are developed under National Vocational Qualification Framework (Level 1 to 5). The qualifications mainly cover competencies along with related knowledge and professional attitude which is essential for getting a job or self-employed.

The qualifications are also in line with the vision of Pakistan's National Skills Strategy (NSS), National TVET Policy and National Vocational Qualification Framework (NVQF). This provides policy directions, support and an enabling environment to the public and private sectors to impart training for skills development to enhance social and economic profile. The National Vocational & Technical Training Commission (NAVTTC) has approved the Qualification Development Committee (QDC) for Textile Chefs Technology. The QDC consists experts from the relevant industries from different geographical locations across Pakistan and academicians who were consulted during the development process to ensure input and ownership of all the stakeholders. The National Competency Standards could be used as a referral document for the development of curricula to be used by training institutions.



The purpose of the training is to provide skilled manpower to improve the quality of value added products of Textile Chefs sector. This training will provide the basic skills to the trainees in the field of Professional Chef and convert it into value added product which is acceptable by International market reducing the line losses and fit-in a skilled graduate into National Vocational Qualification Framework for his / her vertical career progression and qualification equivalencies at par with acceptable international standards.

3. Core competencies of the Qualification

The Professional Chef Technology qualifications level 5 consists of 40% Theory and 60% Practical. The competency standard of the qualification are as follows:

Sr No	Competency Standards	NVQF Level	Category	Estimated Contact Hours			Cr . Hr
				Th	Pr	Total	
Level 1(KITCHEN CLEANER)							
1	Follow Health, Safety and Security Procedures.	1	Generic	10	60	70	7
2	Clean and Maintain Premises.	1	Generic	2	68	70	7
3	Dispose Garbage.	1	Generic	12	8	20	2
4	Clean and sanitize tools and equipment.	1	Technical	4	6	10	1
5	Clean and sanitize cutting boards and utensils.	1	Technical	4	6	10	1
6	Clean and sanitize work stations.	1	Technical	4	6	10	1
7	Identify and use kitchen tools and utensils.	1	Technical	4	6	10	1
8	Identify and use cleaning tools .	1	Technical	5	5	10	1
9	Identify sanitizers and cleaning detergents and dishwashing liquids.	1	Technical	4	6	10	1
				49	171	220	22
				22%	78%	100%	
Level 2(COMMI 3)							
1	Follow Food Safety Procedures.	2	Generic	16	44	60	6
2	Perform Measurements and Conversions.	2	Technical	6	14	20	2
3	Prepare Sandwiches.	2	Technical	2	8	10	1
4	Prepare and Cook Vegetables.	2	Technical	16	44	60	6
5	Prepare, Cook and Finish Pasta.	2	Technical	6	34	40	4
6	Prepare Stocks.	2	Technical	6	24	30	3
7	Prepare Mother Sauces.	2	Technical	10	30	40	4
8	Prepare and Cook Rice Dishes (Level 2).	2	Technical	2	8	10	1



9	Identify and Use Basic Cooking Methods.	2	Functional	10	20	30	3
10	Prepare and Cook Eggs and Egg Dishes.	2	Technical	8	42	50	5
11	Identify, Handling and Use of Kitchen Equipment.	2	Functional	6	24	30	3
12	Perform Butchering.	2	Technical	12	28	40	4
13	Transport and Store Food in a Safe and Hygienic Manner.	2	Functional	14	36	50	5
14	Use ICT (Information and Communication Technology) skills.	2	Generic	8	42	50	5
15	Pack Prepared Foodstuffs.	2	functional	6	24	30	3
				128	422	550	55
				23%	77%	100%	
LEVEL 3(COMMI 2)							
1	Serve Food and Non Alcoholic Beverage.	3	Functional	10	30	40	4
2	Prepare and Finish Simple Salad and Fruit Dishes.	3	Technical	8	42	50	5
3	Identify and Prepare Meat.	3	Technical	6	34	40	4
4	Prepare, Cook and Finish Meat and Poultry (Level 3).	3	Technical	10	30	40	4
5	Prepare and Cook Seafood (Level 3).	3	Technical	10	40	50	5
6	Prepare and Cook Grain and Pulse Dishes (Level 3).	3	Technical	10	40	50	5
7	Prepare, Cook and Finish Soups.	3	Technical	10	40	50	5
8	Prepare, Bake and Finish Simple Bread and Dough Products.	3	Technical	25	75	100	10
9	Prepare, Cook and Finish Sweet Dishes.	3	Technical	20	60	80	8
10	Prepare Appetizers and Starters.	3	Technical	16	74	90	9
11	Prepare, Cook and Finish Hot Sauces, Dressings and Cold Sauces.	3	Technical	12	68	80	8
12	Prepare Hot and Cold Sandwiches.	3	Technical	10	30	40	4
13	Prepare and Cook Game Dishes.	3	Technical	8	22	30	3
14	Provide mise en place for Gueridon and Silver Service.	3	Technical	10	30	40	4
15	Prepare Pates and Terrines.	3	Technical	10	20	30	3
16	Prepare and Cook Rice Dishes (Level 3).	3	Technical	10	40	50	5
				175	635	810	81
				22%	78%	100%	
LEVEL 4(Chef de partie)							
1	Prepare, Cook and Finish Meat Dishes (Level 4).	4	Technical	18	72	90	9
2	Prepare, Cook and Finish Poultry Dishes (Level 4).	4	Technical	18	52	70	7



3	Cook and Finish Fish and Shellfish Dishes (Level 4).	4	Technical	18	52	70	7
4	Prepare Chocolate and Chocolate Confectionery.	4	Technical	10	60	70	7
5	Prepare Diet Based and Preserved Foods.	4	Technical	10	40	50	5
6	Co-ordinate the operation of the Kitchen Section.	4	Functional	10	30	40	4
7	Develop Professionalism (Level 4).	4	Generic	14	16	30	3
8	Supervise the Kitchen Section.	4	Functional	15	35	50	5
9	Supervise the Delivery of Effective Kitchen Service to Food Service Team.	4	Functional	20	50	70	7
10	Apply Art of Food Presentation.	4	Technical	8	72	80	8
11	Monitor Delivery of Food Production into Service Areas.	4	Functional	12	38	50	5
				153	517	670	67
				23%	77%	100%	
	LEVEL 5(SOUS CHEF)						
1	Identify Food Groups and Seasoning Elements.	5	Functional	22	18	40	4
2	Implement Food Safety Procedures.	5	Technical	22	28	50	5
3	Work with Colleagues and Customers	5	Generic	12	28	40	4
4	Complete Kitchen Shift Effectively.	5	Functional	20	40	60	6
5	Develop Professionalism (Level 5)	5	Generic	25	15	40	4
6	Handle and Serve Cheese.	5	Technical	22	38	60	6
7	Develop Advance Skills in Food Preparation and Cooking.	5	Technical	16	44	60	6
8	Plan and Control Menu-Based Catering.	5	Technical	18	32	50	5
9	Maintain professional kitchen standards for food preparation and cooking throughout the shift.	5	Functional	18	62	80	8
10	Manage Comments and Complaints Relating to Food Production.	5	Functional	20	40	60	6
11	Organize Bulk Cooking Operations and Food Service Operations.	5	Functional	20	30	50	5
12	Develop Entrepreneurial Skills.	5	Generic	20	40	60	6
13	Monitor Duties and Activities of the Kitchen Team.	5	Functional	40	50	90	9
14	Co-Ordinate The Operation of the Food Preparation and Cooking Area.	5	Functional	40	60	100	10
15	Monitor Supplies for Kitchen Operations.	5	Functional	40	60	100	10
16	Monitor and Control Kitchen Costs and Waste.	5	Functional	30	50	80	8
17	Plan and Prepare Food for Buffets.	5	Technical	18	32	50	5



18	Establish and Maintain Quality Control and Develop Food Safety Plan.	5	Functional	40	50	90	9
19	Operate a Fast Food Outlet.	5	Technical	30	60	90	9
20	Plan Catering Control Principles, And Monitor Revenue and Costs.	5	Functional	30	40	70	7
21	Work in A Socially Diverse Environment	5	Generic	10	20	30	3
22	Plan and Organize Work	5	Generic	30	40	70	7
23	Healthy Meal and Nutrition	5	Functional	20	0	20	2
				563	877	1440	144
				39%	61%	100%	

Total				1068	2622	3690	369
%age				28.94	71.06	100.00	



4. Date of Validation

The level 5 of National DAE qualification on Professional Chef has been validated by the Qualifications Development Committee (QDC) members on 20-22 May, 2019 and will remain in currency until 19 May, 2029

5. Date of Review

The level 5 of National DAE qualification on Professional Chef has been validated by the Qualifications Development Committee (QDC) members on 20-22 May, 2019 and shall be reviewed after 3 years.

6. Codes of Qualifications

The International Standard Classification of Education (ISCED) is a framework for assembling, compiling and analyzing cross-nationally comparable statistics on education and training. ISCED codes for these qualifications are assigned as follows:

ISCED Classification for Professional Chef Technician level 5	
Code	Description
1013-HRC-1	1 st Level D.A. E National Certificate of level-5, in “ Professional Chef ”
1013-HRC-2	2 nd Level D.A. E National Certificate of level-5, in “Professional Chef”
1013-HRC-3	3 rd Level D.A. E National Certificate of level-5, in “ Professional Chef ”
1013-HRC-4	4 th Level D.A. E National Certificate of level-5, in “ Professional Chef ”
1013-HRC-5	5 st Level D.A. E National Certificate of level-5, in “ Professional Chef ”



7. Members of Qualifications Development Committee

The following members participated in the qualifications development and validation of these qualifications:

S #	Name	Designation	Organization
1	Ms. Maria Saeed	Instructor Food & Nutrition	ITHM College Faisalabad
2	Mr. Sajid Butt	Executive Chef	Roof Top Restaurant Faisalabad
3	Mr. Sarfraz	Executive Sous Chef	Best western Hotel
4	Mr. Samar Nisar	Duty Manager	Hotel One
5	Mr. Tajwer Bashir Herl	RDM	Garvaish Hotel Faisalabad
6	Mr. Faisal Khalil	General Manager	Chunk n Cheese Restaurant
7	Mr. Hammad Anjum	Marketing Manager	Serena Hotel
8	Ms. Sadia Afzal	Executive Chef	Tasty Bites Faisalabad
9	Mr. Mushtaq Ahmad	Executive Sous Chef	Avari Xpress Hotel
10	Mr. Muhammad Azhar Shehbaz	Executive Sous Chef	KFC Faisalabad
11	Mr. Muhammad Faheem Anjum	DACUM Facilitator	P-TEVTA
12	Ifza Nawaz	Coordinator	NAVTTTC Islamabad



8. Members of Qualification Validation Committee

S #	Name	Designation	Organization
1	Ms. Maria Saeed	Instructor Food & Nutrition	Representative from Academia ITHM College Faisalabad
2	Mr. Tajwer Bashir Herl	RDM	Representative from Industry Garvaish Hotel Faisalabad
3	Ms. Fatima Iqbal	Research Officer	Representative from Punjab Board Of Technical Education Lahore
4	Ms. Zunaira Nouman	Program Manager Hashoo Foundation	Representative from Sector Skill Council
5	Ms. Mehwish Gull	Instructor	Representative from KPK-TEVTA
6	Mr. Muhammad Faheem Anjum	DACUM Facilitator	P-TEVTA
7	Eviza Lawrence	Coordinator	NAVTTTC Islamabad



9. Members of Review & Assessment Pack Development Committee

The following members participated in the review & assessment pack development of these qualifications:

S #	Name	Designation	Organization
1	Dr. Syed Iftikhar Hussain Shah	Principal DACUM Expert	Govt. College of Technology, Faisalabad
2	Mr. Kanwar Hanan	Hospitality Consultant	Self Employed
3	Mr. Sikandar Masood	Director	NAVTTTC
4	Mr. Shah ur Rehman Qureshi	Director Operations	UR's Pvt Ltd.
5	Mr. Muhammad Umar Farooq	Instructor	GCT Rawalpindi
6	Mr. Tajwer Bashir Herl	Room Division Manager	Garvaish Luxury Hotel
7	Mr. Ali Anwaar	HOD Short Courses	Govt. College of Technology, Faisalabad
8	Mr. Saleem Ilyas	Instructor (Food Technology)	Govt. College of Technology, Faisalabad
9	Mr. Mujahid Hussain	Training Officer(QA)	Hashoo Foundation, Islamabad
10	Ms. Syeda Fatima Iqbal	System Analyst	PBTE, Lahore
11	Ms. Maria Saeed	HOD (Food & Nutrition)	ITHM, Faisalabad
12	Muslim Farooq	DACUM Co Facilitator	TDCP, Lahore
13	Engr. Aijaz Ahmed Zia	DACUM Facilitator	INTECH process Automation

10. Specialised occupations

Sr No	Occupations	Required Technical competencies	Required Functional competencies	Required Generic competencies
1	Sous Chef (Second Chef)			
2	Chef de Partie (Station Chef, Line Chef, and Line Cook)			
3	Butcher chef (Boucher)			
4	Fish chef (Poissonnier)			
5	Fry chef (friterier)			
6	Grill Chef (grillardin)			
7	Pantry Chef (Garde manger)			



8	Pastry Chef (pâtissier)			
9	Confectioner ()			
10	Baker ()			
11	Roast Chef (rotisseur)			
12	Roundsman (chef de tournant, swing cook, relief cook)			
13	Sauté Chef (saucier or sauce chef)			
14	Vegetable Chef (entremetier)			
15	Potager (Soup Maker)			
16	Commis Chef (Cook)			
17	Kitchen Porter (Cook Helper)			
18	Kitchen Chief Steward			
19	Stewarding Supervisor			
20	Kitchen Cleaner			

11. Entry Requirements

The entry for D.A. E National Certificate level 5, in Professional Chef Technology are

1. A person having National Vocational Certificate level 4, in Professional Chef Technology.
2. A person having Matric certificate with Science su1st Semester D.A. E National Certificate of level-5, in “Professional Chef Technology”



12. Categorization and Levelling of the Competency Standards

1st Semester D.A. E National Certificate of level-5, in “Professional Chef Technology”

S r N o	Competency Standards	NVQF Level	Category	Estimated Con- tact Hours			Cr · Hr
				Th	Pr	To- tal	
	Level 1(KITCHEN CLEANER)						
1	Follow Health, Safety and Security Proce- dures.	1	Generic	10	60	70	7
2	Clean and Maintain Premises.	1	Generic	2	68	70	7
3	Dispose Garbage.	1	Generic	12	8	20	2
4	Clean and sanitize tools and equipment.	1	Technical	4	6	10	1
5	Clean and sanitize cutting boards and utensils.	1	Technical	4	6	10	1
6	Clean and sanitize work stations.	1	Technical	4	6	10	1
7	Identify and use kitchen tools and utensils.	1	Technical	4	6	10	1
8	Identify and use cleaning tools .	1	Technical	5	5	10	1
9	Identify sanitizers and cleaning detergents and dishwashing liquids.	1	Technical	4	6	10	1
				49	171	220	22
				22 %	78 %	100 %	
	Level 2(COMMI 3)						
1	Follow Food Safety Procedures.	2	Generic	16	44	60	6
2	Perform Measurements and Conversions.	2	Technical	6	14	20	2
3	Prepare Sandwiches.	2	Technical	2	8	10	1
4	Prepare and Cook Vegetables.	2	Technical	16	44	60	6
5	Prepare, Cook and Finish Pasta.	2	Technical	6	34	40	4
6	Prepare Stocks.	2	Technical	6	24	30	3
7	Prepare Mother Sauces.	2	Technical	10	30	40	4
8	Prepare and Cook Rice Dishes (Level 2).	2	Technical	2	8	10	1
9	Identify and Use Basic Cooking Methods.	2	Functional	10	20	30	3
10	Prepare and Cook Eggs and Egg Dishes.	2	Technical	8	42	50	5
11	Identify, Handling and Use of Kitchen Equip- ment.	2	Functional	6	24	30	3
12	Perform Butchering.	2	Technical	12	28	40	4
13	Transport and Store Food in a Safe and Hy- gienic Manner.	2	Functional	14	36	50	5
14	Use ICT (Information and Communication	2	Generic	8	42	50	5



4	Technology) skills.						
15	Pack Prepared Foodstuffs.	2	functional	6	24	30	3
				128	422	550	55
				23%	77%	100%	
LEVEL 3(COMMI 2)							
1	Serve Food and Non Alcoholic Beverage.	3	Functional	10	30	40	4
2	Prepare and Finish Simple Salad and Fruit Dishes.	3	Technical	8	42	50	5
3	Identify and Prepare Meat.	3	Technical	6	34	40	4
4	Prepare, Cook and Finish Meat and Poultry (Level 3).	3	Technical	10	30	40	4
5	Prepare and Cook Seafood (Level 3).	3	Technical	10	40	50	5
6	Prepare and Cook Grain and Pulse Dishes (Level 3).	3	Technical	10	40	50	5
7	Prepare, Cook and Finish Soups.	3	Technical	10	40	50	5
8	Prepare, Bake and Finish Simple Bread and Dough Products.	3	Technical	25	75	100	10
9	Prepare, Cook and Finish Sweet Dishes.	3	Technical	20	60	80	8
10	Prepare Appetizers and Starters.	3	Technical	16	74	90	9
11	Prepare, Cook and Finish Hot Sauces, Dressings and Cold Sauces.	3	Technical	12	68	80	8
12	Prepare Hot and Cold Sandwiches.	3	Technical	10	30	40	4
13	Prepare and Cook Game Dishes.	3	Technical	8	22	30	3
14	Provide mise en place for Gueridon and Silver Service.	3	Technical	10	30	40	4
15	Prepare Pates and Terrines.	3	Technical	10	20	30	3
16	Prepare and Cook Rice Dishes (Level 3).	3	Technical	10	40	50	5
				175	635	810	81
				22%	78%	100%	
LEVEL 4(Chef de partie)							
1	Prepare, Cook and Finish Meat Dishes (Level 4).	4	Technical	18	72	90	9
2	Prepare, Cook and Finish Poultry Dishes (Level 4).	4	Technical	18	52	70	7
3	Cook and Finish Fish and Shellfish Dishes	4	Technical	18	52	70	7



	(Level 4).						
4	Prepare Chocolate and Chocolate Confectionery.	4	Technical	10	60	70	7
5	Prepare Diet Based and Preserved Foods.	4	Technical	10	40	50	5
6	Co-ordinate the operation of the Kitchen Section.	4	Functional	10	30	40	4
7	Develop Professionalism (Level 4).	4	Generic	14	16	30	3
8	Supervise the Kitchen Section.	4	Functional	15	35	50	5
9	Supervise the Delivery of Effective Kitchen Service to Food Service Team.	4	Functional	20	50	70	7
10	Apply Art of Food Presentation.	4	Technical	8	72	80	8
11	Monitor Delivery of Food Production into Service Areas.	4	Functional	12	38	50	5
				153	517	670	67
				23%	77%	100%	
	LEVEL 5(SOUS CHEF)						
1	Identify Food Groups and Seasoning Elements.	5	Functional	22	18	40	4
2	Implement Food Safety Procedures.	5	Technical	22	28	50	5
3	Work with Colleagues and Customers	5	Generic	12	28	40	4
4	Complete Kitchen Shift Effectively.	5	Functional	20	40	60	6
5	Develop Professionalism (Level 5)	5	Generic	25	15	40	4
6	Handle and Serve Cheese.	5	Technical	22	38	60	6
7	Develop Advance Skills in Food Preparation and Cooking.	5	Technical	16	44	60	6
8	Plan and Control Menu-Based Catering.	5	Technical	18	32	50	5
9	Maintain professional kitchen standards for food preparation and cooking throughout the shift.	5	Functional	18	62	80	8
10	Manage Comments and Complaints Relating to Food Production.	5	Functional	20	40	60	6
11	Organize Bulk Cooking Operations and Food Service Operations.	5	Functional	20	30	50	5
12	Develop Entrepreneurial Skills.	5	Generic	20	40	60	6
13	Monitor Duties and Activities of the Kitchen Team.	5	Functional	40	50	90	9
14	Co-Ordinate The Operation of the Food Preparation and Cooking Area.	5	Functional	40	60	100	10
15	Monitor Supplies for Kitchen Operations.	5	Functional	40	60	100	10
16	Monitor and Control Kitchen Costs and Waste.	5	Functional	30	50	80	8



6							
17	Plan and Prepare Food for Buffets.	5	Technical	18	32	50	5
18	Establish and Maintain Quality Control and Develop Food Safety Plan.	5	Functional	40	50	90	9
19	Operate a Fast Food Outlet.	5	Technical	30	60	90	9
20	Plan Catering Control Principles, And Monitor Revenue and Costs.	5	Functional	30	40	70	7
21	Work in A Socially Diverse Environment	5	Generic	10	20	30	3
22	Plan and Organize Work	5	Generic	30	40	70	7
23	Healthy Meal and Nutrition	5	Functional	20	0	20	2
				563	877	1440	144
				39	61	100	
				%	%	%	

Total				1068	2622	3690	369
%age				28.9 4%	71.06 %	100.0 0%	



13. Detail of Competency Standards

LEVEL 1:

1013-HRC-1 Follow Personal Hygiene & kitchen Safety Procedures

Overview:

This Competency standard deals with the skills and knowledge required to follow health, safety and security procedures. This Competency standard applies to all individuals working in the tourism and hospitality industries. However, it does not cover hygiene or first aid which are found in separate Competency standard.

Competency Unit	Performance Criteria
CU1: Follow Personal Hygiene	P1: Ensure personal grooming and hygiene P2: Wash and sanitize hands frequently esp entering the kitchen, returning from rest rooms, after using machines like mincer, slicer, juicer blender etc P3: Wash and sanitize your hands before and after touching raw foods like meats, fish, seafood, poultry, eggs and vegetables P4: Wear appropriate clothing or PPE (personal protective equipment) The traditional chef's uniform (or chef's whites) includes a toque blanche (chef's hat), white double-breasted pure cotton jacket, pants in a black or black & white hound's-tooth pattern, scarf, apron and non-slippery shoes or kitchen Clogs.
CU2: Follow workplace procedures for personal health & kitchen safety	P1: Don't come to work if suffering from some viral infection or any bacterial infection like Ebola, Enterovirus and any serious diseases like TB, jaundice, Hepatitis A, & B, HIV-AIDS what makes a person a carrier P2: Don't work with a cut, wound or bandage on your hands not even with gloves on. P3: follow correct procedures for handling knives and kitchen tools to Avoid accidents. P4: follow service manuals for using and cleaning kitchen machines. P5: Report health & kitchen safety breaches, emergencies, accidents immediately to supervisor.

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Industry/sector insurance and liability requirements in relation to individual staff Responsibilities
- Relevant State/Territory occupational health and safety legislation 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.

What is personal hygiene?

Personal hygiene involves those practices performed by us to care for our body health and wellbeing through cleanliness.

our hands & other body organs can easily spread bacteria around the kitchen and onto food.

Few good personal hygiene practices

- Take shower on daily basis
- Wash and sanitize your hands frequently esp. entering the kitchen, returning from rest rooms, after using machines like mincer, slicer, juicer, blender etc
- Wash and sanitize your hands before and after touching raw foods like meats, fish, seafood, poultry, eggs and vegetables
- Keep your nails clipped
- Keep mustaches small and trimmed or have no mustaches
- Avoid growing beard or use a beard cover while in kitchen
- Don't wear rings or jewelry
- Have short and well groomed hair cut
- Wear clean uniform
- Don't work with a cut, wound or bandage on your hands not even with gloves on
- Don't come to work if suffering from some viral infection or any bacterial infection like Ebola, Enterovirus and any serious diseases like TB, jaundice, Hepatitis A, & B, HIV-AIDS what makes a person a **carrier**

Kitchen safety rules

Few very common kitchen accidents

Knife Injuries.

Slipping Over.

Scalding Self on Boiled Water.

Oven Burns.

Blender Cuts.

Mincer or slicer injuries.

Appropriate clothing or PPE's (personal protective equipment)

Kitchens are hot, busy and dangerous places to work. Hot ovens, open fires, and sharp knives all add to the risk of injury. Wearing protective clothing when working in a kitchen helps you to prevent injury by protecting you from burns, cuts and more.

The traditional chef's uniform (or chef's whites) includes a toque Blanche (traditional hat), white double-breasted pure cotton jacket, pants in a black or black & white hound's-tooth pattern, apron and non-slippery shoes or Clogs.

Knives

- We must know the safe use of knives and safe working practices when sharpening them.
- Always use knife suitable for the task and for the food you are cutting.
- Keep knives sharp.
- Cut on a stable surface.
- Handle knives carefully when washing.
- Carry a knife with the blade pointing downwards or in a cover.



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Maintain safe personal presentation standards
- Provide feedback on health & kitchen safety

Tools and Equipment

- ❖ Fire Extinguishers
- ❖ Mask
- ❖ Gloves
- ❖ First aid kit
- ❖ Safety Shoe



1013-HRC-2 Clean and Maintain Premises

Overview:

This Competency standard provides the skills and knowledge to effectively clean and maintain food production premises, equipment, handle & store chemicals.

Competency Unit	Performance Criteria
CU1: Clean, sanitize and store Equipment	<p>P1: Select chemicals correctly and use for cleaning and sanitizing kitchen equipment.</p> <p>P2: Clean Equipment according to manufacturer's instructions without causing damage.</p> <p>P3: Assemble and disassemble equipment in a safe manner.</p> <p>P4: Store equipment safely in the correct position and area.</p>
CU2: Clean and sanitize Premises	<p>P1: Follow cleaning schedules</p> <p>P2: Identify and use chemicals and equipment safely to clean and sanitize walls, floors, shelves and work stations.</p> <p>P3: Clean and sanitize walls, floors, shelves and working stations without causing damage, to health or enterprise.</p> <p>P4: Follow First aid procedures in the event of any accident.</p>

Knowledge & Understanding:

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Personal hygiene
- Occupational health and safety
- Types of chemicals used for cleaning and sanitizing
- Correct and safe usage and storage of chemicals
- Logical and time efficient work flow.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify and use chemicals and equipment safely to clean and sanitize walls, floors, shelves and work stations.



Tools and Equipment

- ❖ Chemicals
- ❖ Safety shoes
- ❖ Safety Goggles
- ❖ Dusters
- ❖ Mops
- ❖ First Aid Box
- ❖ Gloves
- ❖ Chemical Mask
- ❖ Dusting Kit
- ❖ Garbage bag
- ❖ Garbage Bins
- ❖ Squeegee



1013-HRC-3 Dispose Garbage

Overview:

Long staying Food waste in the kitchen is a high risk contamination source & food safety violation that can also cause sanitation problems by stale smell growth of bacteria and serious threat of pests and cockroaches in the Kitchen.

This competency will provide awareness about importance of timely removal of kitchen waste. Competency will also provide knowledge and skills required to remove kitchen waste safely, cleaning and lining the kitchen waste bins, storing wet and dry garbage safely.

Competency Units	Performance Criteria
CU1 Remove filled garbage bags from waste bins	P1: Arrange a trolley to transport filled garbage bags to garbage area. P2: Collect fresh lining for waste bins. P3: Take waste bins away from food production. P4: Remove waste bin cover and tie the lining or garbage bags. P5: Ensure filled bags are not damaged or leaked. P6: Remove filled bags carefully from the bin and place them on garbage removal trolley.
CU2 Clean, Sanitize waste bin and line with fresh garbage bag	P1: Pull empty waste bins to washing area. P2: Wash bin with a pressure water hose using liquid soap and brush. P3: Dry bins preferably with air nozzle or keep them in some airy place. P4: Sanitize bins with odorless food safe spray. P5: Inspect fresh garbage bags for any damage. P6: line fresh garbage bags in cleaned bins. P7: Bring cleaned waste bins back to food production area.
CU3 Transport and store Kitchen waste for garbage disposal	P1: Use extra bag to transport any damaged or leaked filled bag to avoid any drippings on the way to garbage area. P2: Ensure garbage area or room used for storage of wet garbage is clean airy and dry. P3: Call the garbage removal company to remove garbage as soon as possible.

Knowledge & understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Personal hygiene



- Kitchen safety
- Personal protective equipment
- Sanitizers
- Liquid soaps and detergents
- Lining the garbage bins
- Cleaning and washing bins
- Garbage room or garbage area cleaning
- Cleaning tools & equipment

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Remove waste bin cover and tie the lining or garbage bags.
- Line fresh garbage bags in cleaned bins.

Tools & Equipment

- ❖ Waste Bin with cover or lid
- ❖ Bin lining or garbage bag
- ❖ Garbage removal trolley
- ❖ Pressure washing hose
- ❖ Washing brushes
- ❖ Washing liquid detergents
- ❖ Air drying nozzle



1013-HRC-4 Clean and sanitize tools and equipment

Overview:

Cleaning and sanitizing kitchen tools and equipment is essential as it stops bacteria from growing prevent cross contamination and minimize hazards & kitchen accidents.

This competency provide candidate the knowledge and skills required to clean sanitize and store the kitchen tools and equipment safely.

Competency Units	Performance Criteria
CU1: Identify wash, sanitize and store tools	P1: Identify tools and separate sharp tools. P2: Clean tools with hot water and brush with an antibacterial detergent. P3: Sanitize tools with boiling water, bleach or sanitizing solution. P4: Store tools regularly cleaned baskets or clean metal boxes.
CU2: Disassemble, clean, sanitize, assemble and store equipment	P1: Remove and shut down power supply. P2: Disassemble equipment following as per instructions given in manufacturers manual. P3: Separate sharp detachable like blades, cutters, mincing blades, slicing discs and wash and sanitize them as mentioned in CU1, P3. P4: Clean machine using cleaning scrub and detergent. P5: Wipe and dry with clean cloth. P6: Assemble all attachment as per cleaning manual provided by manufacturer. P7: Store equipment at even and dry surface to avoid any fall down or accident

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Kitchen tools.
- Electrical and mechanical equipment.
- Sanitizers and cleaning materials.
- Disassembling and assembling of equipment.
- Personal protective equipment.
- Personal hygiene.
- Kitchen safety.
- Cleaning schedules for mechanical equipment
- First aid



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Clean tools with hot water and brush with an antibacterial detergent.
- Sanitize tools with boiling water, bleach or sanitizing solution.

Tools & Equipment

- ❖ Kitchen tools
- ❖ Plastic baskets
- ❖ Electric and mechanical equipment
- ❖ Instructions manuals
- ❖ Sanitizing & cleaning materials
- ❖ Scrubbers and cleaning cloths



1013-HRC-5 Clean and sanitize cutting boards and utensils

Overview:

Both wood and plastic cutting boards and kitchen utensils like trays bowls and dishes will become contaminated with bacteria on contact with any raw meat. To sanitize a cutting board, either plastic or wood after washing use a diluted chlorine bleach solution. Make sure to rinse it well with warm water.

This competency provides the knowledge and skills required to clean and sanitize cutting boards and kitchen utensils.

Competency Units	Performance Criteria
<p>CU1: Separate wooden & plastic cutting board wash, sanitize, dry and store.</p>	<p>P1: Separate wooden and plastic cutting boards. P2: Wash plastic cutting boards in dishwasher or by hand. P3: Wash wooden cutting boards only by hand. P4: Prepare sanitizing solution by diluting chlorine bleach solution 1 tablespoon to one gallon of cold water. P5: Immerse cutting boards both plastic and wooden in sanitizing solution for 5 minutes. P6: Rinse cutting boards with warm water. P7: Store cutting boards on drying racks</p>
<p>CU2: Wash sanitize and store kitchen utensils.</p>	<p>P1: Separate bowls trays dishes pots pans and molds. P2: Clean blackish & burnt baking trays molds and cooking pots following these steps. 1. Use 1 part baking soda and 1 part vinegar. 2. Pour the baking soda on the tray and spread evenly across. 3. Add vinegar to the tray and watch for the ingredients to begin to react. 4. Submerge the tray into a sink filled with hot water. P3: Wash bowls meats trays dishes sauce pans frying pans with dish washing detergent. P4: Sanitize bowls meat trays dishes sauce pans frying pans by immersing in sanitizing solution. P5: Rinse bowls meat trays dishes sauce pans and frying pans with warm water. P6: Store all kitchen utensils on utensil racks.</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Kitchen utensils
- Personal hygiene



- Kitchen safety
- Kitchen sanitation
- Cleaning chemicals
- Washing detergents
- Wooden cutting boards
- Plastic cutting boards
- Personal protective equipment

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Prepare sanitizing solution by diluting chlorine bleach solution 1 tablespoon to one gallon of cold water.
- Clean blackish & burnt baking trays molds and cooking pots following these steps.
- Use 1 part baking soda and 1 part vinegar.
- Pour the baking soda on the tray and spread evenly across.
- Add vinegar to the tray and watch for the ingredients to begin to react.
- Submerge the tray into a sink filled with hot water.

Tools & Equipment

- ❖ Plastic cutting boards
- ❖ Wooden cutting boards
- ❖ Kitchen utensils
- ❖ Scrubbers
- ❖ Cleaning brushes
- ❖ Sanitizing chemicals
- ❖ Baking soda
- ❖ Vinegar

**1013-HRC-6 Clean and sanitize work stations****Overview:**

Cleaning and sanitizing the kitchen can prevent cross contamination & spread of germs where food is prepared or cooked. Cleaning removes dirt from food preparation surfaces such as working counters, bakery dough rolling area, confectionary table, sandwich and salad preparation counters, BBQ grills, griddles or hot plates and deep fryers etc.

Kitchen cleaners or kitchen stewards clean and sanitize work stations at the end of each shift and after closing the kitchen, but during shift and operation each commi or chef must clean and sanitize their work surfaces before start of each preparation for that purpose spray bottles filled with sanitizing solutions should be kept.

This competency give awareness about the importance of cleaning and sanitizing of work stations and provide knowledge and skills required to perform cleaning and sanitization.

Competency Units	Performance Criteria
CU1: Collect cleaning material & prepare sanitizing solution.	P1: Select material required for cleaning the work stations brushes, scrubs, scrapers, nylon mash, sponge, wiping cloths, cleaning rugs, detergents, liquid soap, baking soda, vinegar Paper towels etc. P2: Prepare sanitizing solution We can prepare solution by diluting 1 tablespoon of chlorine Bleach with 1 gallon of cold water or 1 sanitizer tablet Dissolved in 2 liter of cold water.
CU2: Clean and sanitize a confectionery work table.	P1: Select material for cleaning of confectionery work table. P2: Use moist rug to remove dirt and dust. P3: Apply detergent with a sponge and rub to remove any dried Milk sugar or icing etc. P4: Wash with water and wipe with wiping cloth. P5: Spray the sanitizing solution on the surface and wipe with a Paper towel.
CU3: Clean and sanitize a hot plate or griddle.	P1: Select material for cleaning a hot plate, You will need scrubber, scraper, baking soda, vinegar, Hot water, cleaning rug, cooking oil and paper towel. P2: wear chemical gloves and sprinkle baking soda & vinegar on the hotplate evenly after Reaction time bubbles will start to appear on burnt fats or Black spots now scrub hotplate. P3: Use scraper to remove soda and vinegar from hot plate. P4: Wash with hot water and dry with a rug. P5: Apply oil on the hotplate using a paper towel to prevent from Rust. Vinegar we used is for soda reaction and sanitizing.

Knowledge & Understanding



The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Cleaning chemicals
- Detergents and washing liquids
- Cleaning methods of different work stations
- Cleaning materials
- Kitchen safety
- Food hygiene
- Personal hygiene
- Personal protective equipment

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Clean and sanitize a hot plate or griddle.

Tools & Equipment

- ❖ Chlorine bleach
- ❖ Sanitizing tablets
- ❖ Nylon mash
- ❖ Sponge
- ❖ Cleaning rugs
- ❖ Wiping cloths
- ❖ Paper towels
- ❖ Scrubbers
- ❖ Scraper
- ❖ Spray bottles
- ❖ Wire brush for BBQ grills
- ❖ Baking soda
- ❖ Vinegar
- ❖ Chemical gloves
- ❖ Chemical mask
- ❖ PPEs uniform shoes cap apron
- ❖ Work stations, kitchen equipment, bakery counter

1013-HRC-7 Identify kitchen tools and utensils


Overview:

This competency provide knowledge & skills to identify and use of kitchen tools and equipment.

Competency Units	Performance Criteria
CU1: Identify kitchen tools and their use	P1: Identify kitchen and chefs tool & knives (see the knowledge section) P2: Demonstrate use of kitchen & chefs tools
CU2: Identify small and handheld kitchen equipment	P1: Identify small handheld equipment. (see the knowledge section) P2; Demonstrate and explain use of kitchen small & handheld equipment.

Knowledge/Tools:

Immerse blender, blow torch, can opener, pancake maker, waffle machine, vegetable cutter and slicer, ice cream scooper, pasta machine, dough divider

<ul style="list-style-type: none"> • Chef's knife. • Paring knife (different varieties) • Utility knife. • Boning knife. • Carving knife. • Slicing knife. • Cleaver. • Butcher knife. • Kitchen shears • Bread knife • 1,Corer 2, Peeler 3, single zester 4, zester 5,veg scooper 6,paring knife 	
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1, Corer 2, Peeler 3, single zester 4, zester 5, veg scooper 6, paring knife

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify & demonstrate use of kitchen & chefs tools

**1013-HRC-8 Identify and use cleaning tools****Overview:**

Kitchen cleaner or kitchen steward is Responsible for maintaining & cleaning of equipment and tools. Also responsible for operating dishwasher, washing of dishes, china ware, flatware, cutlery, crockery, kitchen vessels, sweeping ,washing and mopping floors, cleaning and detailing equipment, polishing chaffing dishes removing kitchen waste etc.

This competency will provide knowledge and skill required to identify and use the cleaning tools.

Competency Units	Performance criteria
CU1: Identify cleaning tools & prepare for washing floor.	P1: Identify and select correct cleaning tool for washing, wiping and drying the kitchen floor. P2: Prepare floor cleaning detergent solution. P3: Arrange for mop squeezer, floor washing brush, wiper and mop. P4: Use appropriate ppe's for floor washing
CU2: Use selected tools and wash kitchen floor.	P1: Remove all movables waste bins, kitchen trollies, butcher block, vessels etc from the area to be washed. P2: Use dry brush to remove any paper, vegetable peels etc from the floor. P3: Sprinkle detergent solution on the floor and brush using floor washing brush. P4: Wipe the floor and pull detergent to the kitchen drain. P5: Mop the floor but keep squeezing mop regularly to dry the floor. P6: Arrange the kitchen setting like before washing.

Knowledge & Understanding

- Cleaning tools
- Use of cleaning tools
- Use of cleaning chemicals
- Preparing detergent solutions
- Kitchen safety
- Personal hygiene
- Use of ppe's

Critical Evidence(s) Required



The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify and select correct cleaning tool for washing, wiping and drying the kitchen floor.

Tools & Equipment

- ❖ Floor brushes
- ❖ Wipers
- ❖ Mops
- ❖ Mop squeezer
- ❖ Plastic buckets
- ❖ Plastic mugs
- ❖ Floor washing detergent
- ❖ Rubber gloves
- ❖ Rubber nonskid shoes
- ❖ ppe's
- ❖ Dust pans



1013-HRC-9 Identify sanitizers and cleaning detergents and dishwashing liquids

Overview:

Knowledge of chemicals and detergents is essential, if we argue for the education and understanding level of the candidate my answer will be the same candidate will grow and become supervisor or chief steward and will be recommending the types of sanitizing agents and cleaning chemicals to be used.

This competency will provide knowledge and skills required to identify correct sanitizers, cleaning detergents and dishwashing liquids for different surfaces, utensils, vessels and dishes.

Competency Units	Performance Criteria
<p>CU1: Identify sanitizers for different surfaces and utensils.</p>	<p>P1: Identify Sanitizer which is effective and less expensive (Three primary chemical compounds are used as sanitizers in the food service:</p> <ul style="list-style-type: none"> • Chlorine-based sanitizers. • Quaternary ammonium. • Iodine sanitizers. <p>Chlorine is the most commonly used chemical sanitizer agent, since it is highly effective and relatively inexpensive.</p> <p>P2: Select vinegar for sanitizing hotplates and griddles</p>
<p>CU2: Identify cleaning detergents and dishwashing liquids.</p>	<p>P1: Use chlorine based dishwashing liquids as they give best results For cleaning and sanitizing protein residues at the same time.</p> <p>P2: Use Solvent cleaners also called degreasers for cleaning burnt Vessels, utensils, baking trays, ovens etc.</p> <p>(Solvent cleaners are alkaline detergents that contain a grease-dissolving agent. These cleaners work well in areas where grease has been burned on.)</p>

Knowledge & Understanding

- Different types of sanitizers.
- Chemical compositions of sanitizers.
- Use of sanitizers.
- Cleaning detergents & their use.
- Dishwashing liquids.
- Personal hygiene.
- Kitchen safety & use of ppe.
- Kitchen sanitation.
- Food safety.

Critical Evidence(s) Required



The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify Sanitizer which is effective and less expensive.

Tools & Equipment

- ❖ Different types of sanitizers
- ❖ Different types of detergents
- ❖ Different types of cleaning chemicals
- ❖ Different types of dishwashing liquids
- ❖ Different cooking pots & vessels
- ❖ Different kitchen equipment
- ❖ Dishwasher, PPE



LEVEL 2:

1013-HRC-10 Follow food safety procedures

Overview:

Food safety is a scientific discipline describes handling, preparation, and storage of food in ways that prevent food-borne illness, cross contamination and keeps food remain fit for human consumption.

This competency will provide knowledge and skills required to follow food safety procedures.

Competency Unit	Performance Criteria
<p>CU1: Follow food safety steps when receiving fresh food items.</p>	<p>P1: Ensure freshness and required quality colour and sizes of fruits, vegetables, meats, fish, Seafood and dairy products before Receiving. P2: Perform washing and sanitizing procedure for fruits, salad, Vegetables and eggs.(see knowledge section)</p>
<p>CU2: Follow food safety steps when receiving canned food and packed dry goods.</p>	<p>P1: Ensure cans bottles packets are not damaged cans are not puffed or rusty bottle seals are intact and all goods are well within the best before use period. P2: Ensure no food stuff is kept on floor in the store. P3: Ensure food store has good ventilation and is not humid.</p>
<p>CU3: Follow food safety step when receive & store frozen food items.</p>	<p>P1: Check appearance, colour, and smell and ensure all frozen items are at -20 temperature. P2: Ensure all frozen items except prawns, shrimps, cuts of fish, chicken or meats are individually packed. P3: Explain correct shelving for thawing as per food safety standards. (See knowledge section)</p>
<p>CU4: Follow good personal hygiene practices</p>	<p>P1: Follow good hygiene practices.</p> <ul style="list-style-type: none"> ○ Take shower on daily basis. ● Wash and sanitize your hands frequently esp. entering the kitchen, returning from restrooms, after using machines like mincer, slicer, juicer blender etc. ● Wash and sanitize your hands before and after touching raw foods like meats, fish, seafood, poultry, eggs and vegetables. ● Keep your nails clipped. ● Keep mustaches small and trimmed or have no mustaches. ● Avoid growing beard or use a beard cover while in kitchen. ● don't wear rings or jewelry. ● Have short and well groomed haircut.



	<ul style="list-style-type: none"> • Wear clean & complete uniform. • don't work with a cut, wound or bandage on your hands not even with gloves on. • don't come to work if suffering from some viral infection or any bacterial infection like Ebola, Enterovirus and any serious diseases like TB, jaundice, Hepatitis A, & B, HIV-AIDS what makes a person a carrier. <p>P2: Report a sick colleague or co-worker immediately to your Supervisor.</p>
<p>CU5: Follow food safety procedures when preparing mise en place, making sandwiches, mixing salads and cooking foods.</p>	<p>P1: Clean and sanitize work surface before start work. P2: Use clean and sanitized colour coded cutting board for cooked and uncooked meat, fish & seafood, vegetables, breads, dairy, fruits. P3: Wear gloves when making sandwiches, cutting and mixing salads, preparing mise en place or preparing bakery and confectionary. P4: Use clean pans, pots, vessels, dishes and other tools when cooking food. P5: Monitor temperatures during cooking. P6: Serve hot food hot and cold food cold</p>
<p>CU6: Store cooked foods, Salads, sauces, desserts, Soups and bakery items.</p>	<p>P1: Bring down the temperature of cooked food, sauces, soups To room temperature before keeping in refrigerator. P2: Cover all foods with cling film puncture it slightly and mark the Production date before refrigerating.</p>
<p>CU7: Explain the correct thawing procedure for frozen meats, poultry, fish & seafood etc.</p>	<p>P1: Remove frozen items from the freezer one night before use. P2: Keep frozen items overnight in designated refrigerator for Thawing. P3: Follow correct shelving procedure for thawing meats, poultry, Fish & seafood.</p>

Knowledge & Understanding:

Fruits & vegetables washing area

It is recommended to have a washing area next to receiving section to remove all the fruits and vegetables from wooden crates cardboard cartons or plastic shopper's bags and keep them in airy plastic trays or crates after washing n sanitizing before taken to store refrigerators or to the kitchen.

Sanitizing fruits & vegetables

To sanitize fruits & vegetables three large size washing sinks are required, 1st sink with fresh water supply to wash fruits vegetables and salads thoroughly,



2nd sink filled with water and sanitizing tablet solution to soak for couple of minutes,
3rd sink filled with fresh water to rinse fruits vegetables and salads after sanitizing.

Correct shelving procedure for thawing:

Use a designated refrigerator for thawing uncooked frozen meats, poultry or Fish & seafood.

Never keep any frozen meat without covering in refrigerator.

Use lowest rack or shelf for fish & seafood.

Use middle rack or shelf for meats.

Use top rack for poultry & game.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Explain correct shelving for thawing as per food safety standards.

TOOLS & EQUIPMENTS

- ❖ Cling film.
- ❖ Disposable Gloves.
- ❖ Cooking thermometer.
- ❖ Colour coded cutting boards.
- ❖ Vegetable sanitizer.
- ❖ Vegetable washing tanks.
- ❖ Store racks
- ❖ Upright refrigerator.
- ❖ PPE



1013-HRC-11 Perform measurements and conversions

Overview:

This competency provides knowledge of measurements and skills to perform conversions of international standard recipes to locally produced international foods.

Competency Units	Performance Criteria
CU1: Convert the quantity of recipe book ingredients without using measuring cups.	P1: Convert and explain the quantities of dry ingredients written in a recipe book. P2: Convert and explain the quantities of liquids written in a Recipe book. (see knowledge section)
CU2: Explain temperatures of different cooking methods.	P1: Explain Temperatures range for roasting, deep frying, boiling, And simmering. P2: Explain temperature range for baking. (see knowledge section)

Knowledge & Understanding:

Dry/Weight Measure

		Ounces	Pounds	Metric
1/16 teaspoon	a dash			
1/8 teaspoon or less	a pinch or 6 drops			.5 ml
1/4 teaspoon	15 drops			1 ml
1/2 teaspoon	30 drops			2 ml
1 teaspoon	1/3 tablespoon	1/6 ounce		5 ml
3 teaspoons	1 tablespoon	1/2 ounce		14 grams
1 tablespoon	3 teaspoons	1/2 ounce		14 grams
2 tablespoons	1/8 cup	1 ounce		28 grams
4 tablespoons	1/4 cup	2 ounces		56.7 grams
5 tablespoons plus 1 tea-spoon	1/3 cup	2.6 ounces		75.6 grams



		Ounces	Pounds	Metric
8 tablespoons	1/2 cup	4 ounces	1/4 pound	113 grams
10 tablespoons plus 2 tea- spoons	2/3 cup	5.2 ounce- es		151 grams
12 tablespoons	3/4 cup	6 ounces	.375 pound	170 grams
16 tablespoons	1 cup	8 ounces	.500 or 1/2 pound	225 grams
32 tablespoons	2 cups	16 ounce- es	1 pound	454 grams
64 tablespoons	4 cups or 1 quart	32 ounce- es	2 pounds	907 grams
Liquid or Volume Measurements				
Jigger or meas- ure	1 1/2 or 1.5 fluid ounces		3 tablespoons	45 ml
1 cup	8 fluid ounces	1/2 pint	16 table- spoons	237 ml
2 cups	16 fluid ounces	1 pint	32 table- spoons	474 ml
4 cups	32 fluid ounces	1 quart	64 table- spoons	946 .4
2 pints	32 fluid ounces	1 quart	4 cups	946
4 quarts	128 fluid ounces	1 gallon	16 cups	3.785 li- ters
8 quarts	256 fluid ounces or one peck	2 gal- lons	32 cups	7.57 liters
4 pecks	one bushel			
dash	less than 1/4 teaspoon			



Conversions for Ingredients Commonly Used In Baking

Ingredients	Ounces	Grams
1 cup all-purpose flour	5	142
1 cup granulated (white) sugar	7	198
1 cup firmly-packed brown sugar (light or dark)	7	198
1 cup powdered (confectioners') sugar	4	113
1 cup cocoa powder	3	85
Butter (salted or unsalted)		
4 tablespoons = 1/2 stick = 1/4 cup	2	57
8 tablespoons = 1 stick = 1/2 cup	4	113
16 tablespoons = 2 sticks = 1 cup	8	227

Oven Temperatures

Fahrenheit (Degrees)	Celsius	Gas Mark (Imperial)	Description
225	105	1/3	very cool
250	120	1/2	
275	130	1	cool
300	150	2	
325	165	3	very moderate
350	180	4	moderate
375	190	5	
400	200	6	moderately hot
425	220	7	hot
450	230	8	



Fahrenheit (Degrees)	Celsius	Gas Mark (Imperial)	Description
475	245	9	very hot

Measuring spoons and measuring cups for dry and wet ingredients are a must for every cook to have in his or her kitchen. Cooking shears are also very helpful in the kitchen. Beans and other legumes and vegetables that need their ends chopped off can benefit from the use of kitchen shears rather than knives. These are much faster and easier than using knives.

A chef's knife, a paring knife and at least one good cutting board are also excellent investments that can help a home cook prepare meals with ease and minimal mess. A bread knife is another excellent thing for a home cook to invest in. Bread knives typically have serrated blades which make cutting into hard, crusty bread easier and less time consuming than using a flat blade knife. While some people say a knife sharpener is not a machine that all home cooks need, other cooks and critics believe that a knife sharpener is an excellent investment.

A fine mesh sieve is another good choice for cooks and bakers alike. Sifting flour or other ingredients prior to their use can help make your work go faster. It can also work as a colander

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Explain Temperatures range for roasting, deep frying, boiling and simmering.

Tools & equipment

- ❖ Different cheat charts.
- ❖ Measuring cups
- ❖ Measuring spoons
- ❖ Measuring scales
- ❖ Cooking thermometer
- ❖ PPE



1013-HRC-12 Prepare Sandwiches

Overview:

This Competency standard provides skills and knowledge required to prepare and present and store different types sandwiches.

Competency Unit	Performance Criteria
<p>CU1: Apply organizational skills for work flow planning and preparation</p>	<p>P1: identify appropriate bread to be used for sandwiches as per standard recipe and menu. P2: collect ingredient for fillings, topping and garnishing. P3: select appropriate cutters, molds, scoopers, knives and tools. P4: select trays, dishes, platters, plates to present sandwiches. P5: collect bowls and utensils to prepare fillings.</p>
<p>CU2: Prepare and present a variety of sandwiches</p>	<p>P1: prepare mise en place for sandwiches i.e. cutting vegetables, Chopping, slicing meats, cheese or eggs preparing lettuce Leaves etc. P2: prepare garnishes. P3: mix ingredients to make pastes and fillings. P4: prepare sandwiches using different types of fillings or toppings. P5: present sandwiches as per menu and service demands.</p>
<p>CU3: Store sandwiches</p>	<p>P1: store sandwiches to be used later using cling film, aluminum foil or boxes to retain freshness of sandwiches. P2: use production stickers with date and time to maintain first made first serve cycle.</p>

Knowledge & Understanding

- Organizational skills and teamwork
- Safe work practices must be demonstrated
- Principles of nutrition
- Culinary terms commonly used in the food production
- Principles and practices of hygiene
- Logical and time efficient workflow
- Inventory and stock control systems
- Knives handling techniques
- Vegetable cutting
- costing, yield testing, portion control
- ingredients, herbs and spices
- storing temperatures
- washing & sanitizing salads, vegetables
-



What is a sandwich?

Pieces of meat, fish, poultry, vegetables, eggs, cheese is served squeezed or packed between bread is called sandwich.

Type of sandwiches commonly used

Cold sandwiches, hot sandwiches, grilled sandwiches, burgers, open faced sandwiches, finger sandwiches, Wraps, Shawarma, Quesadillas, Burritos, Club sandwiches.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Store sandwiches to be used later using cling film, aluminum foil or boxes to retain freshness of sandwiches, and Use production stickers with date and time to maintain first made first serve cycle.



Tools and Equipment

- ❖ Scissors
 - ❖ Spatula
 - ❖ Lettuce knife
 - ❖ Serrated knife
- Sandwiches

scooper

- ❖ Different molds & cutters
- ❖ Grater
- ❖ Shredder
- ❖ Butter knife
- ❖ Sandwiches storing boxes
- ❖ Cling film
- ❖ Aluminum foil
- ❖ Disposable gloves
- ❖ Salad sanitizers



1013-HRC-13 Cooking Vegetables

Overview:

Cooking is an art and when we talk of cooking vegetables we actually mean bringing health, colors, seasons, nutrition all in one plate. This Competency Standard provides basic knowledge, skills and understanding to prepare, cook and finish vegetables.

Competency Unit	Performance Criteria
CU1: Cook, Plate and present Pakistani style Mix Vegetable masala	P1: identify appropriate cooking methods. P2: collect utensils and tools. P3: select vegetables, ingredients, herbs and spices. P4: prepare mise en place i.e. washing peeling & cutting vegetables And other ingredients. P5: Cook the ingredients Make the gravy as desired. P6: Add vegetables in the cooked gravy and cook stirring. P7: reduce heat and cook for 15-20 minutes. P8: plate vegetable masala and garnish with green chili, Julian ginger And chopped Green coriander as per portion size.
CU2: Prepare sauté vegetables	P1: identify appropriate cooking methods. P2: collect utensils and tools. P3: select vegetables, ingredients, herbs and spices. P4: prepare mise en place i.e. washing peeling & cutting vegetables And other ingredients. P5: Blanch vegetables separately, drain hot water and give an ice Water Wash to vegetables. P6: sauté blanched vegetables separately or combined using olive Oil or butter with chopped shallots or onions. P7: season with salt & pepper.
CU3: Prepare mashed potatoes	P1: identify appropriate cooking method. P2: collect utensils and tools. P3: select potatoes & wash. P4: Boil enough water in a pot add salt and potatoes and cook for 30 minutes covered. P5: check potatoes with a sharp knife or fork if they are completely Cooked drain the water and let potatoes cool down in room Temperature for 15/20 minutes. P6: peel cooked potatoes and mash using a potato masher P7: Add butter and seasoning.



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Knowledge & Understanding of

- Storing fresh and frozen vegetables correctly
- vegetables are fit for preparation and cooking
- washing and sanitizing vegetables
- Correct method of defrosting vegetables
- Handling and using knives
- Different vegetable cuttings
- Basic cooking methods
- Storing temperatures for cooked and uncooked foods
- Seasonal vegetables
- Herbs & spices
- Ingredients
- Use of colour coded cutting boards
- Chef's knives and tools

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Cook simple dishes, with guidance from Chef de partie and other associates

Tools and Equipment

- ❖ Chef knife
- ❖ Peeler
- ❖ Slicer
- ❖ Colander
- ❖ Potato Peeler
- ❖ Kitchen Tongs
- ❖ Cutting Board
- ❖ Pans & Pots
- ❖ Stoves
- ❖ Deep Fryer



- ❖ Hot Plate
- ❖ Grill Counter
- ❖ Oven
- ❖ Salamander
- ❖ Potato masher
- ❖ Strainer



1013-HRC-14 Prepare, Cook and Finish Pasta Dishes

Overview:

The aim of this Competency Standard to develop knowledge, skill and understanding to prepare, cook and finish pasta dishes.

Competency Unit	Performance Criteria
<p>CU1: Prepare mise en place for different pasta dishes</p>	<p>P1: identify appropriate cooking methods. P2: select utensils for cooking pasta and making sauces And presenting pasta dishes. P3: select different types of pasta for cooking. P4: collect meat, poultry, fish, seafood, vegetables and Other ingredients. P5: cut all ingredients as per standard recipes. P6: prepare different types of sauces for finishing pasta.</p>
<p>CU2: Cook and present different types of pasta</p>	<p>P1: cook different types of pasta. P2: cook meats or vegetables for pasta dishes and add Sauces as per recipes. P3: toss pasta in different types of sauces. P4: plate pasta and top with parmesan cheese and broil If required.</p>

Knowledge & Understanding

The candidate must possess the basic knowledge and understanding of:

- Basic cooking methods
- Basic mother sauces
- Pasta sauces
- Ingredients used for pasta dishes
- Herbs & spices
- Handling of knives & chef’s tools
- Meat,poultry,fish and seafood and sea shells
- Meat & vegetable cutting
- Cooking pasta
- Colour coded cutting boards

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:



- Select appropriate equipment needed to prepare, cook and finish pasta dishes

Tools and Equipment

- ❖ Chef knife
- ❖ Peeler
- ❖ Slicer
- ❖ Colander
- ❖ Potato Peeler
- ❖ Kitchen Tongs
- ❖ Cutting Board
- ❖ Pans & Pots
- ❖ Stoves
- ❖ Deep Fryer
- ❖ Hot Plate
- ❖ Grill Counter
- ❖ Oven
- ❖ Salamander
- ❖ Strainer

**1013-HRC-15 Prepare Stocks (level 2)****Overview:**

Stock in cooking (cuisine) is a liquid flavoring base for soups and sauces. It is a flavored liquid preparation, and is the basis of many dishes. A stock is made by simmering animal bones and/or meat, fish, or vegetables in water by adding mirepoix or bouquet garni for more flavor.

This competency provide knowledge and skills required to prepare variety of stocks in kitchen.

Competency Units	Performance Criteria
CU1: Identify and prepare mise en place for stock.	P1; Identify types of stock. P2: Select a stock to prepare. P3: Select ingredients to prepare stock. P4: Prepare mise en place including blanching or roasting the bones, Cutting vegetables and making mirepoix.
CU2: Select vessel for making stock and cook the stock.	P1: Select appropriate cooking vessel as per required quantity. P2: Put all the ingredients in the stock vessel and add cold water As per the Quantity of stock required. P3: Bring stock to boil and allow it boil for 10 to 15 minutes. P4: Reduce the heat and let it simmer for 45 to 90 minutes Depending on the quantity of stock. P5: Turn of the heat and allow it to rest for few minutes and skim The fat gathered on surface using a cooking spoon. P6: Strain the stock gently and use for making soups or sauces. NOTE: never add any seasoning when making stocks.

Knowledge & UnderstandingTypes of stocks.

- White stock: A clear, pale liquid made by simmering poultry, beef, or fish bones.
- Brown stock: A light brown liquid made by first browning/roasting poultry, beef, veal, or game bones.
- Fumet: A highly flavored stock made with fish bones.
- Court bouillon: An aromatic vegetable broth.

Mirepoix: mirepoix is combination of onions, celery and carrots usually used for western cooking.

Bouquet Garni: bouquet garni is a bunch of herbs and spices used for flavoring.

What is the difference between white & brown stock

Brown stocks are used for making demi-glace and its derivatives, such as bordelaise and Robert. Note that beef or veal bones can be used for either white or brown stocks. The difference is that



when making white stock, the bones are blanched first, or quickly boiled, then drained and rinsed, before simmering.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Prepare mise en place including blanching or roasting the bones, cutting vegetables and making mirepoix ready.

Tools & Equipment

- Cutting boards.
- Chef's knife.
- Boning knife
- Stock vessel.
- Cooking spoons.
- Strainer.
- Stock pot.
- Gas or electric stove.
- Bowls to collect skimmed fat.
- Oven.
- Roasting pan.
- PPE

**1013-HRC-16 Prepare Mother Sauces****Overview:**

Making a good sauce depends on developing a strong flavor and the right consistency. Giving your sauce the right density relies on the thickening agent.

Mother sauce is a sauce used as a base to make different sauces, in french cuisine five sauces are called french mother sauces they have a strong history behind them.

This competency provide knowledge and skill to prepare five basic french mother sauces.

Competency Units	Performance Criteria
CU1: Collect ingredients, prepare mise en place, select utensils and prepare Béchamel sauce.	P1: Collect all the ingredients to prepare béchamel sauce. P2: Prepare mise en place to make béchamel sauce. P3: Select utensils you want to use. P4: Use ingredients and utensil to make béchamel sauce. P5: Check seasoning and consistency to finish sauce.
CU2: Collect ingredients, prepare mise en place, select utensils and prepare Velouté sauce.	P1: Collect all the ingredients to prepare velouté sauce. P2: Prepare mise en place & stock to make velouté sauce. P3: Select utensils you want to use. P4: Use ingredients and utensil to make velouté sauce. P5: Check seasoning and consistency to finish sauce.
CU3: Collect ingredients, prepare mise en place, select utensils and prepare Espagnole sauce.	P1: Collect all the ingredients to prepare Espagnole sauce. P2: Prepare mise en place & brown stock, roast the bones to make Espagnole sauce. P3: Select utensils you want to use. P4: Use ingredients and utensil to make Espagnole sauce. P5: Check seasoning and consistency & colour to finish sauce.
CU4: Collect ingredients, prepare mise en place, select utensils and prepare Tomato sauce.	P1: Collect all the ingredients to prepare tomato sauce. P2: Prepare mise en place & stock to make tomato sauce. P3: Select utensils you want to use. P4: Use ingredients and utensil to make tomato sauce. P5: Check seasoning and consistency to finish sauce.
CU5: Collect ingredients, prepare mise en place, select utensils and prepare Hollandaise sauce.	P1: Collect all the ingredients to prepare hollandaise sauce. P2: Prepare mise en place & melt butter to make hollandaise sauce. P3: Select utensils you want to use. P4: Use ingredients and utensil to make hollandaise sauce. P5: Check seasoning and consistency to finish sauce.

Knowledge & Understanding:**Roux**



Roux (pronounced roo) is the thickening agent used in three of the five French mother sauces: Espagnole, Béchamel and Velouté. The roux is cooked for a different amount of time for each sauce to vary the color. Roux is made from equal parts fat and flour by weight, traditionally calling for clarified butter as the fat in French cuisine. The fat is heated until it is a frothy liquid, then the flour is stirred in to create a thick paste. A white roux is used for Béchamel sauce, and this variation requires the shortest cooking time. As roux is cooked for longer periods of time, it goes from white to gold to brown. When using brown roux in a dark sauce, cook the paste slowly over low heat so it doesn't burn. Remember when waiting for your roux to brown that it might take longer to make your sauce.

Demi-Glace

Demi-Glace is not a mother sauce but is used as a mother sauce, it is made by taking equal quantity of Espagnole sauce and Brown stock then cooked to reduce it to half that is why it is called Demi-glace coz word demi means half.

Béchamel Sauce

Make white roux add milk whisking continually and allow to simmer until sauce gain the consistency you require.

Velouté sauce

Melt 1 tablespoon butter in a small saucepan over medium heat. Add flour to pan, and cook for 3 minutes, stirring frequently with a whisk. Gradually add chicken stock, stirring with a whisk until smooth, and bring to a simmer. Simmer for five minutes, stirring occasionally until reaches desired consistency.

Espagnole sauce

- Mirepoix: 112g onions, 56g celery, 56g carrots.
- 56g butter/ 50 ml Olive or veg oil
- 56g flour.
- 56g Tomato Paste.
- Sachet Containing: 1/2 Bay Leaf, 2-3 Sprigs of Fresh Thyme, 2-3 Sprigs Parsley.
- 1.5-2L Roasted beef Stock.

Melt butter in a heavy based pan add oil and mirepoix and cook until turn transparent add flour and cook for few minutes now add tomato paste and cook for three to five minutes on low heat, now add beef stock and spices sachet and let it simmer for three hours or until achieve slightly thick consistency.

Tomato Sauce

- 1, 20 gr chopped garlic
- 2, 60 gr chopped shallots
- 3, 30 gr chopped celery
- 4, 30 gr chopped leeks
- 5, 2 kg whole tomato, blanched peeled seeded and chopped keeping juice and pulp separately
- 6, thyme, rosemary, bay leaf, black pepper corn



7, 1 Oz butter/ 30ml oil

8, 250 ML brown stock

9, 30 ML tomato paste

Melt butter in a heavy based pan add oil and garlic now add shallots leeks celery and spices and sauté, now add tomato paste and cook for 2 to 3 minutes and add tomato pulp cook until oil separates now add tomato juice and let it simmer for 15 minutes regularly stirring with a spoon, now add stock and let it simmer for 30 minutes.

Hollandaise sauce

4 egg yolks

15 gr mustard paste

1.½ white vinegar

30 gr melted butter

Whisk egg yolks, mustard to a creamy texture and transfer to a double boiler continuously whisking and keep adding melted butter slowly once it start thickening add white vinegar and whisk for another 2 minutes.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Collect all the ingredients to prepare hollandaise sauce.

Tools & Equipment

- ❖ Cutting boards
- ❖ Mise en place bowls
- ❖ Chef's knife
- ❖ Vegetable peeler
- ❖ Wire whisks
- ❖ Double boiler
- ❖ Roasting pan
- ❖ Sauce pans
- ❖ Stock pots
- ❖ Sieve / strainer
- ❖ Cooking spoons
- ❖ Cooking forks
- ❖ Oven
- ❖ Gas or electric burner
- ❖ Small pitcher or jug
- ❖ PPE



1013-HRC-17 Prepare and Cook Rice Dishes (Level 2).

Overview:

Cooking rice is a simple but tricky process one need to have knowledge about old n new rice as well as different types of rice.

This competency provides knowledge and skills required for a level 2 trainee to identify and perform basic rice cooking.

Competency Units	Performance Criteria
<p>CU1: Identify and prepare rice for cooking biryani.</p>	<p>P1: Select old basmati rice for biryani as they are more fragrant, Become long and don't stick after cooking.</p> <p>P2: Clean the rice using some steel table and pick any small Stone in rice.</p> <p>P3: Wash rice with cold water three times by changing water and Tossing with soft hands.</p> <p>P4: Soak rice in fresh water for 20 to 30 minutes.</p>
<p>CU2: Select vessel, prepare water and cook rice for biryani.</p>	<p>P1: Select vessel appropriate for quantity of rice you want to Cook. (if cooking old rice for biryani you will need 2 and half Time water as old rice will absorb more water than new rice).</p> <p>P2: Keep vessel on burner and add water, bay leaf, star aniseed, Cinnamon, few cloves, cooking oil and salt after boiling for Few minutes add soaked rice in to boiling water stir gently And let rice cook.</p> <p>P3: Check when rice is 90% cooked remove them from stove and Strain immediately to stop rice from over cooking and use Them for assembling biryani.</p>

Knowledge & Understanding:

- yoyo
- Types of rice
- Quality of rice
- How to cook different type of rice
- Handling the rice
- Cooking utensils
- Cooking vessels
- Herbs & spices

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Select old basmati rice for biryani as they are more fragrant, become long and don't stick after cooking.



Tools & equipment:

- ❖ Gas or electric burner
- ❖ Cooking vessels
- ❖ Rice cooker
- ❖ Cooking spoons
- ❖ Sieve or rice strainer
- ❖ Rice soaking bowls
- ❖ PPE



1013-HRC-18 Identify and Use Basic Cooking Methods

Overview:

Today French cuisine is called mother of modern era cooking. We find influence and traces of french cooking and cooking methods in almost every cuisine in the world.

This competency will provide knowledge and skills required to identify, select and use basic cooking methods professionally.

Competency Units	Performance Criteria
<p>CU1: Identify cooking methods, select ingredients, collect utensils and prepare mise en place for Cauliflower au Gratin.</p>	<p>P1: Identify cooking methods (there are more than one Cooking methods involved e.g. Blanching as well as Broiling).</p> <p>P2: select ingredients (we need cauliflower, white flour, Butter Milk, powdered parmesan cheese or grated Cheddar Cheese, salt, pepper.</p> <p>P3: Collect utensils like pot for blanching, sieve for draining Water, saucepan for preparing béchamel sauce and a Dish for broiling.</p> <p>P4: Prepare mise en place like remove stems from Cauliflower, prepare roux, prepare béchamel sauce, Grate cheddar cheese, boil water for blanching.</p>
<p>CU2: Use mise en place, cooking methods and utensils to prepare and garnish Cauliflower au Gratin.</p>	<p>P1: Perform blanching of Cauliflower and set in a ceramic Or steel serving dish.</p> <p>P2: Sprinkle salt and pepper but remember you have to Season béchamel sauce too.</p> <p>P3; Add Seasoning to béchamel sauce.</p> <p>P4: Pour béchamel sauce over cauliflower evenly and sprinkle With cheese.</p> <p>P5: Broil under the salamander until cheese is completely Melted and turned golden.</p> <p>P6: Garnish with keeping a small bunch of french parsley in Middle of the dish.</p>

Knowledge & Understanding:

Frying

This means cooking your food in fat – there are several variations of frying:

Deep-frying, where the food is completely immersed in hot oil

Stir-frying, where you fry the food very quickly on a high heat in a oiled pan

Pan-frying, where food is cooked in a frying pan with oil; and

Sauté, where the food is browned on one side and then the other with a small quantity of fat or oil.

Frying is one of the quickest ways to cook food, with temperatures typically reaching between 175 – 225°C.

Roasting



Roasting is a moist heat high temperature method of cooking by using temperatures between 200 C TO 250 C high temp prevents most of the moisture being cooked out of the food.

Baking

Baking is a low temp dry heat cooking method usually used for breads pies cakes cookies.

Grilling

This is a fast and direct heat cooking method where food is cooked directly over heat of fire.

You can use various sources of heat for grilling: wood burning, coals, gas flame, or electric heating.

Before grilling, food can be marinated.

Broiling

Similar to grilling direct dry heat is used for broiling but instead of cooking over heat we broil under heat.

Steaming

This means cooking your food in water vapor over boiling water.

For this, it's handy to have a steamer, which consists of a vessel with a perforated bottom placed on top of another containing water.

Steam rises as the water boils, cooking the food in the perforated vessel above.

Poaching

This involves a small amount of hot liquid, ideally at a temperature between 160 and 180F.

The cooking liquid is normally water, but you can also use broth, stock, milk or juice.

Common foods cooked by poaching include fish, eggs and fruit.

Simmering

This involves cooking liquid on top of a stove in a pot or pan. It should be carried out on a low heat, and you will see bubbles appearing on the surface of the liquid as your dish cooks.

Boiling

Boiling is a cooking method usually used for vegetable, pasta, eggs or rice. Water is brought to a stage where bubbles start to appear on surface and add whatever needs to be boiled.

Blanching

Here the food is part-cooked, and then immediately submerged in ice cold water to stop the cooking process.

Braising

First the food is sautéed or seared, and then simmered in liquid for a long period of time until tender. Pot roasts, stews and casseroles can be cooked in this way if they contain larger food items such as poultry legs.

Stewing

Again, the food is sautéed or seared first, and then cooked in liquid, but normally uses smaller ingredients such as chopped meats or vegetables.

Smoking

Smoking is again an indirect cooking method that take long duration to cook where meat, poultry, fish, sausages or cheese are hanged in a smoke house and smoke is transferred through a hose from a fire pit build next to smoke house.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:



Prepare mise en place like remove stems from Cauliflower, prepare roux, prepare béchamel sauce, Grate cheddar cheese, boil water for blanching.

Tools & Equipment

- ❖ Cutting boards
- ❖ Chef's tools & knives
- ❖ Steel pot for blanching
- ❖ Sieve or strainer
- ❖ Saucepan
- ❖ Whisk
- ❖ Cooking spoon
- ❖ Cooking fork
- ❖ Cheese grater
- ❖ Salt n pepper mill
- ❖ Waste bin
- ❖ Gas or electric burner
- ❖ Salamander
- ❖ Kitchen sink with fresh water supply
- ❖ PPE



1013-HRC- 19 Prepare and Cook Eggs and Egg Dishes.

Overview:

There are more than hundred ways to cook eggs and egg dishes and it’s difficult to teach all of them to a trainee within this competency.

This competency provides knowledge and skills required to prepare and cook egg & egg dishes commonly served within the hospitality industry.

Competency Units	Performance Criteria
<p>CU1: Identify method, select utensils and tools, collect ingredients, prepare mise en place, cook and serve the scrambled eggs,</p>	<p>P1: Identify cooking method and select utensils & tools Collect ingredients. (Please see knowledge section). P2: Prepare mise en place (break eggs add milk and beat Gently). P3: Add butter in skillet or omelet pan and place on stove. P4: Pour egg and milk mixture in to skillet and let it cook for 1 To 2 minutes on low heat once eggs to cook gently pull the eggs across the pan with an inverted turner, forming large soft curds, keep repeating - pulling, lifting and folding eggs until thickened and no visible liquid egg remains. Do not stir constantly. P5: Serve on toasted bread or pancakes and garnish with Chopped parsley or chives.</p>
<p>CU2: Identify method, select utensils & tools, collect ingredients, prepare mise en place, cook & serve pancakes.</p>	<p>P1: Identify cooking method, select utensils & tools, collect Ingredients (see knowledge section). P2; Prepare mise en place</p> <ul style="list-style-type: none"> • Mix together flour, baking powder, salt and pass through a sieve. • In another bowl add milk, sugar, egg, melted butter, vanilla and mix well. • Now combine both wet and dry ingredients and blend to a smooth paste but don't overdo. • Now heat a flat frying pan over medium heat. • Add little butter in the pan and scoop pancake better in the middle and cook two minutes or until you see holes on the top of pancakes and turn over and cook for another one minute. • Repeat same to make more pancakes. • Serve warm topped with a melted butter and maple syrup or honey or you can serve scrambled egg on top.

Knowledge & Understanding:

COOKING METHODS of EGGS:



The basic principle of egg cooking is to use a medium to low temperature and time carefully. When you cook eggs at too high a temperature or for too long at a low temperature, the whites shrink and become tough and rubbery and the yolks become tough and their surface may turn gray-green. To kill bacteria and other microorganism's eggs should be cooked until the whites are firm and the yolks thickened. Cook egg dishes to an internal temperature of 70 C.

BAKED

Eggs baked in a dish in the oven, also known as shirred. Break and slip 2 eggs into a greased 10-ounce custard cup, shallow baking dish or ramekin. Spoon 1 tablespoon milk or half and half over the eggs. Bake in a preheated (160°C) oven until the whites are completely set and the yolks begin to thicken but are not hard, about 10 to 12 minutes, depending on the number of servings you're baking.

HARD-BOILED

Place eggs in a saucepan large enough to hold them in a single layer. Add enough cold water to come at least 1 inch above the eggs. Heat over high heat to boiling. Turn off heat. If necessary, remove the pan from the burner to prevent further boiling. Cover pan. Let the eggs stand in the hot water about 12 minutes for large eggs about 9 minutes for medium. Immediately run cold water over the eggs or place them in ice water until they're completely cooled. Never microwave eggs in the shell.

FRIED

Sunny-Side-Up Eggs: Heat a small amount of butter in a nonstick skillet over medium-high heat until hot. Break eggs and slip into pan, one at a time. Immediately reduce heat to low. Cover pan and cook slowly until whites are completely set and yolks begin to thicken but are not hard, 5 to 6 minutes.

Over-Easy or Over-Hard Eggs: Cook as for Sunny-Side-Up, but do not cover pan. When whites are completely set and yolks begin to thicken but are not hard, 5 to 6 minutes. Slide turner under each egg and carefully flip it over in pan. Cook second side to desired doneness, 30 seconds to 1 minute.

Basted Eggs: Cook as for Sunny-Side-Up, but use 2 tablespoons butter and do not cover pan. Cook until edges turn white, about 1 minute. Begin basting eggs with butter from pan. Cover pan between basting and continue cooking until whites are completely set and yolks begin to thicken but are not hard, 4 to 5 minutes.

Steam-Basted Eggs: Cook as for Sunny-Side-Up, but use 1 teaspoon butter or a light coating of cooking spray. Cook until edges turn white, about 1 minute. Add 1 teaspoon water to pan. Cover pan tightly. Continue cooking until whites are completely set and yolks begin to thicken but are not hard, 4 to 5 minutes.

POACHED

Take water in a shallow saucepan or a skillet add one tablespoon vinegar and a pinch of salt to water and turn on the high heat. Once water start to boil reduce the heat and bring water to simmering now break eggs in a shallow cereal bowl one by one and slide in to water very gently. Using fresh eggs at room temperature give better result.

When white of eggs become firm and yolk thickens lift the eggs using an egg turner carefully let egg remain on egg turner for a minute to drain the water.

SCRAMBLED

Beat lightly 2 eggs, 2 tablespoons milk do not over whisk, Heat a small amount of butter or cooking oil in a 7 to 8 inch nonstick omelet pan or skillet over medium heat until hot. Pour in the egg mix-



ture. As the eggs start to cook gently pull the eggs across the pan with an inverted turner, forming large soft curds, keep repeating - pulling, lifting and folding eggs until thickened and no visible liquid egg remains. Do not stir constantly.

Omelet

An omelet is made with beaten egg and can be served plain or can be filled or topped with any food from leftover meats to vegetables mushrooms cheese herbs. The list of filling and topping possibilities is endless and limited only by your imagination. Select, prepare and cook the filling ingredients before starting the eggs because omelets cook so quickly that you won't have time later.

Few other egg dishes prepared in our kitchens.

Chinese egg fooyong, Chinese egg rolls

Pancakes, Crepes

Caramel custard, Custard

Curdled eggs, Chantilly cream

Egg bhujia, Nargasi Kofta

Shakshuka.

PANCAKES

Ingredients

- 135 gr all-purpose flour
- 01 tsp. of baking powder
- 01 pinch salt
- 02 tbsp. caster sugar
- 130 ml milk
- 03 tbsp. melted butter
- 01 No whole egg
- ½ tsp. vanilla extract
- 02 tbsp. butter for cooking and garnish

Method

- Mix together flour, baking powder, salt and pass through a sieve.
- In another bowl add milk, sugar, egg, melted butter, vanilla and mix well.
- Now combine both wet and dry ingredients and blend to a smooth paste but don't overdo.
- Now heat a flat frying pan over medium heat.
- Add little butter in the pan and scoop pancake batter in the middle and cook two minutes or until you see holes on the top of pancakes and turn over and cook for another one minute.
- Repeat same to make more pancakes.
- Serve warm topped with a cube of butter and maple syrup or honey.
- You can sprinkle icing sugar and top with whipped cream and some strawberry.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify method, select utensils and tools, collect ingredients, prepare mise en place, cook and serve the scrambled eggs,



Tools & Equipment

- ❖ Different sized frying pans, Skillets
- ❖ Saucepans, Egg boiler
- ❖ Hot plate, Stove
- ❖ Cutting board, Whisk
- ❖ Cooking forks, cooking spoons
- ❖ Egg turner, chef's knife
- ❖ Mixing bowls, cereal bowl
- ❖ Crockery, boiled egg holders
- ❖ Egg casserole, chinaware
- ❖ PPE.



1013-HRC-20 Identify, handle and use Kitchen Equipment.

Overview:

This competency provide knowledge & skills required to identify, explain their use and operate kitchen equipment.

Competency Units	Performance criteria
CU1: Identify heavy kitchen equipment, explain and demonstrate how they are operated.	P1: Identify different type of heavy kitchen equipment. (Please see knowledge & tools section). P2: Explain functions of different heavy kitchen equipment like Stovetop, oven, dough mixer, refrigerator etc. P3: Demonstrate how heavy kitchen equipment is operated like Show how an oven is lit, how dough mixer works, how a Salamander is operated.
CU2: Identify light kitchen equipment, explain and demonstrate their functions.	P1: Identify different light kitchen equipment. (Please see knowledge & tools section). P2: Explain utility and functions of different light kitchen Equipment, like blender, can opener, juicer, peeler etc. P3: Demonstrate the how light kitchen equipment works.

Knowledge & Understanding:

Kitchen Machines and Their Uses

Kitchen machines can be everything from large appliances to small tools. All the different types of equipment and their uses are related to cooking and baking, but not every single one is necessary for every task. However, regardless of the kind of cooking that you do, you'll probably need to have three of the major kitchen machines. The three largest kitchen machines are a refrigerator, an oven and a stove.

A refrigerator is perhaps the most critical piece of kitchen equipment. If you're searching online for articles about kitchen tools and equipment and their uses with pictures, you'll undoubtedly find several pictures of a refrigerator. A refrigerator's purpose is to keep perishable food cold so that it doesn't spoil. As most people know, perishable food like vegetables, milk, herbs and cheese can go bad if they're not held in a temperature-controlled environment.

Choosing the right refrigerator depends on a lot of factors. In the United States, a full-sized refrigerator is the standard, especially for large families with a lot of kids. In places like Europe, a smaller half-size refrigerator is more normal, particularly for residents who live in a city. The assumption is that you'll need to store very little in the refrigerator as you'll buy the ingredients for meals and use many of them the same day. Use your family's needs to help inform the size of refrigerator you get.

Other Major Kitchen Machines and Their Uses

We can find stovetops with built in ovens made for commercial kitchens most stovetops come with a broiler (salamander) as well. Stoves heat, bake and roast food and can be set at a low temperature to keep food warm.



Stoves are for cooking over an open flame. Sautéing, frying and simmering all happen on stovetops. A stove is also the large kitchen machine that helps to boil water for tea and other cooking. Often, a recipe will require a cook to use both the oven and the stove for the same dish.

There are electrical stovetops and gas stovetops. Gas stoves are more efficient and effective for commercial cooking most chefs prefer gas stoves because it's easier to control the degree of heat

What Are Other Kinds of Kitchen Equipment?

There are many more kitchen machines. Some other kitchen machines and their uses include microwaves, which are used to heat up food. Also popular are toasters and toaster ovens, which are used to heat things up and in some cases melt things like cheese, condiments or other spreads. These are probably the most common pieces of heat-related kitchen equipment besides a stove and oven.

Blenders and food processors are two other kinds of kitchen equipment that are useful for mixing ingredients and chopping ingredients respectively. Nuts, herbs, meat and vegetables can be easily chopped and even minced in a food processor. Sauces, soups and batters can be mixed using a blender. An electric mixer is another popular kitchen machine. Electric mixers can be used to mix batter, sauces, bread dough and other hard-to-mix-by-hand recipes.

A pasta maker is another popular machine cooks. A pasta machine flattens dough and feeds it through a machine until it's completely flat. Then, various attachments can help to press the flattened dough into a variety of different shapes.

Other small kitchen machine we should have in kitchen?

There are a number of small kitchen machines and appliances that all cooks can use for basic tasks. A garlic press is useful for crushing garlic into a paste for sauces and dressings and is much easier than doing the same thing by hand. A citrus squeezer or juicer can help to release the juice of fruits like lemons, limes and oranges, which are extremely useful in many dishes.

A peeler is another useful piece of kitchen equipment. Whether you're peeling potatoes or other smaller vegetables, a peeler makes the process much faster than using a knife. A can opener is another essential piece of kitchen equipment.

A cheese grater is another excellent kitchen machine to invest in. It will save you a tremendous amount of time in the kitchen and allow you to get your cheese precisely grated without wasting any.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

Demonstrate how heavy kitchen equipment is operated like

- Show how an oven is lit
- How dough mixer works?
- How a Salamander is operated?

Tools & Equipment

Multi burner's stovetop with oven.	Bread crumb maker
Griddle (hot plate)	Milkshake machine
Griller	Juicer blender
Deep fryer	Citric fruit juicer
Oil filtration machine	Hard fruit juicer



Salamander	Coffee maker
Food warmer	Ice cream machine
Convection oven	Ice cream freezer
Pizza oven	Walk-in chiller
Bakery oven	Walk-in freezer
Mixing machine	Mise en place fridge with table top
Dough mixer	Pick up counter with infrared light
Cheese / cold meat slicer	Can opener
Waffle Machine	Ice cubes maker
Tilt pan	Crushed ice maker
Steam jacket	Bread toaster
Steam cooker	Bread slicer
Rice cooker	Fruit & vegetable washing sink
Pasta machine	Dust bins with lids
Dough sheeter	Milk warmer
Vegetable peeler	Water boiler
French fries cutter	Dish washer
Hot Bain Marie	Glass washer
Cold Bain Marie	Tandoor oven
BBQ charcoal grill	Salad bar
Shawarma machine	Egg boiler
Rotisserie broiler	Hand wash basin
Meat mincer	Soap dispenser
Meat Chopper	Hand sanitizer dispenser
Sandwich Grill	Paper towel dispenser
	Knife sharpener



1013-HRC-21 Perform Butchering

Overview:

The aim of this Competency Standard is to develop knowledge, skills and understanding of cutting technique of mutton, beef and chicken for different cooking recipes.

Competency Units	Performance Criteria
<p>CU1: Perform lamb or mutton butchering</p>	<p>P1: Cut Chuck roast. This is the sheep equivalent of the beef chuck roast, but goes lower and includes the shoulder joint and part of the leg bone. The photo specimen was 7 inches long, 5 inches wide, 4 inches thick and weighed 2.8 pounds. This cut has a complex bone structure and some rather large fat deposit.</p> <p>P2: Cut whole Rack of Lamb, specimen was 12-1/2-inch-long, 8 inches wide and weighed 2 pounds 9 ounces.</p> <p>P3: Cut Lamb chops. These chops will be of varying size and meatiness due to position in the rack. Note that the feather bones (above the spine) are removed as is the outer layer of fat and miscellaneous bones.</p> <p>P4: Cut Lamb Loin Chops, the loin may include 1 to 3 ribs which are not proper loin chops (the photo shows two rib chops on the left). The loin chops are quite meaty, containing only a thin T-shaped bone. Actually, they are miniature T-Bone and Porterhouse steaks.</p> <p>P5: Cut Shanks, Lamb shanks are popular in all lamb eating cultures. The meat is flavorful and there's plenty of connective tissue to make good soups. The photo specimens were 7 inches long, 2-1/2 inches wide and 1-3/4 inches thick at the big end. They weighed 11-1/2 ounces each</p> <p>P6: Cut Mutton Chunks, Mutton is often cut into chunks, similar to how Goat is often cut, but into larger chunks. Most mutton available here is imported frozen from Australia or New Zealand. In this cutting about 50% bone, but quite low in fat.</p>
<p>CU2: Perform Mutton Boneless Cut</p>	<p>P1: Take Lamb leg butt portion, Lamb leg sirloin chops, Lamb shank.</p> <p>P2: Cut in to required sized small cube pieces.</p>
<p>CU3: Perform Lamb</p>	<p>P1: Cut Chops to divide rack into smaller racks or individual chops,</p>



Chops Cut	<p>stand it on end, and starting from the exposed rib end, cut between ribs with smooth, single strokes.</p> <p>P2: Ensure If you don't get through in one stroke, pick up your knife, place it back in the seam, and pull it again—do not saw back and forth.</p>
CU4: Perform Mutton Mince	<p>P1: Cut or dice, the meat into small cubes. Aim for cubes that are about 1/4-inch. Hold the knife with one hand and place your other hand on top of the blade to steady it.</p> <p>P2: Place the top end of the blade on your cutting board and mince the cubes into smaller pieces by rocking the blade back and forth</p>
CU5: Perform Beef Karahi Cut	<p>P1: Cut on cutting board and long knife cut beef meat in to 12 pieces or 8 pieces.</p> <p>P2: Cut beef pieces in the style of karahi using red knife and cutting board which is given by the hotel.</p>
CU6: Perform Beef Boneless Cut	<p>P1: Cut boneless beef in cube shapes</p> <p>P2: Cut in to small piece using cutting knife and some machine as well.</p>
CU7: Perform Beef Steak Undercut	<p>P1: Cut the fillet or undercut can be rolled into a joint or sliced into fillet steaks. Very lean and tender, with less flavor than cuts from the rump or sirloin but more expensive.</p> <p>P2: Take the flank is what butchers usually trim of excess fat and use for cheaper beef mince.</p>
CU8: Perform Beef Mince	<p>P1: Cut, or dice, the meat into small cubes. Aim for cubes that are about 1/4-inch. Hold the knife with one hand and place your other hand on top of the blade to steady it.</p> <p>P2: Place the top end of the blade on your cutting board and mince the cubes into smaller pieces by rocking the blade back and forth</p>
CU9: Perform Chick-	<p>P1: Use a sharp knife; slice the skin in between the drumstick and</p>



en Karahi Cut	<p>body.</p> <p>P2: Find the joint and pop it out of its socket with your hands.</p> <p>P3: Finish the cut to remove the leg from the body.</p> <p>P4: Cut through the joint between the thigh and the leg. You can also use your hands to pop this joint out of its socket first.</p>
CU10: Perform Chicken Qorma Cut	<p>P1: Use a sharp knife; slice the skin, drumstick and body.</p> <p>P2: Cut through the joint between the thigh and the leg. You can also use your hands to pop this joint out of its socket first.</p>
CU11: Perform Chicken Thigh Boneless	<p>P1: Locate the Joint; Divide the Leg with the sharp knife, Set Aside Drumstick.</p> <p>P2: Remove the Skin, Trim Fat, Find the Bone, Make the First Incision, Expose Bone, Scrape the Bone, Separate Meat from Bone</p>
CU12: Perform Chicken Wing Cut	<p>P1: Locate the two joints by using your fingers.</p> <p>P2: Use a pair of kitchen shears to snip through the center of each joint, leaving you with three parts: The Drumette, the Wingette (often called a Flat), and the tip</p> <p>P3: Use the Drumettes and Wingettes in your recipe.</p>
CU13: Perform Chicken Breast Fillet	<p>P1: Take Split Breast. Place a boneless, skinless chicken breast, with the tender removed, on a cutting board.</p> <p>P2: Hold it flat with the palm of your non-knife hand. Using a sharp chef's, boning, or fillet knife.</p> <p>P3: Ensure the chicken breast horizontally into two even pieces.</p>
CU14: Perform Fish Boneless Cut	<p>P1: Cut Fish into fillet. Place the fish on its side on a sturdy table or board. Insert your knife near the top of the dorsal fin, just behind the head, stopping when you hit backbone.</p> <p>P2: Slice along the dorsal fin, holding the blade edge tight against the backbone, until you reach the tail. Turn the fish over on its other side and repeat.</p>
CU15: Perform Finger Fish Cut	<p>P1: Cut into a thick piece 4.5cm thick cut on the bone from a flat fish like the turbot.</p> <p>P2: Take fish cutler or stake with bone.</p>



<p>CU16: Perform Fish Fillet</p>	<p>P1: Take a dead fish, a knife, and, well, you should have some gloves for this</p> <p>P2: Remove the bone from the fish and cut the desire shape. Tools: Fillet knife, fillet gloves Rinse the dead fish using ocean or purified water tap makes it taste funky and if you're going to cook it with the skin on, descale it using the dull edge of the fillet knife, scraping against the grain until the surface is smooth.</p> <p>P3: Place the fish on its side on a sturdy table or board. Insert your knife near the top of the dorsal fin, just behind the head, stopping when you hit backbone. Then slice along the dorsal fin, holding the blade edge tight against the backbone, until you reach the tail. Turn the fish over on its other side and repeat.</p> <p>P4: Start it from just behind the head, slide your blade part of the way up the rib cage (at a slight upward angle) and cut through the skin while pulling the fillet away from the fish. Do not cut the skin where it is attached to the tail. Flip the fillet over so it lies flat on top of the tail (skin side down) and at the edge of your table.</p> <p>P5: Cut with your knife parallel to the top of the table, slide the blade along the bottom of the fillet using downward pressure and separate the meat from the skin. Remove as much of the red meat as possible without destroying the white meat Repeat with the other side.</p>
<p>CU17: Perform Fish Tikka Cut</p>	<p>P1: Cut 500 gm. fish fillet, cut into small cubes.</p> <p>P2: Take boneless fish for it.</p>
<p>CU18: Perform River Fish Cut</p>	<p>P1: Take/Place the fish on its side on a sturdy table or board. Insert your knife near the top of the dorsal fin, just behind the head, stopping when you hit backbone. Then slice along the dorsal fin, holding the blade edge tight against the backbone, until you reach the tail. Turn the fish over on its other side and repeat.</p> <p>P2: Take Filet, Steak or Darne. Supreme, Butterfly or Cutlet, Dressed and Pan-Dressed, Special Cuts, Selecting Fish, Perform Prawn Cut.</p>

Knowledge & Understanding

- Explain the complete knowledge of kitchen experience and expertise
- Methods of mutton cutting.
- Methods of beef cutting
- Methods of chicken cutting
- Methods of cutting fish & seafood



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Perform Fish Fillet

Tools and Equipment

- ❖ Different type of knives for mutton.
- ❖ Different type of knives for beef.
- ❖ Different type of knives for chicken.
- ❖ Different colour Cutting boards
- ❖ Butcher block
- ❖ Weighing scale



1013-HRC-22 Transport and Store Food in a Safe and Hygienic Manner

Overview:

This competency standard covers the skills and knowledge required to the transport of food after preparation to another location, and storage on its arrival.

Competency Unit	Performance Criteria
CU1: Transport food safely & hygienically	P1: Select appropriate food transportation vehicles P2: Ensure food is packed, loaded, secured and unloaded safely. P3: Check cleanliness and hygienic condition of transportation vehicle P4: Maintain appropriate records of food transportation.
CU3: Store food safely and Hygienically	P1: Select food storage temperatures according to the food safety regulations P2: Maintain Nutritional quality. P3: Follow the food storage standards.

Knowledge and Understanding:

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- The hygiene and Occupational Health & Safety requirements for food
- Safety standards for transportation of food.
- The storage requirement of specific food types.
- Hazard Analysis and Critical Control Points (HACCP) principles and stock control is required.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Select food storage temperatures according to the food safety regulations

Tools and Equipment

- ❖ Catering Van
- ❖ Freezers
- ❖ Storage Racks



- ❖ Storage Trays
- ❖ Food Trolleys
- ❖ Storage Baskets
- ❖ Catering Containers
- ❖ Aluminum Foils

**1013-HRC-23 Use ICT (Information and Communication Technology) skills****Overview:**

These Competency standard deals with the skills and knowledge required to Use MS Office (MS-Word), Use MS Office (MS-Excel), and Use MS-Office (MS-Power Point), It applies to individuals who require entry level information and communications technology (ICT) knowledge and literacy skills to support their work in a home office or small office environment, apply clear and appropriate language and style to writing and editing tasks, Apply the appropriate voice, tone and tense, apply appropriate grammar, spelling and punctuation and Perform editing and proofreading tasks to meet requirements. Apply the conventions of plain English to writing and editing tasks of different forms. It also includes editing and proofreading techniques. It applies to individuals in various writing contexts who write and edit texts using appropriate language, style, grammar, spelling, and standard conventions for editing and proofreading, describes the performance outcomes, skills and knowledge required to Interpret written information, Develop written materials, Draft document, Review document and Write final document. This unit covers interpreting and composing a range of workplace documents from a number of sources. It includes interpreting written information for workplace purposes as well as planning, drafting and reviewing a basic document before writing the final version. The focus is on the content and structure of written materials and not on the use of computer technology.

Competency Units	Performance Criteria
CU1. Use MS OFFICE (MS-WORD)	<p>P1. Open the MS Word.</p> <p>P2. Create a new document, save it with your name and re-open it from the location where you saved.</p> <p>P3. Type and apply spell check & grammar.</p> <p>P4. Perform Page Formatting (Borders, Paragraph, Bullets & Numberings and Fonts).</p> <p>P5. Insert pictures, clipart, and shapes.</p> <p>P6. Use header and footer.</p> <p>P7. Insert table and also format of table.</p> <p>P8. Set the page margins, and printing documents.</p>
CU2. Use MS OFFICE (MS-EXCEL)	<p>P9. Open the MS EXCEL.</p> <p>P10. Create a new excel sheet, save it and re-open it from the location where you saved.</p> <p>P11. Insert and delete row and columns.</p> <p>P12. Apply Merge cell and wrap text command.</p> <p>P13. Change text size and formats</p> <p>P14. Check print previews and page setup</p> <p>P15. Set the page margins, and printing documents.</p> <p>P16. Enter data and Apply formulas in worksheet (Add, Subtract, Multiplying, Divide & Average)</p> <p>P17. Make an invoice in MS excel.</p>



CU3. Use MS- Office (MS-POWER POINT)	P1. Open Power point P2. Select and use different Slide layouts P3. Insert and delete new slide P4. Insert pictures & colors to a slide P5. Make slide show P6. Apply Hide and unhide a slide P7. Insert table and video in slide. P8. Use different style of Writing in title Bar of slide. P9. Make a presentation
CU1. Use appropriate OHS office work practices	P1 Use safe work practices to ensure ergonomic, work organization, energy and resource conservation requirements are addressed P2 Use wrist rests and document holders where appropriate P3 Use monitor anti-glare and radiation reduction screens where appropriate
CU2. Use of Computer System	P1. Ensure naming and storing of documents in appropriate file format in folders P2. Uninstall any Installed Software from the Computer
CU6: Connectivity of Peripheral devices with Computer System	P1 Connect to external digital devices, like storage devices, to retrieve, copy, move and save information P2 Check physical connectivity of computer devices or storage devices to ensure operation and performance P3 Connect to a printer either through a computer device or directly, and use printer settings and print data P4 Connect to Multimedia for presentation
CU7: Develop written Materials	P1 Identify and comply with established requirements for a range of written materials in accordance with organizational procedures and standard templates. P2. Determine format and structure P3. Establish key points for inclusion P4. Identify organizational requirements P5. Establish method of communication P6. Establish means of communication
CU8: Write final document	P1 Make and proofread necessary changes P2. Ensure document is sent to intended recipient within required time frames P3. File copy of document in accordance with organizational policies and procedures



CU9: Perform Report Writing	P1: Develop written skills for document writing P2: Update the restaurant terminology and foreign language P3: Manage to break down a document in portions and most important find to say.
CU10: Manage to Handle Different Software	P1: Install and learn about famous restaurant softwares such as OPERA, MICROs P2: Ensure efficient use of software for kitchen management.
CU11: Perform E-Mailing	P1: Create Email address P2: Send email to any email address with attachment and email address in CC.

Knowledge & Understanding

- Define software and Hardware.
- Explain basic hardware configuration required for software.
- Describe detail knowledge of MS Office functions.
- Explain basic input and out devices and their use.
- Explain basic hardware configuration required for software.
- Explain detail knowledge of MS Excel functions.
- OHS principles and responsibilities for ergonomics, such as work periods and breaks
- Principles of digital imaging and file formats, video and sound file formats, file management and transfer systems
- outline the capabilities and connectivity requirements of relevant:
 - Audio-visual devices
 - Peripheral devices
 - Storage devices
- Grammar, punctuation and spelling conventions that meet the task requirements
- Elaborate the ways of proofreading and editing documents to ensure clarity of meaning and conformity to organizational requirements

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Use MS Office (MS-Word), Use MS Office (MS-Excel), and Use MS-Office (MS-Power Point).
- Develop written materials



- Apply appropriate grammar, spelling and punctuation.
- Use appropriate OHS office work practices.

Tool and Equipment:

- ❖ MS Office
- ❖ PC



1013-HRC-24 Pack Prepared Foodstuffs

Overview:

This competency standard covers the skills and knowledge required to the packaging of prepared foodstuffs for transport from one location to another.

Competency Unit	Performance Criteria
CU1: Ensure food is suitable for packaging	P1:Ensure meeting the food safety requirements prior to packaging P2: Ensure food is at right temperature before packaging.
CU2: Select packaging appropriate to specific food	P1: Select appropriate Packaging material. P2: Identify correct size of packaging material P3: Ensure appropriate functional needs. P4: Select environment friendly packaging material

Knowledge & Understanding:

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge 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.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify correct size and material for packaging

Tools and Equipment

- ❖ Different food containers
- ❖ Packaging material
- ❖ Date stickers



LEVEL 3:

1013-HRC-25 Prepare & present Hot & cold Beverages

Overview:

This Competency standard provides the skills and knowledge required to prepare and present hot & cold beverages including fresh juices, smoothies, different shakes, Mocktails, fruit cocktails different types of coffee, tea, floats & long drinks

Competency Unit	Performance Criteria
CU1: Prepare Orange Juice	P1: Assemble food and ingredients required to prepare. P2: Select appropriate equipment needed to prepare. P3: Wash and peel the oranges. P4: Remove the white membrane and cut each orange. P5: Freeze your oranges for an hour if you prefer cold juice. P6: Add all of them to a juicer or blender jar or chute and run the machine. P7: Serve orange juice immediately.
CU2 Prepare Mango Juice	P1: Assemble food and ingredients required to prepare. P2: Select appropriate equipment needed to prepare. P3: Wash the mangoes peel and cut them into small pieces. P4: Put the mango pieces in the blender. P5: Blend them smoothly. P6: Serve the mango juice in glasses.



CU3: Prepare Strawberry Juice	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Wash strawberries and remove the stem and cut into small pieces.</p> <p>P4: Add strawberries, sugar, salt and lime juice in a blender.</p> <p>P5: Add water and blend it again for a minute.</p> <p>P6: Serve the strawberry juice.</p>
CU4: Prepare Cold Coffee	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Put ice cubes in a jar of the blender/shaker.</p> <p>P4: Add coffee, milk, honey, sugar, Cream and ice cream.</p> <p>P5: Serve the coffee.</p>
CU5: Prepare Black Coffee3	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Boil the water.</p> <p>P4: Add coffee powder and sugar in a mug.</p> <p>P4: Pour the boiling water and stir.</p> <p>P5: Serve the coffee</p>
CU6: Prepare Espresso Coffee	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Make coffee powder by crushing the beans in a coffee mug.</p> <p>P4: Pour 7 gram for single shot and 14 gram for double shot.</p> <p>P5: Adjust the machine at 9 Pascal bar pressure.</p>



	<p>P6: Run the machine for desired time according to quantity.</p> <p>P7: Serve the coffee.</p>
CU7: Prepare Cappuccino Coffee	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Steam the milk and make froth.</p> <p>P4: Pour hot milk & froth on the espresso shot.</p> <p>P5: Serve the coffee immediately.</p>
CU8: Prepare Latte Coffee	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Heat milk in a sauce pan set on a medium-low heat.</p> <p>P4: Whisk briskly with a wire whisk to create foam.</p> <p>P5: Brew espresso and pour into cups.</p> <p>P6: Pour in milk holding back the foam with a spoon.</p> <p>P7: Spoon the foam over the top.</p> <p>P8: Serve the coffee.</p>
CU9: Prepare Green Tea	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Take 1 teaspoon of green tea leaves.</p> <p>P4: Take the tea leaves in the strainer.</p> <p>P5: Take a stainless steel pot and boil water.</p> <p>P6: Place the strainer over the cup of mug.</p> <p>P7: Pour the hot water in the cup and let the tea steep for 3 minutes.</p> <p>P8: Serve the tea.</p>
CU10: Prepare Mix Tea	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p>



	<p>P3: Take water, full fat milk, black tea, sugar.</p> <p>P4: Cover the saucepan.</p> <p>P5: Boil the mixture until it turns into dark shade.</p> <p>P6: Serve the tea.</p>
CU11: Prepare Kashmiri Tea	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Pour water in a pot.</p> <p>P4: Crush green cardamoms in your hands until the seeds come out.</p> <p>P5: Simmer the mixture and boil for about 20 minutes until the water is reduced till the half.</p> <p>P6: Add 2 cup of cold water while the mixture is boiling and stir./</p> <p>P7: Add the tea mixture to the milk.</p> <p>P8: Serve the tea.</p>
CU12: Prepare Pina Colada	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Add ingredients in the blender.</p> <p>P4: Add ice.</p> <p>P5: Fill the blender with pineapple slices & juice, coconut powder, lemon juice, sugar, cream, milk, to the same level of ice.</p> <p>P6: Pour into a glass and garnish with pineapple, lime and cherry.</p> <p>P7: Serve the Pina colada.</p>
CU13: Prepare Mint Marga-	<p>P1: Assemble food and ingredients required to prepare.</p>



rita	<p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Add mint margarita ingredients in the blender.</p> <p>P4: Add ice.</p> <p>P5: Fill the blender with mint leaves, sugar, salt, lemon juice. Add ingredients in the blender.</p> <p>P6: Serve the Mint Margarita.</p>
CU14: Prepare Kit Kat Shake	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Add blueberry flavor syrup, sugar syrup, lemon juice, crushed ginger, crushed mint, salt, chilled water.</p> <p>P4: Blend it.</p> <p>P5: Garnish with lemon slices and mint leaves.</p> <p>P6: Serve chilled Blue Lagoon.</p>
CU15: Prepare Mango Shake (Ice cream)	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Combine ice cream, kit kat bar, milk and vanilla.</p> <p>P4: Abstract into blender.</p> <p>P5: Squeeze chocolate syrup on top.</p> <p>P6: Blend until smooth.</p> <p>P7: Pour into glass and top it with white cream and chocolate syrup.</p> <p>P8: Serve the shake.</p>
CU16: Prepare Sweet & Salty Lassi	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Take 2 cup of chilled yogurt, 1 and half cup of chilled water or milk and add 5-6 tea spoon sugar as per taste.</p> <p>P4: Blend it.</p>



	P5: Serve the lassi.
CU17: Prepare dining/ restaurant area for service	<p>P1: Dining/restaurant area is cleaned and/or checked for cleanliness prior to service in accordance with enterprise procedures.</p> <p>P2: Customer facilities are checked and cleaned prior to service.</p> <p>P3: Comfort and ambience of the area is prepared in readiness for service including adjustment of lighting and music where appropriate.</p> <p>P4: Furniture is set up in accordance with enterprise requirements and/or customer requests.</p> <p>P5: Furniture layout ensures staff and customer convenience and safety.</p> <p>P6: Equipment is checked and prepared for service.</p> <p>P7: Contact is made with kitchen staff and information sought on menu variations</p>
CU18: Prepare and set Tables	<p>P1: Tables are correctly set in accordance with enterprise standards, required timeframes and/or special customer requests.</p> <p>P2: Where appropriate, standard industry clothing techniques are correctly used.</p> <p>P3: Cleanliness and condition of tables and all table items is checked prior to service.</p> <p>P4: Items not meeting enterprise standards are identified and removed from service areas.</p> <p>P5: Recurring problems are identified and reported to the appropriate person.</p>
CU19: Welcome customers	<p>P1: Customers are welcomed upon arrival in accordance with enterprise customer service standards.</p> <p>P2: Courteous introductions are made and reservations are checked where appropriate.</p> <p>P3: Customers are promptly seated.</p> <p>P4: Menus and drinks lists are promptly presented to customers in accordance with enterprise standards.</p> <p>P5: Where menus and drinks lists are presented verbally, clear and audible explanations are provided.</p>
CU20: Take and process Orders	<p>P1: Orders are taken promptly and accurately with minimal disruption to customers.</p> <p>P2: Where necessary, orders are legibly recorded using correct documentation and promptly conveyed to the kitchen and/or bar.</p> <p>P3: Recommendations are made to customers to assist them with drink and meal selections.</p> <p>P4: Customer questions on menu items are correctly and courteously answered.</p> <p>P5: Where answer is unknown, information is sought from the kitchen or appropriate supervisor.</p> <p>P6: Ordering systems are correctly operated in accordance with enterprise procedures.</p> <p>P7: Glassware and cutlery to accommodate the meal choice are provided.</p>



	ed and adjusted in accordance with enterprise procedures.
CU21: Serve and clear food and drinks	<p>P1: Food and beverage is promptly collected from service areas, checked for presentation and carried to customers safely.</p> <p>P2: Flow of service and meal delivery is monitored.</p> <p>P3: Any delays or deficiencies in service are promptly recognized and followed up with the kitchen.</p> <p>P4: Customers are advised and reassured regarding delays.</p> <p>P5: Food and beverage is courteously served at the table in accordance with enterprise standards and hygiene Requirements.</p> <p>P6: Dishes are served to the correct person.</p> <p>P7: Customer satisfaction is checked at the appropriate time.</p> <p>P8: Additional food and beverage is offered at the appropriate times and ordered or served accordingly.</p> <p>P9: Tables are cleared of crockery, cutlery and glassware at the appropriate time and with minimal disruption to customers.</p> <p>P10: Accounts are organized and presented to customers on request.</p> <p>P11: Where appropriate accounts are processed in accordance with enterprise procedures.</p> <p>P12: Guests are courteously farewell from the restaurant/dining area.</p>
CU22: Close down Serving unit	<p>P1: Equipment is stored and/or prepared for the next service in accordance with enterprise procedures.</p> <p>P2: Area is cleared, cleaned or dismantled in accordance with enterprise procedures and safety requirements.</p> <p>P3: Area is correctly set up for next service in accordance with enterprise procedures.</p> <p>P4: Where appropriate, service is reviewed and evaluated with colleges for possible future improvements.</p> <p>P5: Where appropriate, handover is made to incoming restaurant colleagues and relevant information is Shared.</p>
CU23: Prepare and serve a range of hot Beverages.	<p>P1: The name and style of coffee or tea requested is identified in response to customer request.</p> <p>P2: Correct ingredients and equipment are selected and used in accordance with manufacturer's specifications And enterprise practices.</p> <p>P3: Drinks are correctly prepared in accordance with customer requests and required timeframe.</p> <p>P4: Strength, taste, temperature and appearance are considered.</p> <p>P5: Drinks are attractively presented in appropriate crockery or glassware in accordance with enterprise standards.</p>



<p>CU24: Prepare and serve cold beverages</p>	<p>P1: Ingredients are correctly selected. P2: Machinery and equipment is correctly selected and used in accordance with manufacturer's specifications. P3: Drink is correctly prepared in accordance with standard recipes, customer requests and require timeframe. P4: Drinks are served and garnished attractively in appropriate container.</p>
<p>CU25: Use, clean and maintain equipment and machinery for non-alcoholic drinks</p>	<p>P1: Machinery and equipment are safely used in accordance with manufacturer's specifications and hygiene/safety requirements. P2: Machinery and equipment are regularly cleaned and maintained in accordance with manufacturer's Specifications and enterprise cleaning and maintenance schedules. P3: Problems are promptly identified and reported to the appropriate person</p>

Knowledge & Understanding of

- Juice machines (citrus juicer, hard fruit juicer, blenders, mixers etc.
- Seasonal fruits.
- Different types of coffee.
- Mocktails, shakes, frothies, cocktails.
- Coffee machines.
- Different Glasses.
- Coffee mugs & cups.
- Beverage service.
- Garnishes
- Decoration materials (fancy straws, stirrers, umbrellas)

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

: prepare & present cold coffee with ice cream

Tools and Equipment

- ❖ Different type of fancy glasses
- ❖ Coffee cups and mugs
- ❖ Cutlery
- ❖ Fancy straws
- ❖ Stirrers



- ❖ Decorations material
- ❖ Juicers, blenders, milkshake maker
- ❖ Coffee machine
- ❖ Tea Pots
- ❖ Cutting board
- ❖ Knife
- ❖ Cocktail shaker
- ❖ Ice cream scooper
- ❖ Ice crusher



1013-HRC-26 Prepare and Finish Simple Salad and Fruit Dishes

Overview:

This Competency Standard is provides basic knowledge, skills and understanding to prepare, simple salad and fruit dishes

Competency Unit	Performance Criteria
<p>CU1: Assemble food and equipment to prepare and finish simple salad and fruit dishes</p>	<p>P1: Assemble food and ingredients required to prepare and finish simple salad and fruit dishes</p> <p>P2: Select appropriate equipment needed to prepare and finish simple salad and fruit dishes</p> <p>P3: Select appropriate type and Quantity of seasoning element.</p> <p>P4: Check that simple salad and fruit dishes and other ingredients meet type, quality and quantity requirements</p>
<p>CU2: Use basic methods and equipment (under indirect supervision from Chef de Partied and other associates) to prepare simple salad and fruit dishes</p>	<p>P1: Identify requirements for preparing simple salad and fruit dishes</p> <p>P2: Choose and use tools and equipment for preparing simple salad and fruit dishes correctly</p> <p>P3: Use appropriate methods to prepare simple salad and fruit dishes</p> <p>P4: Check that preparation of simple salad and fruit dishes meets quality requirements</p> <p>P5: Maintain recommended temperatures for holding and serving simple salad and fruit dishes</p>
<p>CU3: Finish and present simple salad and fruit dishes for service following senior's guidance</p>	<p>P1: Garnish and present the dish to meet organizational specifications</p> <p>P2: Make sure dishes are at correct temperature for holding and serving</p>
<p>CU4: Prepare Russian Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Russian salad.</p> <p>P2: Select appropriate equipment needed to prepare Russian salad.</p> <p>P3: Wash, peel and rewash vegetables.</p> <p>P4: Dice potatoes and carrot.</p> <p>P5: Boil potatoes, carrots and green peas with added a little</p>



	<p>sugar to the water and strain.</p> <p>P6: Refrigerate the vegetables for half an hour.</p> <p>P7: Prepare sauce by adding mayonnaise, packed cream, icing sugar, white pepper powder, and fresh lemon juice.</p> <p>P8: Take bowl add vegetables and sauce and mix it.</p> <p>P9: Full boil an egg and cut in wedges</p> <p>P10: Add the egg to the bowl for topping</p> <p>P11: Serve in platter with decoration.</p>
<p>CU5: Prepare Kachumar Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Kachumar salad.</p> <p>P2: Select appropriate equipment needed to prepare Kachumar salad.</p> <p>P3: Wash, peel and rewash vegetables and strain.</p> <p>P4: Chop cut onion, cucumber and tomatoes.</p> <p>P5: Take a bowl and add the chopped vegetables.</p> <p>P6: Add seasoning salt, black pepper powder and fresh lemon juice</p> <p>P7: Add green chili by choice</p> <p>P8: Garnish it with fresh green coriander chopped.</p> <p>P9: Serve with lettuce</p>
<p>CU6: Prepare Thai Potato Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Thai potato salad.</p> <p>P2: Select appropriate equipment needed to prepare Thai Potato salad.</p> <p>P3: Wash, peel and rewash vegetables and strain.</p> <p>P4: Boil potatoes, peel and cut in slices.</p> <p>P5: Chop onions, capsicum and tomatoes (seedless) , green</p>



	<p>chilies .</p> <p>P6: Take a bowl, add chopped vegetables and sliced potatoes.</p> <p>P7: Add seasoning salt, crushed red chilies, Thai red chili, fresh lemon juice and crushed black pepper.</p> <p>P8: Mix it add olive oil.</p> <p>P9: Garnish with Thai herbs</p> <p>P10: Serve with sauce.</p>
<p>CU7: Prepare Fatoush Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Fatoush salad.</p> <p>P2: Select appropriate equipment needed to prepare Fatoush salad.</p> <p>P3: Wash, peel and rewash vegetables</p> <p>P4: Chop green onion, tomatoes, cucumber lettuce, radishes, mint leaves, fresh parsley.</p> <p>P5: Take pita bread and toast it add olive oil to the pan heat it and break the pita bread and toss it in oil add salt, black pepper powder and sumac powder to the pita chips</p> <p>P6: Make lime vinaigrette by adding lemon juice, olive oil, salt, black pepper powder, sumac powder, cinnamon powder and ground allspice.</p> <p>P7: Take a bowl adds vegetables and vinaigrette.</p> <p>P8: Top with pita chips</p> <p>P9: Serve it.</p>
<p>CU8: Prepare Apple Mexican Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Apple Mexican salad.</p> <p>P2: Select appropriate equipment needed to prepare Apple Mexican salad.</p> <p>P3: Wash, peel and rewash vegetables and strain.</p>



	<p>P4: Cut wedges of apples, julienne cut capsicum, tomatoes.</p> <p>P5: Take a bowl add apples and julienne cut vegetables.</p> <p>P7: Add spices salt, red chili crushed, fresh lemon juice, chili garlic sauce.</p> <p>P8: Mix it add olive oil.</p> <p>P9: Serve in platter with decoration.</p>
<p>CU9: Prepare Sea Food Sweet Corn Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish seafood and sweet corn salad.</p> <p>P2: Select appropriate equipment needed to prepare seafood and sweet corn salad.</p> <p>P3: Wash, peel and rewash vegetables and wash fish and strain.</p> <p>P5: Marinate fish boneless by adding mustard paste, garlic paste, woster shire sauce, cooking oil, chicken powder and mix it leave for 1 hour.</p> <p>P6: Grill the fish until done.</p> <p>P7: Cut fish in cube shape.</p> <p>P8: Cut capsicum in cube shape, tomato and onion P8: Take a bowl adds fish, vegetables and sweet corn.</p> <p>P9: Mix it. Add seasoning salt, black pepper crushed, lemon juice, chili garlic sauce.</p> <p>P10: Serve it with decoration.</p>
<p>CU10: Prepare Fresh Green Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Fresh Green salad.</p> <p>P2: Select appropriate equipment needed to prepare Fresh Green salad.</p> <p>P3: Wash, peel and rewash vegetables and strain.</p> <p>P4: Slice cut onion, cucumber, carrots, reddish and toma-</p>



	<p>toes.</p> <p>P5: Take a platter and add the sliced vegetables.</p> <p>P6: Serve with lettuce and lemon wedges.</p>
<p>CU11: Prepare Waldorf Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Waldorf salad.</p> <p>P2: Select appropriate equipment needed to prepare Waldorf salad.</p> <p>P3: Wash, peel and rewash vegetables and wash chicken and strain.</p> <p>P4: Cut in cube peeled apple and break pineapple into pieces.</p> <p>P5: Marinate breast piece of chicken by adding mustard paste, garlic paste, wostershire sauce, cooking oil, chicken powder and mix it leave for 1 hour.</p> <p>P6: Grill the chicken until it cook.</p> <p>P7: Cut chicken in cube shape.</p> <p>P8: Take bowl add apples, pineapples, chicken pieces, walnuts pieces and mix it.</p> <p>P9: Add seasoning, salt, and white pepper powder, icing sugar, fresh lemon, mayonnaise and packed cream. Mix it.</p> <p>P10: Garnish with walnuts.</p> <p>P11: Serve with decoration.</p>
<p>CU12: Prepare Caesar Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Caesar salad.</p> <p>P2: Select appropriate equipment needed to prepare Caesar salad.</p> <p>P3: Wash, peel and rewash vegetables and wash chicken and strain.</p> <p>P4: Break iceberg leaves by hand.</p>



	<p>P5: Marinate breast piece of chicken by adding mustard paste, garlic paste, wostershire sauce, cooking oil, chicken powder and mix it leave for 1 hour.</p> <p>P6: Grill the chicken until done.</p> <p>P7: Cube cut chicken.</p> <p>P8: Take a slice, cube cut it and toast it.</p> <p>P9: Take a bowl adds iceberg, bread pieces and chicken and mixes it.</p> <p>P10: Make French dressing, take a jug add egg white, lem-on juice, mustard paste, salt and olive oil and shake it well.</p> <p>P11: Garnish with tinned anchovies</p> <p>P12: Serve with decoration.</p>
<p>CU13: Prepare Pasta Salad</p>	<p>P1: Assemble food and ingredients required to prepare and finish Pasta salad.</p> <p>P2: Select appropriate equipment needed to prepare Pasta salad.</p> <p>P3: Wash apples and vegetables and strain.</p> <p>P4: Cut apples in wedges, cube cut capsicum, tomatoes.</p> <p>P5: Boil penne pasta, strain and refrigerate for 20 min.</p> <p>P6: Take a bowl adds pasta, apples and cube cut vegeta- bles.</p> <p>P7: Add spices salt, red chili crushed, fresh lemon juice, chili sauce, tomato ketchup, sugar.</p> <p>P8: Mix it thoroughly.</p> <p>P9: Serve it.</p>



- Store fresh and chilled simple salad and fruit dishes correctly
- ingredients are fit for preparation and finishing
- Salad dressings & mixing
- Seasonal fruits & vegetables
- Different types of salads
- Fruit salads & fruit desserts
- Fruit purees & sauces
- Handling knives & chef's tools
- Food hygiene & food safety
- Personal hygiene
- Fruits & vegetable cutting

Tool and Equipment:

- Lemon Juicer
- Garlic Press
- Peeler Set
- Scrape Shovel
- Salad Tongs
- Hand powered food chopper
- Salad spinner
- Cutting boards
- Chef's knives & tools
- Salad mixing bowls
- Serving dishes & bowls

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Finish and present simple salad and fruit dishes for service following senior's guidance.



1013-HRC-27 Identify and Prepare Meat

Overview:

This Competency standard provides the skills and knowledge to select, prepare, present and store meats.

Competency Unit	Performance Criteria
CU1: Identify meats	P1: Identify Primal, secondary and portioned cuts of lamb, beef and veal are in accordance with the Pakistani standard meat cuts. P2: Apply and use leftover policy to minimize waste and maintain quality.
CU2: Select suppliers and purchase meats	P1: Select the best supplier to ensure reliability & quality. P2: Minimize wastage through correct purchasing and storing techniques.
CU3: Prepare and present meat cuts	P1: Prepare meat cuts of correct portion size described in menu. P2: Ensure variety of primary, secondary and portioned meat cuts are prepared as per standard recipe. P3: Marinade meats as required by menu & recipe. P4: Store fresh meats as per health regulations. P5: Frozen meats are thawed correctly.

Knowledge & Understanding

- Boning, cutting, trimming, mincing
- Weighing, portioning
- tenderizing, rolling, trussing
- Stuffing, tying and skewering
- Aging of meat
- Storage and freezing of meat
- Preparation, cooking methods and marinade
- Colour coded cutting boards
- Organizational skills and teamwork
- Food hygiene and food safety
- Culinary terms commonly used
- Yield & butchers yield tests
- Portion controls
- Meat quality



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Meat cuts are prepared to the correct portion according to the menu requirements.
- A variety of primary, secondary and portioned meat cuts are prepared and presented to standard recipe specifications

Tools and Equipment

- ❖ Meat thermometer
- ❖ Tooth Picks
- ❖ Butcher block
- ❖ Different chopping boards
- ❖ Large Plastic Brining Bags
- ❖ Thin boning knife
- ❖ Bucher knife
- ❖ Steak hammer
- ❖ PPE's



1013-HRC-28 Prepare, Cook and Finish Meat ,Poultry & Fish (Level 3)

Overview:

This Competency Standard develops basic knowledge, skills and understanding to prepare, cook and finish meat, poultry and fish dishes under guidance.

Competency Unit	Performance Criteria
<p>CU1: Assemble food and equipment to prepare, cook and finish meat, poultry & fish</p>	<p>P1: Assemble food and ingredients required to prepare and cook meat, poultry, fish dishes P2: Defrost meat, poultry, fish if required using correct thawing procedure P3: Select appropriate equipment needed to prepare and cook meat, poultry, fish dishes P4: Check meat, poultry, fish meets required, quality and quantity</p>
<p>CU2: Use correct cooking methods and equipment (under indirect supervision from Chef de partie and other associates) to prepare meat for cooking</p>	<p>P1: Choose and use tools and equipment for preparing and cooking meat dishes correctly P2: Use appropriate methods to prepare meat for cooking P3: Check that the dish has the correct flavor, consistency and quantity P4: Check that cooking of meat dishes meets quality requirements P5: Correct temperatures for holding meat dishes</p>
<p>CU3: Use correct cooking methods and equipment (under indirect supervision from Chef de partie and other associates) to cook Poultry dishes</p>	<p>P1: Identify requirements for preparing and cooking poultry dishes P2: Choose and use tools and equipment for preparing and cooking poultry dishes correctly P3: Use appropriate methods to prepare poultry for cooking P4: Check that preparation of poultry meets quality requirements P5: Use appropriate methods to cook poultry dishes P6: Combine poultry with other ingredients P7: Check that the dish has the correct flavor, consistency and quantity P8: Check that cooking of poultry dishes meets quality requirements</p>
<p>CU4: Use correct cooking methods to cook and finish fish dishes under senior's supervision</p>	<p>P1: Identify requirements for preparing and cooking fish dishes P2: Choose and use tools and equipment for preparing and cooking fish dishes correctly P3: Use appropriate methods to prepare fish for cooking P4: Check that preparation of fish meets quality requirements P5: Use appropriate methods to cook fish dishes P6: Garnish & present fish as per menu</p>



Knowledge & Understanding of

- Basic cooking methods
- Food hygiene and food safety
- Handling knives
- Basic mother sauces
- Portion control
- Kitchen equipment
- Chef's tools
- Ingredients
- Herbs & spices
- Different meats, poultry, fish

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Present meat, Poultry and fish for service follow senior guidance.

Tools and Equipment

- ❖ Boning Knife
- ❖ Honing Steel
- ❖ Cast iron pan
- ❖ Meat thermometer
- ❖ Heavy wooden cutting board or butcher block
- ❖ Cutting boards
- ❖ Kitchen utensils
- ❖ Kitchen equipment
- ❖ Chef's knives & tools
- ❖ PPE's

**1013-HRC-29 Prepare and Cook Shellfish (Level 3)****Overview:**

This Competency standard provides the skills and knowledge required to select, prepare, present and store shellfish.

Competency Unit	Performance Criteria
CU1: Identify, select and store shellfish	P1: select the shellfish according to quality, seasonal availability As required for the menu. P2: perform yield test on various types of shellfish to calculate Correct portion size. P3: perform professional way of cutting when preparing shellfish From a live aquarium in guest presence. P4: store and handle shellfish correctly as per food hygiene Standards. P5: Thaw shellfish as per standard thawing procedures.
CU2: Prepare, cook & present shellfish	P1: clean and prepare Shellfish in accordance with standard Recipe & menu. P2: Calculate the correct portion size as per recipe and menu. P3: Cook shellfish using appropriate cooking method. P4: Plate shellfish and garnish as per menu.
CU3: Prepare sauces for Shellfish	P1: Identify basic sauces to prepare required sauces. P2: prepare mise en place for the sauces. P3: Prepare sauces according to standard recipes and as Described in the menu. P4: Prepare hot or cold sauce.

Knowledge & Understanding of

- Culinary terms commonly used
- Personal hygiene
- Food hygiene and kitchen safety
- Shellfish freshness
- Shellfish processing
- Shellfish cooking techniques
- Basic cooking methods
- Basic mother sauces
- Shellfish sauces
- Chef's tools & knives
- Cutting boards



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify, prepare, cook and present a shellfish dish with Beurre blanc sauce.

Tools and Equipment

- ❖ Spatula
- ❖ Fillet Knife
- ❖ Fish Steamer
- ❖ Endurance Fish & shellfish Scissors
- ❖ Cutting board
- ❖ Chef's knives & tools
- ❖ Whisk
- ❖ Sauce pans
- ❖ Grill pan
- ❖ Frying pans
- ❖ Crockery
- ❖ PPE's



1013-HRC-30 Prepare and Cook Grain and Pulse Dishes (Level 3)

Overview:

The aim of this Competency Standard is to develop basic knowledge, skills and understanding to prepare and cook grain and pulse dishes

Competency Unit	Performance Criteria
CU1: Cook Chicken Channay(chick peas)	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Boil channay</p> <p>P4: Take pan add oil, chicken, onion, tomato, green chili, ginger garlic paste, red chili, garam masala powder mix, turmeric powder, salt. Cook and make the gravy.</p> <p>P5: Now add the boiled channay in cooked gravy. Cook them for 10-15 minute.</p> <p>P6: Serve it with garnishing of green chili, green coriander and Ginger.</p>
CU2: Cook Dal Mash (white lentil)	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Boil dal mash.</p> <p>P4: Take pan add garlic slices add onion, tomatoes, red chili powder, salt, turmeric powder, garam masala powder mix, black pepper crushed, kasoore methi, green chili, Ginger. Cook and make gravy.</p> <p>P5: Add boiled dal and cook it for 5-10 minutes and also add Cream.</p> <p>P6: Serve it with garnishing of green coriander.</p>
CU3: Cook Dal Makhni	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Boil dal mash (white lentil).</p> <p>P4: Take pan pour butter, cream, add garlic slices add onion, tomatoes, red chili powder, salt, turmeric powder, garam masala powder mix, black pepper crushed, kasoore methi, Green chili, ginger. Cook and make gravy.</p> <p>P5: Add boiled dal and cook it for 5-10 minutes and also add cream.</p> <p>P6: Serve it with garnishing of Butter and green coriander.</p>



CU4: Cook Haleem	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Take all pulses (dal), rice, chicken, salt, red chili whole, red chili powder, turmeric powder, cinnamon, black Cardamom, porridge. Now boil it till it tenders.</p> <p>P4: Take oil in a pan add onion, tomato, green chili, ginger-garlic paste, cumin seed, red chili powder, salt, Turmeric powder, shredded chicken. Make the gravy.</p> <p>P5: Add the tendered mixture in the gravy. Cook it for 20-25 Minutes.</p> <p>P6: Garnish it with seedless lemon, green chili, ginger, green Coriander and brown onion and serve it.</p>
CU5: Cook Dal Tarrka (tempered Dal)	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Take Dal moong (split Mung beans) Masoor, add red chili salt, turmeric powder, cinnamon stick, black cardamom.</p> <p>P4: Boil this mixture to tender.</p> <p>P5: Take a pan. Pour oil. Add garlic slice, cumin seed, ginger, whole red chili, green chili, green coriander, butter.</p> <p>P6: Add the tendered pulse in this mixture.</p> <p>P7: Serve the pulse after garnishing.</p>
CU6: Cook Shahi/ Mughlai Dal	<p>P1: Assemble food and ingredients required to prepare.</p> <p>P2: Select appropriate equipment needed to prepare.</p> <p>P3: Boil Dal Mash.</p> <p>P4: Take pan and pour oil, chopped onion, chopped green Chili, chopped boneless chicken, white pepper. Cook it to Make gravy.</p> <p>P5: Add the boiled mash pulse in the gravy. Add milk, cream and coconut crush. Cook it for 5-10 minutes.</p> <p>P6: Serve it with cream garnish.</p>

Knowledge & Understanding

- Types of grains & pulses
- Basic cooking methods
- Local cooking styles & taste



- Tools & equipment used for cooking grains & pulses
- Personal hygiene
- Food hygiene & kitchen safety
- Local ingredients
- Local herbs & spices

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Use basic methods and equipment to cook & present Mughlai Dal.

Tools and Equipment

- ❖ Good Knives
- ❖ Big Cutting Board
- ❖ fait tout pan
- ❖ Earthenware Gratin Dish
- ❖ Tongs
- ❖ Mortar and Pestle (chatu bata)
- ❖ Pressure Cooker



1013-HRC-31 Prepare, cook and finish soups

Overview:

Soup is a primarily liquid food, generally served warm or hot (but may be served cold or chilled as well), that is made by combining ingredients of meat, vegetables or other ingredients with stock, juice, water, or some other liquid.

This competency provides knowledge and skills required to prepare cook and serve soups in a hospitality style.

Competency Units	Performance Criteria
<p>CU1: Select ingredients, collect utensils prepare mise en place and cook 4 servings of chicken cream soup.</p>	<p>P1: select ingredients, (50 gr unsalted butter, 50 gr flour 600 ml chicken stock, Pinch white pepper powder Pinch salt, pinch chopped parsley, 50 ml fresh cream 50 gr chopped cooked chicken).</p> <p>P2: Collect utensils, stock pot, saucepan, whisk, chef's knife, Sieve, cooking spoon, soup ladle,</p> <p>P3: prepare mise en place, make chicken stock using chicken Bone with some chicken meat on, make white roux.</p> <p>P4: Cook chicken soup following these steps,</p> <ul style="list-style-type: none"> ● Melt butter in saucepan add flour and cook until flour smells cooked and roux is ready. ● Add stock to roux and keep whisking until cook reaches to a soup consistency. ● Now add salt white pepper chopped parsley and fresh cream. ● Put chopped chicken in serving bowl or soup cups. ● Pour soup in serving bowl or soup cups and garnish with chopped parsley and fresh cream.
<p>CU2: Select ingredients, collect utensils prepare mise en place and cook 4 servings of chicken noodles soup.</p>	<p>P1: select ingredients (600 gr chicken stock, 100 gr boiled noodles, Pinch salt, pinch white pepper, 50 gr (carrots, cabbage, Capsicum), 100 gr chicken, vinegar, chopped ginger, pinch Sugar, chopped Green chilly if you like spicy.</p> <p>P2: Collect utensils Chinese wok, Chinese cooking ladle, stock Pot, saucepan, cutting board, chef's knife.</p> <p>P3: prepare mise en place, prepare and boil noodles, prepare Chicken stock, Julien vegetables, chop ginger, chop chilly, Chop chicken.</p> <p>P4: Cook chicken noodles soup,</p> <ul style="list-style-type: none"> ● Add chicken stock to a wok and bring it to boil. ● Now add chicken and cook for 2/3 minutes on high heat. ● Add salt, pepper, sugar and vinegar and vegetables and



	<ul style="list-style-type: none">• Cook for another 2 minutes skimming soup occasionally. <p>P5: Add noodles to serving cups and pour soup, garnish with Chopped parsley.</p>
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Knowledge & Understanding:

SOUPS

Soup is a primarily liquid food, generally served warm or hot (but may be served cold or chilled as well), that is made by combining ingredients of meat or vegetables with stock, juice, water, or some other liquids. The established French classifications of clear soups are bouillon and consommé.

There are two basic kinds of soup—**Broths and creamy soups**

Broths include flavored stocks or broths, consommés, include soups such as chicken noodle soup or French onion soup.

Creamy soups include cream and purée soups, such as bisques, chowders, cream soups. Stocks or broth is the basic ingredient for soups.

Creamy soups

Thick soups are classified depending upon the type of thickening agent used: purées are vegetable soups thickened with starch; bisques are made from puréed shellfish or vegetables thickened with cream. Cream soups may be thickened with roux and velvet soups are thickened with eggs and starch

Bisque, thick soup usually made with seafood or fish.

Chowder, thick soup served with chunks of seafood fish chicken vegetables in it.

Puree, puree of vegetables lentils peanuts fruits etc.

Cream, thick creamy soup made with chicken mushrooms tomatoes vegetables.

Clear soups

Consommé, it's a stock based strong aromatic soup of beef, veal, fish, chicken or vegetables that is clarified with mincemeat, egg whites and mirepoix.

Broth, is a stock based clear soup cooked with chunks of beef, chicken, seafood, fish, vegetables, pasta or noodles.

Minestrone, it's an Italian soup made with diced vegetables pasta and parmesan cheese and tomatoes paste.

Cold or chilled soups

Cold soups are made from Fruits or Vegetables.

Vichyssoise, a thick soup made of boiled and puréed leeks, onions, potatoes, cream, and chicken stock. It is traditionally served cold but it can be eaten hot too.

Gazpacho, it's a Spanish cold tomato soup.

Chilled Doria, it's a cold cucumber soup.

Cold mango soup, very appetizing combination of mango puree fresh grated ginger dash of tabasco seasoned with salt cumin powder and cinnamon powder.



Traditional soups

Borch, a Russian traditional soup made of beetroot and carrots.

Mulligatawny, south Indian soup made with puree of red lentil (Dal Masoor)

ONION SOUP, a french delicacy caramelized onion cooked with beef broth topped with sliced toasted french bougot and cheese and broiled

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- prepare mise en place, make chicken stock using chicken
- Bone with some chicken meat on, make white roux.

Tools & Equipment:

- ❖ Chinese wok
- ❖ stock pot
- ❖ saucepan
- ❖ Chinese cooking ladle
- ❖ Cooking spoon
- ❖ chefs knives
- ❖ Chinese slicer
- ❖ cutting board
- ❖ Noodle machine
- ❖ veg peeler
- ❖ stove
- ❖ soup bowls
- ❖ PPE



1013-HRC-32 Prepare, Bake and Finish Simple Bread and Dough Products

Overview:

This Competency Standard provides basic knowledge, skills and understanding required to prepare, bake and finish simple bread and dough products.

Competency Unit	Performance Criteria
<p>CU1: Assemble food and equipment to prepare and cook simple bread and dough products</p>	<p>P1: Identify requirements for preparing and cooking bread products P2: Choose and use tools and equipment for preparing and cooking bread products correctly P3: Use appropriate methods to prepare bread products for cooking P4: Check that preparation for bread products meets quality requirements P5: Use appropriate methods to cook bread products P6: Check that the dish has the correct flavor, consistency and quantity P7: Check that cooking of bread products meets quality requirements</p>
<p>CU2: Use basic methods and equipment (under indirect supervision from Chef de partie and other associates) to prepare simple bread and dough products for cooking</p>	<p>P1: Identify requirements for preparing and cooking dough products P2: Choose and use tools and equipment for preparing and cooking dough products correctly P3: Use appropriate methods to prepare dough products for cooking P4: Check that preparation for dough products meets quality requirements P5: Use appropriate methods to cook dough products P6: Check that the dish has the correct flavor, consistency and quantity P7: Check that cooking of dough products meets quality requirements P8: Correct temperatures for holding simple bread and dough products</p>
<p>CU3: Use basic methods and equipment (under indirect supervision from Chef de partie and other associates) to cook and finish ingredients for simple bread and</p>	<p>P1: Identify requirements for preparing and cooking dough products correctly P2: Choose and use tools and equipment for preparing and cooking dough products correctly P3: Use appropriate methods to prepare dough products correctly for cooking P4: Check that preparation of dough products correctly meets quality requirements P5: Use appropriate methods to cook dough products correctly</p>



dough products dishes	P6: Check that the dough products has the correct flavor, consistency and quantity P7: Check that cooking of dough products meets quality requirements
CU4: Present simple bread and dough products for service following senior guidance	P1: Garnish and present the product to meet organizational specifications P2: ensure products are at correct temperature for holding and serving P3: Safely store cooked simple bread and dough products not for immediate use

Knowledge & Understanding of

- Different types of dough
- Different fermenting agents
- Dough mixing techniques
- Dough proofing & resting techniques
- Dough kneading & rolling
- Cookies dough
- Croissant dough
- Donut dough
- Bread dough
- Different types of Flours
- Different types of Yeasts
- Using dough & mixing machines
- Holding breads
- Ingredients, herbs & spices
- Baking trays, molds & tins
- Dough cutters and other tools

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Prepare & present simple bread and dough products for a buffet display.

Tools and Equipment

- ❖ Baking Pans
- ❖ Dough Hook



- ❖ Measuring Spoons and cups
- ❖ Food processor
- ❖ Mixing Bowl
- ❖ Pastry Brush
- ❖ Plastic Wrap
- ❖ Rolling Pin
- ❖ Whisk
- ❖ Dough mixer
- ❖ Mixing machine
- ❖ Convection oven
- ❖ Wooden or marble top for dough rolling
- ❖ Dough cutter
- ❖ Bread molds, baking trays



1013-HRC-33 Prepare, Cook and Finish Sweet Dishes

Overview:

This Competency Standard provides basic knowledge, skills and understanding to prepare, and finish simple sweet dishes.

Competency Unit	Performance Criteria
CU1: Assemble food and equipment to prepare and finish simple sweet dishes	P1: Identify requirements for preparing and baking pound cake P2: Choose and use tools and equipment for preparing and baking pound cake correctly P3: Use appropriate methods to prepare cake mix for baking P4: Check that preparation for pound cake mix meets quality requirements P5: Use appropriate methods to bake pound cake
CU2: Use basic methods and equipment (under indirect supervision from Chef de partie and other associates) to prepare and finish simple pastries	P1: Identify requirements for preparing and cooking simple pastries P2: Choose and use tools and equipment for preparing and baking simple pastries correctly P3: Use appropriate methods to prepare simple pastries for baking P4: Check that preparation for simple pastries meets quality requirements P5: Use appropriate methods to bake simple pastries P6: Check that the pastries have the correct flavor, consistency and quantity P7: Correct temperatures for holding and finish simple sweet dishes
CU3: Use basic methods and equipment (under indirect supervision from Chef de partie and other associates) to decorate, garnish and finish sweet dishes	P1: Garnish and present the sweet dishes to meet organizational specifications P2: Make sure sweet dishes are at correct temperature for holding and serving P3: Safely store sweet dishes not for immediate use

Knowledge & Understanding of

- Basic cake's ingredients
- Different types of flours
- Different types of essence
- Approved food colors



- Whipping cream
- Different types of icings
- Layering & toppings
- Baking temperatures
- Convection oven
- Cake molds & Baking trays
- Pastry knives & tools
- Piping bags

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Using correct method prepare & garnish two servings of vanilla custard

Tools and Equipment

- ❖ Offset Spatula
- ❖ Replete Dough Spreader
- ❖ Zester
- ❖ Cake tins of all sizes and shapes
- ❖ Oven
- ❖ Refrigerator
- ❖ Freezer
- ❖ Thermometer
- ❖ Pastry Blender or cutter
- ❖ Whisking bowl
- ❖ Whisk
- ❖ Cake stand
- ❖ Bowl of different sizes & shapes

**1013-HRC-34 Prepare Appetizers****Overview:**

Appetizer a small dish of food or a drink taken before a meal or main course to stimulate appetite. Other terms used for Appetizers are:

Starters, hot or cold canapés, first course, finger food, titbits, savory snacks, antipasti, dim sums, Hors d'oeuvres.

These Competency standard deals with the skills and knowledge required to prepare and present appetizers.

Competency Unit	Performance Criteria
CU1: Identify methods select tools and prepare mise en place for assorted Appetizers	P1: Identify types & preparation method for selected Appetizers as per menu presentation. P2: Select tools & utensils for making Appetizers. P3: Prepare mise en place for selected Appetizers.
CU2: Prepare a range of cold appetizers us- ing different tools cutters or molds	P1: Prepare pastes pates or galantines and cold sauces for cold Appetizers. P2: Use correct tools fancy shaped cutters and utensils to make different shapes and types of cold appetizers to make them look Presentable and appealing. P4: Use different types of garnishes to decorate. P5: Use fancy cocktail picks to make convenient for the guest to pick.
CU3: Prepare a variety of Hot appetizers	P1: Prepare bite sized Vol au vent and fill with chicken & mushrooms, bite size tartlets with different savory fillings, prepare cocktail size roll or croquettes, prepare vegetable, prawns or fish tempura. P2: Prepare different types of Dips or sauces to serve with hot Appetizers as per menu presentation.
CU4: Present & Serve hot and cold appetizers	P1: Present cold appetizers using doilies or serviettes lined platters and serve with choice of cold dips or sauces. P2: Present hot appetizers side with BBQ sauce or some other dips as per menu presentation

Knowledge & Understanding

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- Different types of pastes, pates, Galantines
- Different cold and hot dips and sauces
- Different molds, cutters and other chef tools



- Handling and preparing basic dough, short crust dough, puff pastry
- Different garnishes used for hot or cold appetizers
- Personal Hygiene
- Culinary terms commonly used in hospitality
- Food hygiene and kitchen safety
- Logical and time efficient workflow
- Safe use of knives and chef tools
- Safe use of kitchen equipment

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify types & preparation method for selected Appetizers as per menu presentation.

Tools and Equipment

- ❖ Vegetable & fruit scooper
- ❖ Rubber Spatula
- ❖ Paring Knife
- ❖ Spatula
- ❖ Wire whisk
- ❖ Chef's knife
- ❖ Sandwich knife
- ❖ Mixing bowls
- ❖ Rolling pin
- ❖ Cutting boards
- ❖ Frying pans
- ❖ Sauce pans
- ❖ Baking oven
- ❖ Baking molds, trays
- ❖ Assorted cocktail picks
- ❖ Different size serving platters
- ❖ Doilies or serviettes
- ❖ Bowls for sauces and dips
- ❖ Pate and galantine molds
- ❖ Cling film, aluminum raps

**1013-HRC-35 Prepare Hot sauces, Dressings and Cold Sauces****Overview:**

This competency provide knowledge and skill required to prepare hot sauces, hot & cold sweet sauces, salad dressings and Mayonnaise sauce.

Competency Units	Performance Criteria
CU1: Select ingredients, prepare mise en place, collect utensils, prepare and finish Nantua sauce.	P1: Select ingredients for Nantua sauce. P2: Prepare mise en place for Nantua sauce. P3: Collect all the utensils required for making Nantua sauce. P4; Prepare béchamel sauce. P5: Sauté chopped shrimps or crayfish in butter and add cream. P6: Add béchamel sauce and seasoning.
CU2: Select ingredients, prepare mise en place, collect utensils, prepare and serve Ranch dressing.	P1: Chose ingredients for ranch dressing. P2: Collect utensils to prepare ranch dressing. P3: Put all the ingredients in a bowl and whisk well. P4: Check seasoning. P5: Cover the dressing and refrigerate for 30 minutes. P6: Serve the dressing chilled along with fresh vegetables.
CU3: Select ingredients, prepare mise en place, collect utensils, prepare and serve Tartar sauce.	P1: Collect ingredients for Tartar sauce. P2: Select utensils and tools. P3: Prepare mise en place for Tartar sauce. P4: Mix all the ingredients in mayonnaise. P5: check seasoning and serve.

Knowledge & Understanding of:**Béchamel sauce few extensions**

Cream sauce: just add seasoning and dairy cream in to the béchamel and cream sauce is ready. (We can add white wine or sliced mushroom or chopped parsley herbs or cappers to cream sauce to compliment different dishes)

Mornay sauce: melt cheese in to warm béchamel sauce.

Soubise sauce: soubise sauce is a classic cream sauce for vegetables, chicken or eggs made by sautéing onions and adding them to a basic béchamel sauce.

Nantua sauce: it's a classic seafood sauce made by adding chopped shrimps or crayfish sautéed in butter and cream to béchamel sauce.

Velouté Sauce few extensions

Supreme sauce: chicken velouté fortified with heavy cream is called supreme sauce.

Allemande sauce: veal velouté thickened with egg yolks and cream becomes Allemande sauce.

White wine sauce: fish velouté plus white wine and heavy cream becomes White wine sauce.

Normandy Sauce: it's a classic sauce for fish and seafood & made by adding chopped mushrooms and thickening by mixture of egg yolks and heavy cream.



Aurora Sauce: the Aurora sauce is a creamy tomato sauce for eggs, vegetables and pasta dishes. It's made by adding tomato puree to Supreme sauce or Allemande sauce

Espagnole Sauce few extensions

Demi-glace: demi-glace consists of a mixture of half Espagnole and half brown stock and reduced to half.

Marchand de VIN: it's made by reducing red wine and chopped shallots simmering in the demi-glace.

Lyonnaise sauce: Lyonnaise is finished sauce made with onions & white wine vinegar simmered in demi-glace, complements well with roasted or grilled meats, poultry, or grilled sausages.

Mushroom sauce: just add sauté mushrooms and shallots to demi-glace.

Hollandaise sauce few extensions

Béarnaise sauce: béarnaise is a rich, buttery, aromatic sauce featuring finely chopped shallots tarragon and crushed black peppercorns, it is one of the most amazing sauce to serve with a grilled steak.

Dijon Sauce: just add Dijon mustard to hollandaise sauce and served with vegetables fish or grilled chicken.

Choron Sauce: choron sauce is made by adding tomato paste to hollandaise sauce and typically served with grilled steaks, eggs, chicken or fish.

Maltaise Sauce: this classic sauce is made by adding juice of blood oranges to hollandaise sauce, it's little bit sweeter than regular hollandaise sauce.

Tomato Sauce few extensions

Creole Sauce: this is a spicy tomato sauce made with sautéed onions, green peppers and garlic and seasoned with cayenne pepper.

Portuguese Sauce: it's a hearty tomato sauce made with sautéed onions, garlic and tomato Concasse and chopped parsley.

Provençal Sauce: it's made sautéed onion, garlic, capers, olives & herbs simmered in tomato Concasse.

Mayonnaise sauce:

Ingredients

- 3 egg yolks
- teaspoon of Dijon mustard
- pinch of salt
- pinch of pepper (freshly ground if possible)
- 1 lemon
- 1 1/4 cups of flavorless cooking oil



Method

You can whisk this by hand, but it will take quite an effort, use a food processor if you have one.

Put the egg yolks in a food processor with the Dijon mustard. And turn the food processor on. The first 30 seconds of making mayonnaise is the most crucial, so be careful during this period and go slow with the oil. SLOWLY begin pouring the oil into the food processor while it's on. After 30 seconds or so you can start pouring faster. Turn off processor when you've added all the oil.

Add the salt and pepper, then cut the lemon in half and squeeze the juice into the mayonnaise mixture. Give the mix a quick burst with the food processor and done Store mayonnaise in fridge.

Tartar Sauce,

Tartar sauce is a cold sauce or dip made by adding chopped hard-boiled eggs, pickled onions, cappers, parsley, olives, freshly grounded black pepper, salt and lemon juice in mayonnaise.

Tartar sauce is served with fried fish & seafood, fried chicken.

Dessert sauces:

Butter scotch sauce, Strawberry sauce, Blueberry sauce, Praline sauce, hot fudge sauce, Vanilla sauce, caramel toffee sauce, chocolate sauce, Fresh fruit collies.

Salad Dressings:

Salads are a healthy option if you're trying to eat right. But if you don't have the perfect dressing for them, salads don't taste great.

Balsamic vinaigrette dressing

This is a classic dressing once prepared can be used for several days.

Ingredients:

3/4th cup extra virgin olive oil, 1/4th cup balsamic vinegar, Salt, Freshly ground pepper

Method:

Combine all the ingredients in a jar and shake it vigorously. Taste the dressing to see if it needs any adjustments. If the dressing tastes too sharp, add more oil. If it tastes too dense, add more balsamic vinegar. You can also add mustard, garlic, herbs, honey or brown sugar.

Ranch dressing

Ingredients:

1 cup mayonnaise, 1/2 cup sour cream or buttermilk, 1/2 teaspoon dried chives

1/2 teaspoon dried parsley, 1/4 teaspoon garlic powder, 1/4 teaspoon onion powder

Salt, Freshly ground black pepper

Method:

Get a large bowl and put all the ingredients in it. Whisk till they are combined well. Cover and refrigerate for 30 minutes. Serve cold.



Honey mustard dressing

A versatile dressing, this one goes equally well with green salads, steamed veggies, chicken, fish, and meats.

Ingredients:

1/4 cup + 1 tablespoon Dijon mustard, 1/4 cup honey, 1/4 cup cider vinegar
1 1/2 teaspoons salt, 1/4 cup plus 2 tablespoons vegetable oil

Method:

In a bowl, combine the mustard, vinegar, honey, and salt. Add the oil gradually while whisking to make the dressing creamy. Store in the refrigerator and use it for up to 3 days.

Italian dressing

Ingredients:

6 tablespoons olive oil, 2 tablespoons white wine vinegar, 2 tablespoons chopped fresh parsley
1 tablespoon lemon juice, 2 garlic cloves, chopped, 1 teaspoon dried basil
1/4 teaspoon dried crushed red pepper, dried oregano

Method:

Whisk all the ingredients in a small to medium bowl. Season with salt and pepper. Store in refrigerator and use over the next 24 hours.

Zesty lemon dressing.

Ingredients:

1/4 cup canola oil, 1 teaspoon grated lemon peel, 2 tablespoons lemon juice,
1 tablespoon rice vinegar, 1 tablespoon chopped scallions, 1/4 teaspoon garlic powder
1/4 teaspoon dried dill

Method:

Get a bottle or a jar with a tight lid. Put all the ingredients in the bottle and shake well.

Agrodolce dressing

Agrodolce, which means 'sweet and sour', is a great dressing for salads. It's made with vinegar, red wine, sugar and garlic, and if done right, it can be the most addictive flavor combination. The balance of flavor here is actually quite difficult to master but with practice we can.

Ingredients:

3 tablespoons sugar, 3/4 cup dry red wine (optional red wine vinegar can be used)
3 tablespoons balsamic vinegar, 2 teaspoons minced garlic, 3/4 teaspoon black peppercorns
3/4 teaspoon chopped rosemary leaves, 3 tablespoons extra virgin olive oil
2 teaspoons fresh lime juice, Salt

Method:

Put 3 tablespoons of sugar in a small saucepan. Shake pan over high heat, don't stir. Do this for about 3 minutes or until the sugar is liquefied and changes colour. Take the pan off the heat and add the dry red wine and balsamic vinegar. At this point, the sugar will harden. Put the pan back on the flame. Add minced garlic, black peppercorns, rosemary leaves, and salt. Stir for about 5 minutes or until the sugar melts again and the mixture reduces to about 3/4 cup. Take it off the heat and leave the mixture for about 2 hours. Pour it into a small bowl through a fine strainer.

Whisk in the olive oil and lime juice. Serve fresh.



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Select ingredients, prepare mise en place, collect utensils & prepare Tartar sauce.

Tools & Equipment:

- ❖ Cutting boards,
- ❖ chef's knives & tools,
- ❖ whisks, mixing bowls,
- ❖ saucepans,
- ❖ frying pans,
- ❖ dressing bottles & jars,
- ❖ blender,
- ❖ juicer,
- ❖ can opener,
- ❖ cooking spoons,
- ❖ stove,
- ❖ PPE.

**1013-HRC-36 Prepare Hot Sandwiches.****Overview:**

When meat, fish, poultry, vegetables, eggs, cheese is served squeezed, rolled or packed in between breads or open faced is called sandwich.

Sandwich can be served cold, hot, toasted or grilled.

This competency will provide knowledge & skills to prepare hot sandwiches.

Competency Units	Performance Criteria
CU1: Select utensils, chose ingredients, prepare mise en place, assemble and serve club sandwich.	P1: Select utensils to make club sandwich. P2: Chose ingredients to make club sandwich. P3; Prepare all the mise en place, fry egg, fry french fries, slice vegetables, grill mortadella, toast bread, prepare chicken paste and mix Coleslaw. P4: Assemble the club sandwich and serve.
CU2: Select utensils, chose ingredients, prepare mise en place, assemble and serve chicken cheese burger.	P1: Select utensils to make chicken cheese burger. P2: Chose ingredients for chicken cheese burger. P3: Prepare all the mise en place for chicken cheese burger, follow steps in knowledge section. P4: Cook chicken Pattie, melt the cheese toast the bun and assemble chicken cheese burger. P5: Serve chicken cheese burger.

Knowledge & Understanding:

Hot sandwiches can be a full meal, even for diehard meat-and-potato lovers. These sandwiches are hearty and delicious and easy to make, even for beginner cooks. They include some favorite ingredients such as roasted or grilled chicken, grilled meats, kebabs, eggs, processed meats, vegetables, pickles and cheese.

Hot sandwiches comes in different types and shapes like,

Burgers. Grilled Meat, chicken, fish, patties or sliced or shredded roasted meat or chicken served with cheese, lettuce, cucumber, tomatoes and mayonnaise in a toasted Bun.

Pocket sandwiches. Different types of fillings served in pockets of pita bread.

Wraps. These sandwiches are usually served with BBQ chicken pieces or kebabs, fried chicken chunks, fried fish or seafood wrapped in khubz (Lebanese bread) or Mexican tortillas with crunchy vegetables and sauces.

Shawarma. Shawarma is a traditional Mediterranean street food but became more popular after adopted by Middle East. Shawarma is made of sliced grilled meat, chicken or fried Falafel (kebabs made of cooked red beans) wrapped in a pitta or Shawarma bread with tomato, vegetable pickle and tahini sauce.

Grilled sandwiches. These sandwiches are usually made with chicken meat cheese served between sandwich bread and grilled in a sandwich maker.

Submarine sandwiches. These submarine shaped sandwiches are served with grilled meats, chicken, eggs, vegetables, cheese and sauce & bread of your choice and liking.

Open face melts. These are open faced sandwiches of different fillings topped with cheese broiled and melted under a Salamander.



Toasted sandwiches. These sandwiches are made using toasted sandwich bread with the fillings of shredded freshly grilled meat or chicken mixed with mayonnaise, mustard, chopped parsley, chopped gherkins and served warm.

Club sandwich. Club sandwich is a widely popular sandwich in Asia and Middle East we can find different fillings and serving ideas. But main ingredients remains the same. Here is a standard recipe and serving suggestion for club sandwich.

Club sandwich

Yield 1 portion

Ingredients

3 slices toasted sandwich bread, 50 gr chopped cooked chicken

1 egg turn over fried, 1 slice chicken mortadella grilled

1 slice cheddar cheese, 4 slices tomato

4 slices cucumber, 2 No lettuce leaves

50 ml mayonnaise, ½ tsp. mustard paste, 60 gr French fries cooked

- Mix chicken mustard paste and half of mayonnaise and make a paste
- Spread chicken paste on one toast place chicken mortadella and fried egg on paste
- Spread mayonnaise on both sides of 2nd toast and place on top of egg
- Now place lettuce leave tomato cucumber and cheese slice on top of middle toast
- Now spread mayonnaise on one side of third toast and place on top of cheese
- Trim the edges if you desire
- Now cut the sandwich in four triangles and insert picks so that sandwich can hold its body
- Now serve in a large plate or platter along with French fries and Coleslaw

Cole slaw

Yield 4 portions

Ingredients

300 gr white cabbage julienne, 50 gr carrots julienne, 50 ml mayonnaise

10 ml mustard paste, 30 ml fresh cream, Pinch white pepper powder

Pinch salt, 1 tsp. sugar

- Mix cabbage carrots mustard mayonnaise white pepper powder sugar and fresh cream in a bowl.
- Now add salt and again mix.
- Serve as salad for 4 portions or complement 8 sandwiches or burgers.

Chicken cheese burger

Yield 4

Ingredients

400 gr chicken mince fresh, 50 gr sautéed chopped onion, 01 No Egg

01 tbsp. Tomato ketchup, 01 tbsp. Mustard paste

½ tsp. Ground black pepper, Pinch of Salt, 02 tbsp. Bread crumb, Pinch of thyme

04 No cheddar cheese slices, 04 No Burger buns, 12 No tomato slices,

12 No cucumber slices, 04 lettuce leave, 02 tbsp. cooking oil

Method

- Mix well in a bowl chicken mince, sautéed onion, egg, tomato ketchup, mustard, black pepper, salt, thyme and bread crumb and keep in fridge for 30 minutes.



- Make a small petty just to check and grill if petty starts opening add little more bread crumb and yolk of one egg and mix again.
- Make 04 equal size patties.
- Now brush oil on grill pan or hot plate and start grilling patties 3 to 4 minutes each sides.
- Put cheese slices on top of patties and let it melt a little.
- Slice buns and toast them on hot plate or grill pan.
- Mix mayonnaise, ketchup, mustard and tabasco and make sauce.
- Now apply sauce on buns and assemble lettuce tomato cucumber and burger patty cover with other slice of bun, repeat with all four burgers.
- Serve with coleslaw and french fries.

Tools & Equipment

- ❖ Cutting boards,
- ❖ chef's tools & knives,
- ❖ frying pans, saucepans,
- ❖ egg turners,
- ❖ whisk,
- ❖ mixing bowls,
- ❖ French fry cutter,
- ❖ deep fryer,
- ❖ stove,
- ❖ salamander,
- ❖ grill pan,
- ❖ hotplate,
- ❖ cheese slicer,
- ❖ vegetable peeler,
- ❖ butter spreader,
- ❖ disposable gloves,
- ❖ paper towels,
- ❖ squeezing bottles,
- ❖ can opener,
- ❖ crockery,
- ❖ plates,
- ❖ platters,
- ❖ sandwich picks,
- ❖ PPE

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Select utensils, chose ingredients, prepare mise en place, assemble and serve club sandwich.



1013-HRC-37 Prepare and Cook Game Dishes

Overview:

This Competency standard provides the skills and knowledge required to select, prepare, present and store game dishes.

Competency Unit	Performance Criteria
CU1: Select and purchase Game birds	P2: Purchase .
CU2: Select, Prepare and present game dishes	P1: Identify correctly different type of game birds. P2: Demonstrated and used correct preparation techniques not limited to the following: <ul style="list-style-type: none"> • de-boning • stuffing • filleting • rolling and trussing P3: game birds are prepared and cooked according to standard recipes. P4: Present game birds dishes in accordance with enterprise standard and may include but not be limited to carving, slicing or leaving whole.
CU3: Handle and store game bird dishes	P1: Ensure Storage conditions and optimal temperature for game bird dishes are maintained. P2: Handle game bird dishes efficiently to reduce risk of spoilage or cross contamination P3: Follow correct thawing procedure for frozen game birds.

Knowledge & Understanding

yoyo

- Organizational skills and teamwork
- Safe work practices must be demonstrated, in particular in relation to bending and
- Lifting
- Principles of nutrition, in particular the effects of cooking on the nutritional value of
- Food
- Culinary terms commonly used in the enterprise
- Principles and practices of hygiene
- Logical and time efficient workflow
- 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.
- The trainee will be able to understand
- turkey, duck, goose
- Quail, pigeon
- Rabbit, hare

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Game bird is prepared and cooked according to standard recipes to enterprise standard.

Tools and Equipment

- ❖ Boning knife
- ❖ Honing steel or Whetstone
- ❖ Cast iron pan
- ❖ Meat thermometer
- ❖ Heavy wooden cutting board or butcher block

**1013-HRC-38 Provide mise en place for Geuridon.****Overview:**

Geuridon is a style of serving fine dining or high-end restaurant in which cooked or semi cooked food is brought from the kitchen on a trolley or cart fitted with small burner which is used for the final cooking or tossing up the salads. Food is completed in front of the guests and served by a senior waiter or waitress.

Usually ceiser salad, steak tartar, crapes, fondues or flambés are served from a Geuridon.

These Competency standard deals with the skills and knowledge required to provide mise en place for Geuridon.

Competency Unit	Performance Criteria
CU1: Prepare Geuridon cart for service	<p>P1: Select ingredients as per guest order.</p> <p>P2: Ensure burner is not short of Gas, fondue pot and spirit or gel burner is in working condition. And arrange cooking forks spoons carving knife slicer sauce pan and frying pan on cart.</p> <p>P4: Examine meat and other ingredients for quality and condition.</p> <p>P5: Arrange desserts and salads on the Geuridon.</p> <p>P6: Arrange cutlery crockery and linen on cart.</p> <p>P7: Trolleys are cleared and cleaned hygienically before service time.</p>
CU2 Marinade and pre- pare semi cooked food	<p>P1: Prepare mise en place and sauces as per guest order & menu</p> <p>P2: Select alcohol ingredients in accordance with menu and service requirements where permitted.</p> <p>P3: Marinade meat items as per the recipe card.</p> <p>P4: Prepare semi cooked food</p>
CU3 Explain the menu to the captain	<p>P1: Handover the Geuridon to Captain with semi cooked and marinated meat.</p> <p>P2: Explain ingredients, sauces, dressings, desserts and garnishes to captain.</p>

Knowledge & Understanding

yoyo

- Geuridon service.
- Ingredients.
- Herbs & spices.
- Fondues.
- Flambés.
- French service and modified french service (Russian service).
- Basic cooking methods.
- Hot and cold sauces.
- Personal hygiene.
- Food hygiene & kitchen safety.
- Chef's tools.



- Vegetable cutting
- Meat cuts

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Explain ingredients, sauces, dressings, desserts and garnishes to captain

Tools and Equipment

- ❖ Fondue pot & skewers
- ❖ Frying pan
- ❖ Grill pan
- ❖ Portable hot plate
- ❖ Cooking tongues
- ❖ Sauce pots
- ❖ Cooking forks & spoons
- ❖ Sauce pans
- ❖ Salad tossing bowls
- ❖ Drip Trays
- ❖ Small whisk
- ❖ Flambé pan
- ❖ Crockery



1013-HRC-39 Prepare Pates and Terrines

Overview:

Pate is made from liver is much finer and velvety mousse like texture and can be made in any shaped container. **Terrine** is usually made from chunks of veal, diced lamb leg, duck breast or minced meat and vegetables usually cooked in ceramic dish called terrine or loaf mold that can be unmolded and sliced easily.

This competency provides knowledge and skills required to prepare and serve pates and terrines in hospitality setting.

Competency Units	Performance Criteria
<p>CU1: Identify cooking method, collect utensils select ingredients and prepare mise en place for chicken liver pate.</p>	<p>P1: Identify cooking method of chicken liver pate. P2: Collect all the utensils and tools. P3: Select all the ingredients and prepare mise en place,</p> <ul style="list-style-type: none"> • 15g butter • ½ small onion finely chopped. • 1 sprig fresh thyme leaves picked and finely chopped. • 400g chicken liver roughly chopped. • 1 tsp. white pepper powder. • Pinch of mix powdered nutmeg, cinnamon and cloves. • 50ml of chicken stock, Brandy or sherry (optional) if permitted. • Pinch of salt.
<p>CU2: Use cooking method, utensils, ingredients, cook & serve chicken liver pate.</p>	<p>P1: Use cooking method, utensils and ingredients and cook Chicken liver pate,</p> <ul style="list-style-type: none"> • Melt the butter in a frying pan, when butter start foaming <ul style="list-style-type: none"> ○ Add onion and thyme, Sauté until the onion is soft and translucent now add the chicken liver and spices. ○ Turn up the heat and fry until the liver is cooked through, this should take about 3-5 minutes. To check if the chicken is cooked, remove a piece of liver and cut it open, it should be moist but no blood a little tinge of pink is fine. Transfer the mixture to a bowl and leave to cool. ○ Put another frying pan on stove pour in the chicken stock. Allow to boil and reduce by half, stirring and scraping up any sediment from the bottom of the frying pan as you go remove from the heat and leave to cool. <p>Add the chicken liver mixture in a food processor. Pour in the reduced chicken stock Pulse the food processor until the pâté is smooth. To make the pâté extra smooth pass it through a coarse sieve. Season with salt to taste. Put the pâté in a soufflé dish or glass jar and refrigerate for 2 hours. If you want to keep the pâté for a few days, cover it</p>



	with clarified butter. P2: Serve chicken liver pate with melba toasts, cheese crackers.
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Knowledge & Understanding:

The History of Pâté

The origin of pâté is rooted in all of the northern and central European cuisines. In the middle Ages, it was in fact, a staple food of the European country side, the “Campaigner” where meat, game, and poultry were raised, slaughtered, and prepared for food on the homestead. The pâté evolved as an economical and flavorful way to use whole animal.

It was the French who adopted the pâté as a medium for creative exploration, introducing more complex flavors and new texture of the more finely ground “mousse”. Today pâté remains a mainstay of the French diet. 25% of French people eat pâté at least once per week and 68% of French people consume pâté at least once per month. In recent decades it has become a favorite nibble and first choice for hors d’oeuvre.

Chicken liver pate

Ingredients

- 15g butter
- ½ small onion finely chopped.
- 1 sprig fresh thyme leaves picked and finely chopped.
- 400g chicken liver roughly chopped.
- 1 tsp. white pepper powder.
- Pinch of mix powdered nutmeg, cinnamon and cloves.
- 50ml of chicken stock, Brandy or sherry (optional) if permitted.
- Pinch of salt.

Method

1. Melt the butter in a frying pan, when butter start foaming add onion and thyme. Sauté until the onion is soft and translucent now add the chicken liver and spices.
2. Turn up the heat and fry until the liver is cooked through, this should take about 3-5 minutes. To check if the chicken is cooked, remove a piece of liver and cut it open, it should be moist but no blood a little tinge of pink is fine. Transfer the mixture to a bowl and leave to cool.
3. Put another frying pan on stove pour in the chicken stock. Allow to boil and reduce by half, stirring and scraping up any sediment from the bottom of the frying pan as you go remove from the heat and leave to cool.
4. Add the chicken liver mixture in a food processor. Pour in the reduced chicken stock Pulse the food processor until the pâté is smooth. To make the pâté extra smooth pass it through a coarse sieve. Season with salt to taste.
5. Put the pâté in a soufflé dish or glass jar and refrigerate for 2 hours. If you want to keep the pâté for a few days, cover it with clarified butter.

6. **Chicken Liver Pate**

**Terrine:**

A terrine is an often-misunderstood dish. The term is frequently used to describe pâté, when in fact, it is an entirely different thing. On top of that, there are two meanings to the culinary word in that a terrine refers both to the dish it's baked in, as well as the dish itself.

Chicken & Mushroom Terrine

1. Heat the butter in a large sauté pan. Fry the whole mushrooms for 5/7 minutes & then add the chopped onions, garlic and fry stirring for 2 minutes and Season.
2. Put the boiled chicken and the cream into a food processor and blend to a purée. Adjust the seasoning, stir in the chopped tarragon and cooked mushrooms and beat in the egg.
3. Line a loaf mold with aluminum foil ensuring that the foil is large enough to cover the top as well as the sides. Fill the lined mold with chicken & mushroom mixture and fold the edges of the foil over to cover the terrine completely. Place the mold in a deep ovenproof dish and fill with water till 2/3 of terrine mold and cook in a preheated oven at 150°C gas 2 for 45 minutes. Check that the terrine has set, then remove from the oven and allow to cool, then transfer to the refrigerator and chill. When ready to serve, lift out of the tin and remove the foil. Cut into slices and serve with salad.

Chicken & Mushroom Terrine



Chicken & vegetable terrine



Vegetable Terrine



Mango & vanilla ice cream terrine



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Use cooking method, utensils and ingredients and cook Chicken liver pate.

Tools & Equipment

- ❖ cutting boards,
- ❖ chefs knives & tools,
- ❖ sieve,
- ❖ frying pan,
- ❖ saucepan,
- ❖ stove,
- ❖ bowls,



- ❖ vegetable peelers,
- ❖ masher,
- ❖ food processor,
- ❖ mincer,
- ❖ chopper,
- ❖ blender,
- ❖ cling film,
- ❖ aluminum foil,
- ❖ Soufflé dish,
- ❖ ramekin dish,
- ❖ pate jars,
- ❖ terrine dish,
- ❖ terrine molds,
- ❖ cooking spoons,
- ❖ spatulas,
- ❖ Roasting pan,
- ❖ oven,
- ❖ refrigerator,
- ❖ disposable gloves,
- ❖ PPE.



1013-HRC-40 Prepare and Cook Rice Dishes (Level 3).

Overview:

Cooking rice is a simple but tricky process one need to have knowledge about old n new rice as well as different types of rice.

This competency provides knowledge and skills required for a level 3 trainee to identify and perform cooking of rice dishes.

Competency Units	Performance Criteria
<p>CU1: Identify cooking method, collect utensils, select ingredients, prepare mise en place and cook & serve parmesan risotto.</p>	<p>P1: Identify cooking method and collect appropriate utensils. P2: Select correct ingredients for parmesan Risotto. P3: Prepare all the mise en place according to recipe. P4: Cook Risotto following steps given in recipe. P5: Serve Risotto as per portion size and presentation in the Menu.</p>
<p>CU2: Identify cooking method, collect, utensils, select ingredients, prepare mise en place, cook and serve chicken biryani.</p>	<p>P1: Identify cooking method and collect appropriate utensils. P2: Select correct ingredients for chicken biryani. P3: Prepare all the mise en place according to recipe. P4: Ensure steps are followed as per recipe to cook biryani. P5: Serve chicken biryani as per portion size and serving Suggestion and accompaniments as per menu.</p>

Knowledge & Understanding:

Egg & Veg Fried Rice

Yield 4 portions

Ingredients

300 gr rice, 30 gr garlic chopped, 60 gr diced carrots, 50 gr diced cabbage
 50 gr green peas, 50 gr diced capsicum, 50 gr diced spring onion
 04 eggs slightly beaten, 100 ml cooking oil, 30 ml soya sauce
 01 tsp. white pepper powder, 01 tbsp. salt, 01 tsp. Ajinomoto (OPTIONAL)

- Boil rice in water with a table spoon of oil and let them cool at room temp for 10 to 15 minutes
- In a wok heat oil and fry garlic until golden
- Add carrots green peas capsicum cabbage and stir fry for two three minutes don't overcook the vegetables
- Now add beaten eggs and stir gently until egg is cooked
- Now add rice and soya sauce white pepper salt ajinomoto and spring onion mix well on medium flame
- Serve warm

Chicken Biryani

Yield 4

Ingredients



400 gr basmati rice (boiled 90% cooked with tablespoon of oil salt
400 gr chicken with bones cut in medium pieces
02 tbsp. Ginger paste,
02 tbsp. garlic paste
02 No medium size onions sliced
200 gr tomatoes sliced
01 tbsp. each coarsely chopped green coriander and mint
04 No whole green chili
01 tbsp. Red chili powder
01 tbsp. Turmeric powder
01 tbsp. Coriander powder
50 ML oil
50 ML fresh yoghurt beaten to cream
Salt to taste
Bouquet garni of 1 bay leaf, 4 cloves, 4 black cardamom, cinnamon stick, 5 black peppercorn, 4 green cardamom and 1 tbsp. cumin

Method

Heat oil in a heavy based cooking pot and fry ¼ sliced onions until brown and crispy and remove from oil.
Now add bouquet garni to oil after sizzling add ginger garlic onion red chili turmeric coriander powder and cook until oil separates.
Now add chicken and tomatoes and cook until chicken is completely cooked add little water if needed.
Add fresh coriander, green chili, mint and yoghurt and cook for few minutes.
Layer rice on top of curry and keep covered pot on very low heat or on a hot plate for 35 to 40 minutes steam cooking (dum pukht).
Serve with fresh salad, poppadum and raita garnish with fried onion.

Risotto

Risotto is a northern Italian rice dish cooked with broth until it reaches a creamy consistency. The broth can be derived from meat, fish, or vegetables. Many types of risotto contain butter, onion, white wine, and parmesan cheese. It is one of the most common ways of cooking rice in Italy.

Ingredients

- 5 cups chicken stock
- 1 1/2 tbsp. olive oil extra-virgin
- 1 cup onion diced
- 1 1/2 cups Arborio rice uncooked
- 1/4 tsp. salt
- 1 tbsp. butter
- 1/2 tsp. black pepper freshly grounded
- 100 gr Parmesan grated
- 1 tbsp. parsley chopped

Instructions

1. Bring stock to a simmer in a large saucepan. Keep warm over low heat, but do not boil.
2. Put another saucepan over medium heat. Add oil to the saucepan swirl to coat.

3. Add onion & cook 5 minutes, stirring occasionally.
4. Add the Arborio rice and salt, cook 1 minute, stirring frequently.
5. Add 1/2 cup stock; cook 2 minutes or until liquid is absorbed, stirring frequently.
6. Stir in 1 1/2 cups stock; cook 4 minutes or until liquid is nearly absorbed, stirring constantly.
7. Add remaining stock, 3/4 cup at a time, stirring nearly constantly until each portion is absorbed before adding the next, save 1/3 cup stock to add later.
8. Remove pot from heat.
9. Stir in saved remaining stock, butter, pepper, and cheese.
10. Top the risotto with parsley.

Parmesan risotto



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:



- Select correct ingredients for parmesan Risotto.

Tools & Equipment

- ❖ cutting boards,
- ❖ chefs knives & tools,
- ❖ sieve, frying pan,
- ❖ saucepan,
- ❖ stove,
- ❖ bowls,
- ❖ vegetable peelers,
- ❖ masher,
- ❖ food processor,
- ❖ mincer,
- ❖ chopper,
- ❖ blender,
- ❖ cling film,
- ❖ aluminum foil,
- ❖ Risotto dish,
- ❖ ramekin dish,
- ❖ cooking spoons,
- ❖ spatulas,
- ❖ Rice cooker,
- ❖ cooking vessels,
- ❖ Roasting pan,
- ❖ oven,
- ❖ refrigerator,
- ❖ disposable gloves,
- ❖ cheese grater,
- ❖ spice grinder,
- ❖ crockery,
- ❖ raita bowls,
- ❖ salad bowls,
- ❖ biryani platters,
- ❖ rice strainer,
- ❖ hotplate,
- ❖ PPE.



LEVEL 4:

1013-HRC-41 Prepare, Cook and Finish Meat Dishes (Level 4)

Overview

The aim of this Competency Standard to develop knowledge, skill and understanding to prepare, cook and finish complex meat dish This Competency Standard is about preparing, cooking and finishing complex meat dishes.

Competency Unit	Performance Criteria
<p>CU1 Assemble food and equipment to prepare, cook and finish complex meat dishes.</p>	<p>P1: Prepare Mise en Place to cook and finish meat P2: Defrost meat and other ingredients if necessary for meat dishes P3: Identify the cooking method to prepare, cook and Finish meat dishes P4: Select appropriate equipment needed to prepare, cook and finish meat dishes P5: Check that meat required quality and quantity</p>
<p>CU2 Use Appropriate cooking methods and equipment to prepare meat dishes</p>	<p>P1: Identify requirements for preparing meat dishes for cooking P2: Use appropriate methods to prepare meat dishes P3: Select and use tools and equipment for preparing meat dishes P4: Check that preparation of meat is as per menu</p>
<p>CU3 Present meat dishes for service</p>	<p>P1 Plate, garnish and present the dish to meet organizational standards P2 Make sure dishes are at correct temperature for holding or serving P3 Store cooked meat dishes for later use</p>

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of

- Fresh and frozen meats
- Meat quality for cooking
- Meat parts required for cooking
- Service time



Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Use appropriate methods to prepare meat dishes

Tools and Equipment

- ❖ Meat thermometer
- ❖ Kitchen twine.
- ❖ Toothpicks
- ❖ Oven
- ❖ Cast iron skillet
- ❖ Thin Boning knife
- ❖ Meat mallet or heavy rolling pin
- ❖ Stake hammer
- ❖ Cutting boards
- ❖ Roasting pans
- ❖ Cooking pots
- ❖ Frying pans
- ❖ Skewers
- ❖ Cooking stove
- ❖ Griddle
- ❖ Bar B Q Grill

**1013-HRC-42 Prepare, Cook and Present Poultry Dishes (Level 4)****Overview**

The aim of this Competency Standard to develop knowledge, skills and understanding to prepare, cook and present poultry dishes

Competency Unit	Performance Criteria
CU1 Assemble food and equipment to prepare, cook and present the poultry dishes	P1: Assemble ingredients required to prepare, cook and present poultry dishes P2: Identify requirements for cooking poultry dishes P3: Defrost poultry and other ingredients if necessary for poultry dishes P4: Identify appropriate cooking method required to prepare, cook and present poultry dishes P5: Select appropriate equipment needed to prepare, cook and finish poultry dishes P6 Check that poultry required quality and quantity
CU2 Use appropriate methods and equipment to cook poultry dishes.	P1: Identify requirements for cooking poultry dishes P2; Select and use tools and equipment to cook poultry dishes P3: Use appropriate methods to cook poultry dishes P4: Combine poultry with other ingredients P5: Check that the dish has the correct Flavor, consistency and quantity P6: Check that cooking of poultry dishes meets quality requirements
CU3 Present poultry dishes for service	P1: Plate, garnish and present the dish to meet organizational standards P2: Make sure dishes are at correct temperature for holding or serving P3: Store cooked poultry dishes safely for later use

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of

- Methods of storing fresh and frozen poultry dishes
- Quality of poultry meat



- Service time
- Standard recipe card and menu
- Temperatures for holding or serving poultry dishes
- HACCP standards

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Identify requirements for cooking poultry dishes

Tools and Equipment

- ❖ Knife Sharpener
- ❖ Heavy wooden cutting board or butcher block
- ❖ Meat thermometer
- ❖ Kitchen twine.
- ❖ Toothpicks
- ❖ Oven
- ❖ Cast iron skillet
- ❖ Thin Boning knife
- ❖ Meat mallet or heavy rolling pin
- ❖ Meat hammer
- ❖ Cutting boards
- ❖ Roasting pans
- ❖ Cooking pots
- ❖ Frying pans
- ❖ Skewers
- ❖ Cooking stove
- ❖ Griddle
- ❖ Bar B Q Grill
- ❖ Boning knife



1013-HRC-43 Cook and Present Fish and Shellfish Dishes (Level-4)

Overview

The aim of this Competency Standard to develop knowledge, skill and understanding of preparing, presenting and finishing fish and shellfish dishes

Competency Unit	Performance Criteria
<p>CU1 Assemble food and equipment to prepare, present and finish fish and shellfish dishes</p>	<p>P1: Assemble ingredients required to prepare, present and finish fish and shellfish dishes P2: Defrost fish and shellfish and other ingredients if required for fish and shellfish dishes P3: Select appropriate cooking method to prepare, cook and present fish and shellfish dishes P4: Select appropriate equipment needed to prepare, prepare and finish complex fish and shellfish dishes P5; Check that fish, shellfish are of required quality and quantity</p>
<p>CU2 Use appropriate methods and equipment to prepare fish and shellfish dishes for cooking.</p>	<p>P1: Identify requirements for preparing fish and shellfish dishes for cooking P2: Use appropriate methods to prepare and cook fish and shellfish dishes P3: Use tools and equipment for preparing fish and shellfish dishes correctly P4: Check that preparation of fish and shellfish dishes meets quality standards</p>
<p>CU3 Use appropriate methods and equipment to cook fish and shellfish dishes</p>	<p>P1: Identify requirements for cooking fish and shellfish dishes P2: Use appropriate methods to cook fish and shellfish dishes P3: Use tools and equipment to cook fish and shellfish dishes correctly P4: Combine fish and shellfish with other ingredients P5: Check that the dish has the correct flavor, consistency and quantity P6: Check that cooking of fish and shellfish dishes meets quality requirements.</p>
<p>CU4 Present fish and shellfish dishes for service</p>	<p>P1: Plate, garnish and present the dish to meet organizational standards P2: Make sure dishes are at correct temperature for holding or serving P3: Store cooked fish and shellfish dishes for later use.</p>



Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of

- Fresh and frozen fish and shellfish storage
- Identifying fresh fish and shellfish
- Correct thawing process of frozen fish and shellfish
- Standard recipe cards and menus
- Correct temperatures for holding fish and shellfish dishes
- HACCP standards

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Select appropriate cooking method to prepare, cook and present fish and shellfish dishes

Tools and Equipment

- ❖ Blade tweezer
- ❖ Fin shears
- ❖ Shellfish knives
- ❖ Bone tweezer
- ❖ Kitchen scissors
- ❖ Fish descaler
- ❖ Cutting boards
- ❖ Roasting pans
- ❖ Cooking pots
- ❖ Frying pans
- ❖ Skewers
- ❖ Cooking stove
- ❖ Griddle
- ❖ Bar B Q Grill



1013-HRC-44 Prepare Chocolate and Chocolate Confectionery

Overview

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

Competency Unit	Performance Criteria
<p>CU1 Melt Chocolate</p>	<p>P1: Melt Chocolate using the correct method and Temperatures. P2: Melt the chocolate to the correct viscosity and desired flow properties and to possess appropriate color, gloss and snap characteristics on solidification.</p>
<p>CU2 Prepare centers and Fillings</p>	<p>P1: Select ingredients correctly and handle to the high standards of hygiene P2: Ensure range of centers and fillings is prepared according to Standard recipes P3: Prepare interesting and natural fillings P4: Ensure fillings are brought to the correct temperature, viscosity and consistency before being used P5: Use appropriate chocolate molds for different shapes and sizes of filled chocolates</p>
<p>CU3 Handle molds</p>	<p>P1: Ensure Molds are clean and free of dust P2: Keep Molds constantly at the correct temperature when being used</p>
<p>CU4 Make molded chocolates</p>	<p>P1: Ensure Chocolate or coatings are appropriate to the filling and use. P2: Melt Chocolate correctly and are set in molds P3: DE mold chocolates and store so they retain their glossy surface.</p>
<p>CU5 Coat chocolate confectionery</p>	<p>P1: Melt Chocolate correctly and handle to the correct Viscosity. P2: Keep coated chocolates to the correct temperature. P3: Prepare centers coated using techniques which result in an even and correct thickness of chocolate and a Uniform quality finish. P4: Execute chocolate dipping in a rational and accurate Manner.</p>



	P5: Ensure Chocolate confectionery is attractively Decorated and presented.
CU6 Store chocolate and chocolate confectionery	P1: Store Chocolate and chocolate confectionery at the correct temperature P2: Protect Chocolate and chocolate confectionery from light and incompatible odors and are stored in a dry place.

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of

- Organizational skills and teamwork
- Safe work practices must be demonstrated, in particular in relation to bending and lifting
- Chocolate handling
- Chocolate decorating skills
- Nougat
- Ganache
- Flavored fondants
- Nuts
- Caramel.
- Cooking Chocolates
- Tempering techniques
- Vaccination/addition method
- Tabling method

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Melt Chocolate using the correct method and temperatures

Tools and Equipment

- ❖ Bench Scraper
- ❖ Chocolate Smoother
- ❖ Chocolate dipping tool
- ❖ Large Spiral Swirl Chocolate Dipping tool
- ❖ Spiral Swirl Chocolate dipping tool
- ❖ Chocolate molds
- ❖ Double boiler



❖ Microwave



1013-HRC-45 Prepare Diet Based and Preserved Foods

Overview:

This competency provides knowledge & skills required to prepare diet based meals and preserved foods.

Competency Units	Performance Criteria
<p>CU1: Identify method, collect utensils and select ingredients for tomato & mozzarella salad.</p>	<p>P1: Ensure correct method is identified for preparing tomato & Mozzarella salad. P2: Collect appropriate utensils for tomato & mozzarella salad. P3: Ensure selection of ingredients meet diet meals requirement.</p>
<p>CU2: Calculate portion size, prepare mise en place and plate tomato & mozzarella salad.</p>	<p>P1: Ensure portion size & weight is calculated as per diet meal Plan or recipe card. P2: Prepare mise en place appropriate to prepare the right Portion. P3: Plate and serve tomato & mozzarella salad as per menu.</p>

Knowledge & Understanding:

Building a diet meal plan

Each meal is a building block in your diet meal style. Make sure to include all the food groups throughout the day. Make fruits, vegetables, grains, dairy, and protein foods part of daily meals and snacks. Also, limit added sugars, saturated fat, and sodium and the tips below to meet meal plans throughout the day.

Make half your plate veggies and fruits

Vegetables and fruits are full of nutrients that support good health. Choose fruits and red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli.

Include whole grains

try to replace 50% of breads or breakfast bakeries with whole grains or 100% whole wheat on the menus. Whole grains provide more nutrients, like fiber.

Don't forget the dairy

Complete your meal with a small glass of fat-free or low-fat milk you will get the same amount of calcium and other essential nutrients as whole milk but with fewer calories. You can add soya milk as a drink instead of cola drinks. Include low-fat yogurt in your meal or snack.

Add lean protein

Choose protein foods such as lean beef, veal, chicken, or turkey, eggs, nuts, beans, or tofu and seafood.

Avoid extra fat

Adding rich gravies or sauces will increase fats and calories and work otherwise healthy choices. Try steamed broccoli with a sprinkling of low-fat parmesan cheese or a squeeze of lemon.

Get creative in the kitchen

whether you are making a sandwich, a stir-fry, or a casserole, find ways to make them healthier. Try using less meat, cheese and butter which can be higher in saturated fat and sodium and add more veggies that gives new flavor and texture to meals and make plate more colorful..

Try new foods



make your menus interesting by experimenting ingredients & recipes you've never tried before. You may find a new favorite.

Satisfy your guest's sweet cravings in a healthy way

Indulge in a naturally sweet dessert like fruit. Serve a fresh fruit salad or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

Everything you eat and drink matters

Turn small changes in how you serve your guests.

Diet & healthy menus

Breakfast ideas

Oat meal with skimmed milk.
Chopped apple & drynuts in low fat yoghurt.
Fresh papaya with honey yoghurt dressing.
Hard boiled eggs, Poached eggs.

Snakes ideas

Peanut butter & whole wheat sandwich
Smoke turkey breast sandwich
Low-fat mozzarella & whole grain sandwich
Cucumber, lettuce & tomato sandwich in brown bread.

Lunch & dinners

Tomato & mozzarella salad
Grilled fish with steamed broccoli & baked cabbage rolls.
Mediterranean Grilled Chicken Salad with Hummus.
Honey Sesame Chicken with steamed brown rice.
Baby chicken roasted with broccoli, baby carrots and new potatoes.

Desserts

Stuffed baked apples.
Yoghurt cheese cake.
Fresh Fruit salad.
Strawberries Philadelphia mousse.

Food preservation is a process of handling and treating food to slowdown or stops food spoilage and extend the life of food without effecting its nutritional value. It ensures that the edibility, nutritive value and quality of the food remains intact. There are so many ways of preserving food, pickles, Achars, seasonal fruits & vegetables but most common method of preservation used in hospitality industry is freezing.

Freezing foods typically produces flavors and textures most similar to fresh, and requires little specialized. Technics most vegetables require blanching or cooking before freezing to stop enzyme action and ensure best quality.

What is blanching? Blanching involves heat treating the veggies, then immersing them in cold water to stop the cooking process. Three minutes in boiling water is a common blanching time. Fruits are frozen "as it is", or with sugars or antioxidants to extend storage life and slow discoloration. With both fruit and vegetable preservation, freezing foods on a cookie sheet and then pack them into vacuum sealed packages for long term storage.



Sealing frozen produce in vacuum seal bags helps prevent ice crystal formation and can extend the storage life of frozen foods 3 to 5 times longer.

Using blast chiller to reduce temperatures quickly and then use blast freezer to freeze it to -20 degree within an hour is the best choice.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Calculate portion size, prepare mise en place and plate tomato & mozzarella salad.

Tools & Equipment

- ❖ cutting boards,
- ❖ chefs knives & tools,
- ❖ sieve,
- ❖ frying pan,
- ❖ saucepan,
- ❖ stove,
- ❖ bowls,
- ❖ vegetable peelers,
- ❖ masher,
- ❖ food processor,
- ❖ mincer,
- ❖ chopper,
- ❖ blender,
- ❖ cling film,
- ❖ aluminum foil,
- ❖ weighing scale,
- ❖ Risotto dish,
- ❖ ramekin dish,
- ❖ cooking spoons,
- ❖ spatulas,
- ❖ Rice cooker,
- ❖ Roasting pan,
- ❖ oven,
- ❖ refrigerator,
- ❖ disposable gloves,
- ❖ cheese grater,
- ❖ spice grinder,
- ❖ crockery,
- ❖ raita bowls,
- ❖ salad bowls,
- ❖ biryani platters,
- ❖ rice strainer,
- ❖ hotplate,
- ❖ PPE.



1013-HRC-46 Coordinate the operation of the Kitchen Section

Overview

The aim of this Competency Standard is to develop knowledge, skill and understanding to coordinate the operation of the kitchen section. This Competency Standard is about ensuring that the kitchen teams are aware of current and future requirements and are able to plan accordingly. It covers requirements for bookings and for staffing levels.

Competency Unit	Performance Criteria
CU1 Find the current and future requirements, brief the kitchen team and allocate responsibilities to associate cooks on daily basis	P1: Determine the current and future levels of bookings for the kitchen's food and beverage service outlet P2: Determine the current and future levels of staffing, taking account of the rosters, periods of annual leave and permanent changes in the team Check the level of current stock held by the kitchen P3: Evaluate the capacity of the kitchen to service the requirements of current and future levels of bookings for the kitchen's food and beverage service outlet P4: Direct the preparation of requisitions to meet the requirements of the kitchen's food and beverage service outlet.
CU2 Manage requisition requirements for section	P1: Obtain details of daily and weekly requirements from function sheet and food outlet bookings P2: Check current stock of food and other items available in the kitchen P3: Prepare requisition sheet to obtain appropriate amounts of food and other items from store P4: Check delivery from store meet type, quality and quantity requirements P5: Ensure that team members operate appropriate stock management system according to organization procedures P6: Ensure that team members meet the yield requirements for food and other items used in the preparation and cooking of dishes for the outlet.
CU3 Manage food availability and prepare the kitchen section for	P1: Check that the availability of food and other items is sufficient to meet the day's requirements of the food outlet



cooking	P2: Check that the food and other items type and quality required to meet the day's food outlet requirements. P3: Monitor the food preparation and cooking processes to ensure that planned yields are met. P4: Monitor the presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen.
CU4 Develop productive working relationships with associates	P1 Support associates and helps them adjust to and develop their roles and responsibilities. P2 Identify, agree and implement with associates ways in which you can support each other's roles and responsibilities. P3 Agree with associates appropriate methods to communicate with. P4 Use agreed methods of communication to share appropriate information and knowledge with associates. P5 Actively support associates throughout the shift. P6 Share feedback with associates on the effort of the team and how this can be improved. P7 Work with associates to deal with conflict constructively.

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes:

- Understands the kitchen operation.
- Handle the production operation according to current day function and manage the staff according to function and restaurant reservation.
- Manage current running and coming reservation of food and beverages and manage staff, food and beverage as per consumer requirements.
- Calculate the all kitchen staff, check the food and beverages reservation, forecast of upcoming events and schedule the staff in proper duty roster with their responsibilities according to events requirements.



- Evaluate the capability of all kitchen staff must have the list and knowledge of functioning equipment as per business demand.
- Check the quality of perishable and nonperishable food, its freshness and proper quantity as per demand of issue requisition.
- Implement and follow up of different systems e.g. First in First out (FIFO), Last in First out (LIFO), Last in Last out (LILO) to manage the stock.
- Set the measuring procedure ,check and balance to ensure that team members operate appropriate stock management system according to organization procedures
- Must have cross check and balance for the checking of issue requisition as proper and demanded quantity of food items are being issued.
- Measured Yield levels for different food and other items
- Implement HACCP documentation and check that team members meet the yield requirements for food and other items used in the preparation and cooking of dishes for the outlet.
- Prepare the list of all current and coming function related to food and beverages with date and time and make requisition sheet on the basis of No of persons.
- Acquired complete knowledge and standard Operational procedure to run the smooth kitchen operation as per reservation.
- Ensure that kitchen par level is enough for today's banquet function and for all outlets reservation.
- Identify that all staff are being followed the proper quantity and quality procedures according to the day's business quality is checked through food taste panel.
- Develop the relationship between food/ingredients, recipes/menus and yield.
- Describe the knowledge about food preparation and cooking processes to ensure that planned yields are met.
- Implement different methods and approaches to portion control, e.g. cutting, weighing, measuring, and counting.
- Analyze the presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen.
- Understand management procedures
- Follow the Organizational procedure for yield test and portion control.
- Define the procedure for the implementation of National and locals laws concerning international hygiene standards , HACCP standards, local food & safety preparation laws for the improvement of quality and



- Follow the process to help associates adjust to and develop their roles and responsibilities.
- Elaborate the importance of making sure each team member understands and supports the roles and responsibilities of others and how to make this happen.
- Describe the importance of good communications with all types of associates and communication methods you should use.
- Share information and knowledge with your associates and methods you can use to do this.
- Adopt encouraging way for others to get feedback on your performance and get a result according to this feedback
- Solve or handle any type of conflict with associates and take it in positive way or in work competition way with each other.
- Describe National, local and organizational regulations and guidelines of antidiscriminatory practices

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Prepare duty rosters

Tools and Equipment

- ❖ Knowledge Based

**1013-HRC-47 Develop Professionalism (Level 4)****Overview**

This competency standard covers the skills and knowledge required to Demonstrate work ethic, Aware of factors affecting personal health, Resolve problems or disagreements with others, participate in professional development, Work with others, Work independently, Speak and listen effectively, interpret documentation, communicate using signals, and communicate Using electronic equipment.

Competency Units	Performance Criteria
CU1. Demonstrate work ethic	P1. Follow principles of work ethics in all situations P2. Adopt professional behavior
CU2. Select factors affecting mental health	P1. Identify factors affecting mental health. P2. Manage/Cope with the situations/conditions that cause stress in professional and personal life
CU3. Work with others.	P1. Work as a team member to achieve common goals P2. Participate in work place meetings P3. Communicate accurately and clearly P4. Coordinate job related activities P5. Cooperate with others
CU4. Speak and listen effectively	P1. Listen carefully to what is said P2. Confirm understanding, such as repeat instructions P3. Communicate message clearly and accurately to others P4. Exchange information with others, such as supervisor, signaler, general public, inspectors, other operators and trade people

Knowledge and Understanding of:

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes:

- Principles of work ethic and expectations.
- Factors/situations/conditions during execution of work plan
- Impact of fatigue on job performance.
- Applicable legislation, such as harassment
- Conflict resolution techniques.
- Decision making skills
- Problem solving skills
- Work assignment, location, and working conditions
- Importance of effective communication
- Team building
- Types of documentation required, such as log books, safety reports, maintenance reports, inspection reports, time cards



- Importance of complete, legible, and accurate documentation
- Multi-tasking
- Duty roasters
- Task assignment
- Training and evaluation

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

: Prepare a work flow plan for a multi cuisine outdoor buffet with few live cooking stations.

TOOLS & EQUIPMENT

- Flip chart
- Stationary
- Banquet even sheet
- Duty roaster forms
- Evaluation forms
- Lap top or computer
- Markers



1013-HRC-48 Supervise the Kitchen Section

Overview

The aim of this Competency Standard is to develop knowledge, skill and understanding to supervise the section. This Competency Standard is about managing a team of section cooks and ensuring that the dishes they produce meet the organizational requirements and are presented on time.

Competency Unit	Performance Criteria
<p>CU1 Ensure the kitchen section prepares, cooks and presents food effectively in the section Overview</p>	<p>P1: Brief and direct associates in their section in preparing, cooking, and presenting culinary dishes P2: Supervise the preparation, cooking and finishing procedures in his/her specific section of the kitchen P3: Ensure that the preparation, cooking and finishing procedures are completed within organizational time expectations P4: Ensure that dishes are presented for service at the right time P5: Ensure that associates keep and maintain the work area neat and clean at all times P6: Oversee the preparation, cooking, and presentation of dishes in a food outlet P7: Ensure that health and hygiene standards in the kitchen are adhered to at all times P8: Deal with any problems that may arise in the specific section of his / her kitchen.</p>
<p>CU2 Ensure the kitchen Section opens and finalizes the shift effectively</p>	<p>P1: Ensure that all associates arrive for duty at the prescribed time P2: Ensure that all associates are wearing appropriate protective clothing in line with organizational requirements P3: Ensure that all associates have checked that all equipment is in good working order P4: Ensure that all associates have checked that the food they will prepare is of the type, quality and quantity required P5: Ensure that all associates clear work area of equipment and food products P6: Ensure that all associates clean and sanitize all equipment and surfaces P7: Ensure that all associates return all surplus food, equipment and materials to the appropriate department P8: Ensure that all associates hand over to next shift if</p>



	appropriate.
CU3 Ensure that kitchen section team follows health and safety requirements	<p>P1: Ensure that all associates are aware of health and safety requirements in line with organizational requirements</p> <p>P2: Ensure that associates identify any hazards or potential hazards and deal with these correctly</p> <p>P3: Ensure that associates report any accidents or near accidents quickly and accurately to the proper person</p> <p>P4: Ensure that associates follow health, hygiene and safety procedures in all your work</p> <p>P5: Ensure that associates practice emergency procedures correctly</p> <p>P6: Ensure that associates follow your organization's security procedure</p> <p>P7: Complete records as required to demonstrate that section team follows health and safety requirements.</p>

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes

- Current and future requirements of business
- Time management.
- Recipe production, presentation and service as per menu description.
- Cleaning procedure in the kitchen during and after work as per standard
- Preparation, cooking and finishing procedures are carried out properly in specific section of the kitchen.
- Task assignment
- Health and hygiene standards in the kitchen
- Problems solving skills in the specific section of kitchen
- Awareness of operational knowledge, staff duty roster and kitchen production
- Pre-shift meeting of all staff and check that all associates are fully prepared at the start of the shift.
- Checking duty roster and any sickness, other absence and holiday entitlements
- Verify the production area that all associates finalize the shift correctly and efficiently
- standard operating procedures for the department and section
- National and local laws concerning international hygiene standards, HACCP standards, local food & safety preparation laws.



- Standard by working in a healthy, safe and hygienic way

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Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Assign & supervise associates to clean and sanitize all equipment and surfaces

Tools and Equipment

- ❖ Duty rosters
- ❖ Kitchen Checklist
- ❖ Menus
- ❖ Temperature logs
- ❖ Requisition books
- ❖ Maintenance Slips



1013-HRC-49 Supervise the Food Delivery to Service Team

Overview

This Competency Standard provides knowledge & skills required to establish food pickup stations & supervise the timely pickup of food to service staff

Competency Unit	Performance Criteria
<p>CU1 Plan, Organize and supervise an efficient food pickup counter for Ala Carte kitchen</p>	<p>P1: identify a suitable and convenient place for a pickup counter P2: ensure pickup counter is close to service entrance Of restaurant to avoid delays P3: ensure pickup counter is at easy equal distance from Different kitchen sections for an organized work flow P4: Arrange a board with photos of Menu items to ensure Appearance of food is according to menu presentation P5: Arrange food warming lights on top of counter to ensure food remains warm at the time of pickup P6: install a KOT printer along with person to Announce new food orders and check food orders Ready for pickup</p>
<p>CU2 Arrange and supervise a food pickup station for Banquets</p>	<p>P1: Identify a convenient & suitable location for setting up A food pickup station P2: Arrange all garnishes at the station P3: Ensure all the food passing through is properly Garnished P4: Ensure all service staff picking up food in an Organized Manner and a service supervisor is Present P5: Ensure all replenishes are done in an organized way</p>
<p>CU3 Coordinate & rectify difficulties for food service staff</p>	<p>P1 Improve working relationships with the food service staff by solving problems, including staffing, resources, food(quality and quantity), timing P2: Negotiate with service supervisor for food preparation Time in case guests are increased P3: Satisfy service supervisor for any food complaints P4: Work with others to select the best option for solving a repeated service problem, balancing the expectations of the food service team with the needs of the organization P5: Solve problems with service systems and procedures</p>



	that might affect the food service team before they become aware of them Inform managers and colleagues of the steps taken to solve specific problems
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Knowledge & understanding of

- Work flow and service sequence
- Time management
- Problem solving skills
- Decision making skills
- Organization abilities
- Menus & presentations
- Teamwork
- Banquet menus
- Portion control

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Plan a food pickup station for a buffet restaurant

Tools and Equipment

Not required



1013-HRC-50 Apply Art of Food Presentation.

Overview:

This Competency standard deals with the skills and knowledge to skills and knowledge required to efficiently and professionally present food. It should be linked with all Competency units that involve the presentation of food.

Competency Unit	Performance Criteria
CU1: Prepare food for service	P1: Foods are identified correctly for menu items. P2: Sauces and garnishes are arranged to organizational requirements for a specific dish.
CU2: Portion and plate food	P1: Sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served. P2: Food is correctly portioned to standard recipes. P3: Food is plated without drips or spills and presented neatly and attractively to the organization requirements for the specified dish. P4: Food to be displayed in public areas should be served at the correct temperature in an attractive manner without spills and attention given to color.
CU3: Work in a team	P1: Teamwork between all food service staff is demonstrated to ensure timely, quality service of food. P2: Kitchen routine for food service is demonstrated to maximize food quality and minimize delays.

The trainee will be able to understand

- Occupational health and safety
- Hygiene
- Basic food product awareness
- Logical and time efficient work flow

Critical Evidence(s) Required



The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

:Serve the food in a presentable manner

Tools and Equipment

- ❖ Plates
- ❖ Trays
- ❖ Food Containers
- ❖ Tong
- ❖ Cutlery
- ❖ Platters



1013-HRC-51 Monitor Delivery of Food Production into Service Areas

Overview

The aim of this Competency Standard is to develop knowledge, skills and understanding of monitoring delivery of food production into service areas.

Competency Unit	Performance Criteria
<p>CU1 Check that food is presented as intended</p>	<p>P1. Ensure that the final presentation of dishes is in line with organizational requirements and guest needs. Identify and rectify any gaps in presentation and delivery of dishes</p> <p>P2 Ensure that procedures are being followed to achieve best presentation of all dishes in all kitchen outlets (e.g. cold kitchen, hot kitchen, bakery kitchen)</p> <p>P3 Ensure consistent inspection of food preparation, cooking and presentation</p> <p>P4. Perform consistent inspection of food preparation, cooking and presentation, in order to manage professional and organizational standards, identify the need for additional or remedial training</p> <p>P5 Establish and monitor processes to check that food presented for service is of the type, quality and quantity required by the guest</p> <p>P6 Discuss feedback on food production with appropriate colleagues and agreeing on improvements</p>
<p>CU2 Check quantities of food are as required and intended</p>	<p>The students will be able to</p> <p>P1 Check the quantities and portions of dishes in line with organizational requirements and guest needs, including the impact on costs, guest perceptions, identifying and rectifying any gaps in quantities of dishes produced, including cooking extra dishes when required, keeping guests informed of any delays</p> <p>P2 Ensure that food is produced as per recipes and according to organizational portion controls</p>



	<p>(including set weight per person, number of portions per dish) and what these controls are, including set weight per person, number of portions per dish</p> <p>P3 Check that food presented for service is of the type and quantity required by the guest, including by observation, checking food order checks</p>
<p>CU3 Check that food is served at correct temperature</p>	<p>P1 Manage systems including effective implementation of HACCP standards</p> <p>P2 Hold and serve hot food, including preheating holding equipment, not using the equipment to re heat food, checking the equipment regularly if hot water is used (including topping up with hot water, not cold), keeping food fully in lit areas when heated lights are used; using a temperature probe to check internal temperatures</p> <p>P3 Check that food presented for service is of the type, quality and quantity required by the guest (including warmers, servicing trolleys)</p> <p>P4 Monitor the correct temperature for the service of different dishes, maintaining food storage areas and food transportation equipment at the required temperature, including warmers, servicing trolleys</p> <p>P5 Identify problems with temperature of food, including faulty equipment, poor service delivery, lack of training Ability to rectify problems with temperature of food, including reheated the where appropriate, disposing of food and re cooking dish where appropriate, monitoring issues relating to potential food safety and food poisoning due to poor temperature controls</p> <p>P6 Discuss feedback on food production with appropriate colleagues and agreeing on improvements</p>

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Ensure consistent inspection of food preparation, cooking and presentation

Knowledge and Understanding



The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes

- Entire kitchen operation and service procedure Knowledge of the importance of following current culinary trends and methods, including technological advances, reliance on pre-prepared foods to cut onsite costs, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage.
- Importance of final presentation of dishes being in line with organizational requirements and guest needs, including meeting guest requirements and expectations, meeting organizational standards, identifying and rectifying any gaps in presentation and delivery of dishes.
- Daily food preparation requirements
- Ensure that food is produced as per recipes and according to organizational portion controls
- Checking food presented for service is of the type, quality and quantity required by the guest
- Ensure that each section is minimizing waste in line with organizational requirements
- Associates understand the correct temperature for the service of different dishes
- Dishes are presented and maintained at the appropriate temperature
- Food storage areas are maintained at the required temperature
- 0 Transportation equipment is maintained at the correct temperature
- 1 Temperature maintenance

Tools and Equipment

Not required



LEVEL 5:

1013-HRC-52 Identify Food Groups and Seasoning Elements

Overview:

This Competency standard deals with the skills and knowledge to. Identification of food groups. Identify seasoning & flavoring elements & its uses Label Reading & interpretation of hidden ingredients.

Competency Unit	Performance Criteria
CU1: Identify food groups	P1 Identify Vegetable & non- Vegetable categories P2 Identify food groups and its culinary uses
CU2: Identify seasoning & flavoring elements & its uses	P1 Identify Types of Culinary Seeds & its uses P2 Identify Culinary Nuts & its uses P3 Identify Herbs & its culinary uses P4 Identify Spices & its uses
CU3: Label Reading & interpretation of hidden ingredients	P1 Read from label Ingredients P2 Read from label Portion Serving P3 Read from label Food Additives/colors P4 Read from label Manufacturing & expiry P5 Caution P6 Read from label Brand/manufacturer P7 Usage instructions

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes

- Vegetable & non- Vegetable categories
- Food groups and its culinary uses
- Types of Culinary Seeds & its uses
- Culinary Nuts & its uses
- Herbs & its culinary uses
- Spices & its uses
- Ingredients
- Portion Serving
- Food Additives/colors
- Manufacturing & expiry
- Caution



- Brand/manufacturer
- Usage instructions

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Read labeling
- Check expiry dates
- Place of origins (Halal food)

Tools and Equipment

- ❖ Seasoning pots
- ❖ Salt & pepper shakers



1013-HRC-53 Implement Food Safety Procedures

Overview:

This competency standard covers the skills and knowledge required to the implementation of Food Safety Procedures, using the HACCP method (Hazard Analysis and Critical Control Points), as a food safety regime.

Competency Unit	Performance Criteria
CU1: Identify food safety hazards and risks	P1: Identify the hazards P2: Identify the potential of Hazards.
CU2: Identify critical Control points in the food production system, using the HACCP method	P1: Prepare the layout of food production P2: Form a team P1: Identify CCP in purchasing, delivery & storage of food P2: Identify CCP in preparation and cooking of food P3: Identify CCP in cooling & storage of food P6 Identify CCP in the service.
CU3: Implement the organization HACCP plan	P1: The process flow chart is followed. P2: Appropriate records are maintained. P3: Critical control points are monitored. P5: Corrective actions are taken. P6: Internal and external auditing and validation are undertaken.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify the severances and nature of hazard

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes

- HACCP principles
- Methods of food production



- Process flow planning
- HACCP recording requirements according to regulatory standards
- Standard operating procedures.

Tools and Equipment

- ❖ HACCP Tree



1013-HRC-54 Work with Colleagues and Customers

Overview:

This Competency standard deals with the skills and knowledge to the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries

Competency Unit	Performance Criteria
<p>CU1: Communicate in the workplace</p>	<p>P1. Communications with customers and colleagues are conducted in an open, professional and friendly manner.</p> <p>P2. Appropriate language and tone is used.</p> <p>P3. Effect of personal body language is considered.</p> <p>P4. Active listening and questioning are used to ensure effective two way communication.</p>
<p>CU2: Provide assistance to internal and external customers</p>	<p>P1. Customer needs and expectations, including those with specific needs, are correctly identified and appropriate products and services are provided.</p> <p>P2. All communications with customers are friendly and courteous.</p> <p>P3. All reasonable needs and requests of customers are met within acceptable organization timeframes.</p> <p>P4. Customer dissatisfaction is promptly recognized and action taken to resolve the situation according to individual level of responsibility and organization procedures.</p> <p>P5. Customer complaints are handled positively, sensitively and politely.</p> <p>P6. Complaints are referred to the appropriate person for follow up in accordance with individual level of responsibility.</p>



<p>CU3: Maintain personal presentation standards</p>	<p>High standards of personal presentation are practiced with consideration of:</p> <ul style="list-style-type: none"> P1. work location P2. health and safety issues P3. impact on different types of customers P4. specific presentation requirements for particular work functions
<p>CU4: Work in a team</p>	<ul style="list-style-type: none"> P1. Work team goals are jointly identified. P2. Individual tasks are identified, prioritised and completed within designated time frames. P3. Assistance is sought from other team members when required P4. Assistance is offered to colleagues to ensure designated work goals are met. P5. Feedback and information from other team members is acknowledged. P6. Changes to individual responsibilities are re-negotiated to meet reviewed work goals. P7. Cultural differences within the team are accommodated. P8. Trust, support and respect is shown to team members in day to day work activities.

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes

- Collecting, Organizing and Analyzing Information
- Communicating Ideas and Information
- Planning and Organizing Activities
- Working with Others and in Teams.
- Solving Problems

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Customer dissatisfaction is promptly recognized and action taken to resolve the situation according to individual level of responsibility and organization procedures.

Tools and Equipment

- ❖ Knowledge Based



1013-HRC-55 Complete Kitchen Shift Effectively

Overview:

The aim of this Competency Standard is to develop basic knowledge, skills and understanding to completing kitchen shift effectively.

Competency Unit	Performance Criteria
CU1: Clear kitchen work area of equipment and food products	P1 Select and use appropriate tools, specialist equipment and method for cleaning your work area P2 Restore your work area to a safe and tidy condition P3 Make sure that any food, tools and equipment that you may need for the next shift are set up ready for use P4 Store all food, tools and equipment in line with organizational requirements P5 Handle and dispose of waste materials appropriately according to organizational and legal requirements P6 Report any problems associated with cleaning, storing or disposing of materials and equipment to the relevant person
CU2: Ensure that all kitchen equipment and surfaces are cleaned and sanitized	P2 Pre-soak any equipment, tools and utensils as required to free food particles and grease P3 Use appropriate equipment, products and methods to clean and sanitize equipment and surfaces P4 Ensure that equipment and products used for cleaning are in good condition and changed when required P5 Store equipment and products for cleaning and sanitizing equipment and surfaces after use according to organizational requirements P6 Report to supervisor any problems with cleaning, equipment or products
CU3: Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department	P1 Identify and return unused food items to the kitchen or to the concerned department P2 Identify and return equipment and materials to the appropriate department



<p>ate department</p>	<p>propriate store</p> <p>P3 Maintain proper log books or records of returned items</p> <p>P4 Advise supervisor of any problems with returning surplus food, equipment and material to the appropriate department</p>
<p>CU4: Hand over to next kitchen shift if appropriate</p>	<p>P1 Ensure that work area is fully maintained ready for next shift</p> <p>P2 Ensure that next shift is prepared and ready for handover</p> <p>P3 Notify next shift of any special requirements, events, requests or comments relating to guests in order to maintain customer service</p> <p>P4 Notify next shift of any problems with the service, equipment or products</p> <p>P5 Complete any logbook entries as required by organization</p> <p>P6 Leave work area promptly and courteously</p>

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes

- K1 Brief standards of cleanliness and tidiness are expected when clearing the work area
- K2 Brief cleaning equipment to use for different tools and equipment
- K3 Brief the methods and procedures are for safe storage of food, tools and equipment
- K4 Brief the organization's procedures are for dealing with and disposing of waste material
- K5 Types of waste material generated in the work area
- K6 Brief personal protective clothing is required and Explain to use it
- K2 The process for recording returns of surplus food, equipment and material to the appropriate department
- K3 Must understand the disciplinary actions against any violation of the rule
- K3 Explain to notify next shift of any problems with the service, equipment or products
- K4 Explain to make appropriate entries in logbooks

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:



- Use appropriate equipment, products and methods to clean and sanitize equipment and surfaces

Tools and Equipment

- ❖ Hood
- ❖ Shelves
- ❖ Garbage Trolley



1013-HRC-56 Develop Professionalism (Level 5)

Overview: This competency standard covers the skills and knowledge required to Demonstrate work ethic, Aware of factors affecting personal health, Resolve problems or disagreements with others, participate in professional development, Work with others, Work independently, Speak and listen effectively, interpret documentation, communicate using signals, and communicate Using electronic equipment.

-	Performance Criteria
CU1. Resolve work related problems or disagreements	P1. Identify work related issues. P2. Identify causes. P3. Raise the issue with appropriate authority/Communicate effectively. P4. Adopt peaceful approach P5. Regulate cause of problem or disagreement P6. Get the work related issues resolved.
CU2. Participate in professional development	P1. Assess own knowledge and skills P2. Acquire information about training opportunities P3. Adopt to Learn through various methods, such as on job training, reading, courses and co-workers
CU3. Work independently	P1. Confirm and clarify assignment P2. Take initiative, anticipate and prepare for next steps in job P3. Identify and resolve potential and actual problems P4. Communicate with other site personnel P5. Complete assignment
CU4. Communicate with signals	P1. Identify and work with signals P2. Communicate with audible signals, such as back-up alarm, and site emergency horn P3. Communicate with hand signals
CU5. Communicate with electronic equipment	P1. Check communication devices to verify operating condition, such as complete radio checks P2. Deliver and receive messages using communication equipment P3. Follow communication protocol
CU6. Prepare for meetings	P1 Develop agenda in line with stated meeting purpose P2 Ensure style and structure of meeting are appropriate to its purpose P3 Identify meeting participants and notify them in accordance with organizational procedures P4 Confirm meeting arrangements in accordance with requirements of meeting P5 Dispatch meeting papers to participants within designated timelines
CU7. Conduct meetings	P1 Chair meetings in accordance with organizational requirements, agreed conventions for type of meeting and legal and ethical requirements



	<p>P2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes</p> <p>P3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues</p> <p>P4 Brief minute-taker on method for recording meeting notes in accordance with organizational requirements and conventions for type of meeting</p>
CU8. Follow up meetings	<p>P1 Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organizational procedures and meeting conventions</p> <p>P2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organizational requirements</p> <p>P3 Report outcomes of meetings as required, within designated timelines</p>
CU9. Prepare for the negotiation	<p>P1 Identify objectives and preferred outcome of the negotiation and determine minimum acceptable outcome</p> <p>P2 Understand in relation to what can be offered and what is needed from the other party</p> <p>P3 Gather information regarding the other party – objectives, needs, preferences, resources, what they want to achieve - in order to determine best negotiating points</p> <p>P4 List and rank the issues to consider concessions that may be made.</p> <p>P5 Find examples and refine negotiation argument.</p> <p>P6 Check information to ensure it is correct and up-to-date.</p> <p>P7 Develop a negotiation plan that includes information about the other party and its interests and a set of responses and strategies to the anticipated tactics.</p> <p>P8 Prepare an agenda in advance, which includes discussion topics, participants, location and schedule</p>
CU10. Participate in negotiations	<p>P1 Analyze all aspects of the incident for degree of hazard, priorities, optional outcomes and appropriate strategies</p> <p>P2 Analyze and determine strategies and priorities on the incident sought from a range of sources</p> <p>P3 Assess long term objectives against resources and priorities</p> <p>P4 Apply a range of communication techniques to make and maintain contact with the key people</p> <p>P5 Provide clear and factual information to enable an honest and realistic assessment of the interests of the key people and their positions</p> <p>P6 Resolve the conflict and express their likely consequences clearly and do an analysis of the benefits</p> <p>P7 Reassess points of disagreements for common positive Positions</p>



CU1. Coordinate support Services	P1 Assess the need for support services in terms of the determined strategies and priorities P2 Negotiate the resources of support services according to established procedures and availability P3 Provide information on strategies to support services and maintain the communication P4 Delegate roles and responsibilities according to expertise and resources
CU2. Restore order	P1 Assess the incidents for degree of risk and take appropriate action to reduce and remove the impact of the incident and restore order P2 Take action designed to minimize risk and the preserve the safety and security of all involved P3 Take action to prevent the escalation of the incident appropriate to the circumstances and agreed procedures. P4 Carry out the use of force for the restoration of control and the maintenance of security in the least restrictive manner. P5 Complete reports accurately and clearly provided to the appropriate authority promptly P6 Review, evaluate and analyze the incident and the organizational response to it and report it promptly and accurately.
CU11. Provide leadership. direction and guidance to the work group	P1 Link between the function of the group and the goals of the organization P2 Participate in decision making routinely to develop, implement and review work of the group and to allocate responsibilities where appropriate P3 Give opportunities and encouragement to others to develop new and innovative work practices and strategies P4 Identify conflict and resolve with minimum disruption to work group function P5 Provide staff with the support and supervision necessary to perform work safely and without risk to health P6 Allocate tasks within the competence of staff and support with appropriate authority, autonomy and training P7 Supervise appropriately the changing priorities and situations and takes into account the different needs of individuals and the requirements of the task

Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes



- K1.** Explain organization's policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to incidents and breaches of orders covered in the range of variables.
- K2.** Explain organization's management and accountability systems
- K3.** Describe teamwork principles and strategies
- K4.** outline meeting terminology, structures, arrangements
- K5.** outline responsibilities of the chairperson and explain group dynamics in relation to managing meetings
- K6.** Outline the principles of effective communication
- K7.** Outline the guidelines for use of equipment and technology
- K8.** Explain code of conduct

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Own current mental, emotional, and physical state.
- Working conditions on construction site.
- Effective communication.
- Maintain log books, safety reports, maintenance reports, inspection reports, time cards
- Signalers on job site
- Audible and warning signals used on job site
- Communication equipment used on job site



1013-HRC-57 Handle and Serve Cheese

Overview:

Cheese is a dairy product derived from milk that is produced in a wide range of flavors, textures, and forms by coagulation of the milk protein casein. It comprises proteins and fat from milk, usually the milk of cows, buffalo, goats, or sheep. This Competency standard deals with the skills and knowledge required to identify, handle and present cheese.

Competency Unit	Performance Criteria
CU1: Select suppliers and purchase cheese	P1: Identify different types of available cheeses. P2: Supplier is selected with regard to quality and price. P3: Wastage is minimized through appropriate purchase and storage techniques.
CU2: Prepare Cheese for Service	P1: Cheese are allowed to breathe correctly before serving. P2: Appropriate garnishes are prepared according to organization standards.
CU3: Present Cheese	P1: Cheese is presented attractively in the required context, which may include but not be limited to appetizers, starters, after main courses or as part of the sweets course. P2: Correct and appropriate garnishes are selected and used. P3: Utilize cheese left overs productively.
CU4: Implement safe and hygienic practices	P1: Potential hygiene issues including food spoilage and cross contamination are identified and appropriate preventative measures are taken to eliminate risks. P2: Machinery and equipment used to prepare and serve cheese is used safely. P3: Cheeses are correctly stored at the correct temperature to minimize spoilage and contamination

Knowledge & Understanding



The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes:

- identify, store, handle and serve cheese
- Culinary terms commonly used in the enterprise
- **Types of cheese**
- Categorizing cheeses by moisture content or firmness is a common but inexact practice. The lines between soft, semi-soft, semi-hard and hard are arbitrary, and many types of cheese are made in softer or firmer variants. The factor that controls cheese hardness is moisture content, which depends on the pressure with which it is packed into molds, and upon aging time,
- **Few soft cheese**
- Brie, Feta, Ricotta, Cottage cheese, Blue cheese, Mozzarella,
- **Semi & Hard Cheese**
- Emmental, Gouda, Colby, Swiss, Cheddar, Goat cheese, Halloumi, Parmesan,
- **Cream or cheese spreads**
- Philadelphia, Greek,
- **Roquefort cheese**
- The cheese is white, tangy, crumbly and slightly moist, with distinctive veins of blue mold. It has characteristic odor and flavor with a notable taste of butyric acid; the blue veins provide a sharp tang. It has no rind; the exterior is edible and slightly salty. Roquefort is known in France as the king of cheeses.
- **Camembert cheese**
- Camembert is a moist, soft, creamy, surface-ripened cow's milk cheese. It was first made in the late 18th century at Camembert, Normandy, in northern France. It is similar to Brie, which is native to a different region of France.
- **Gorgonzola cheese**
- Gorgonzola is a veined Italian blue cheese, made from unskimmed cow's milk. It can be buttery or firm, crumbly and quite salty, with a "bite" from its blue veining.
- **Brie cheese**
- Brie is the best known French cheese and has a nickname "The Queen of Cheeses". Brie is a soft cheese named after the French region Brie, where it was originally created. Brie is produced from the whole or semi-skimmed cow's milk.
- **Blue Cheese**
- Blue cheese is a general classification of cheeses that have had cultures of the mold *Penicillium* added so that the final product is spotted or veined throughout with blue, or blue-grey mold and carries a distinct smell, either from that or various specially cultivated bacteria.
- **Emmental cheese**
- Emmental is a yellow, medium-hard Swiss cheese that originated in the area around Emmental, Canton Bern. It has a savory but mild taste a substitute for gruyere cheese.



- **Gruyere cheese**
- Gruyere is a smooth-melting type of cheese that is made from whole cow's milk and generally cured for six months or longer. Named for the town of Gruyeres in Switzerland where it was originally made, gruyere cheese is a firm cheese with a pale yellow color and a rich, creamy, slightly nutty taste.
- Gruyere is a great table cheese, a term that refers to any cheese that can be eaten in slices, like on a sandwich or as part of a cheese platter. It also happens to be an excellent melting cheese, which is why gruyere is one of the two main cheeses (Emmental is the other one) used in preparing the traditional fondue recipe.
- **Cheddar cheese**
- Cheddar cheese is a relatively hard, off-white, sometimes sharp-tasting, natural cheese. Originating in the English village of Cheddar in Somerset, cheeses of this style are produced beyond the region and in several countries around the world.
- **Mozzarella cheese**
- Mozzarella cheese is a sliceable curd cheese originating in Italy. Traditional Mozzarella cheese is made from milk of water buffalos herded in very few countries.
- **Halloumi cheese**
- Halloumi or haloumi is a semi-hard, unripen, brined cheese made from a mixture of goat and sheep's milk, and sometimes also cow's milk. It has a high melting point can easily be fried or grilled.
- **Feta cheese**
- Feta is a brined curd white cheese made in Greece from sheep's milk or from a mixture of sheep and goat's milk.
- **Ricotta cheese**
- Ricotta is an Italian whey cheese made from sheep, cow, goat, or Italian water buffalo milk whey left over from the production of other cheeses.
- **Cottage or Dutch cheese**
- The process for making Cottage Cheese involves good dairy bacteria converting lactose to lactic acid. After the bacteria culture activity begins, the milk acidity increases until the milk coagulates into a solid curd that can be cut into small cubes.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Cheese are allowed to breathe correctly before serving
- Classification of Cheese

Tools and Equipment

- Fork-Tipped Spear
- Small Spade



- Hard Cheese knife
- Gorgonzola knife
- Open work Blade knife
- Rind Cutter
- Flat Spatula Knife
- Almond knife



1013-HRC-58 Develop Advance Skills in Food Preparation and Cooking

Overview:

The aim of this Competency Standard to develop knowledge, skill and understanding to develop advance skills in food preparation and cooking. This Competency Standard is about preparing, cooking and finishing different soups.

Competency Unit	Performance Criteria
<p>CU1: Assemble food and equipment to prepare, and cook different dishes</p>	<p>P1- Assemble food and ingredients required to prepare, cook and finish different dishes</p> <p>P2- Where necessary, defrost ingredients for different dishes</p> <p>P3- Select appropriate equipment needed to prepare, cook and finish different dishes</p> <p>P4- Check that the ingredients for different dishes meet type, quality and quantity requirements.</p>
<p>CU2: Use equipment and multi-stage methods independently to prepare dishes for cooking</p>	<p>P1- Identify requirements for preparing different dishes for cooking</p> <p>P2- Select and use tools and equipment for preparing different dishes correctly</p> <p>P3- Use appropriate methods to prepare different dishes for cooking.</p> <p>P4- Check that preparation of different dishes meets quality requirements</p>
<p>CU4: present different dishes for service</p>	<p>P1- Finish, garnish and present the dish to meet organizational specifications</p> <p>P2- Make sure dishes are at correct temperature for holding and serving</p> <p>P3- Safely store cooked different dishes not for immediate use.</p>

Knowledge & Understanding



The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes:

- Store fresh complex dishes correctly before cooking.
- Check that complex dishes are fit for preparation and cooking.
- Verify the procedure if there are problems with the complex dishes or other ingredients
- Check the service time and to decide that complex dish needs defrosting before cooking.
- Prepare complex dishes including defrosting, seasoning and storing
- -Observe that staff is using correct tools and equipment to prepare cook and finish complex dishes for best quality
- Give detail to carry out the appropriate cooking methods correctly
- Taste to finish and season complex dishes according to requirements
- Mention correct temperatures for holding complex dishes
- Explain organizational guidelines for health and safety
- Provide special requirements for food safety
- -Adopt and maintain HACCP standards
- Compliance with food inspectors as required

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked different dishes not for immediate use.

Tools and Equipment

- ❖ Stoves
- ❖ Fryer
- ❖ Oven
- ❖ Refrigerator
- ❖ Dough mixer
- ❖ Hot plate
- ❖ BBQ Grill



1013-HRC-59 Plan and Control Menu-Based Catering

Overview:

This Competency standard deals with the skills and knowledge to the processes involved in planning, preparing and controlling menus.

Competency Unit	Performance Criteria
<p>CU1: Plan and prepare menus</p>	<p>P1: A variety of appropriate menu types are prepared as required by the organization.</p> <p>P2: Menus are costed to comply with given costing restraints.</p> <p>P3: Where appropriate, menus are prepared according in a sequential manner</p>
<p>CU2: Control menu-based Catering</p>	<p>P1: Production schedules are planned to give consideration to menu constraints, available equipment, expertise of labor and available time.</p> <p>P2: Labor costs are controlled with consideration given to rosters, scheduling, award conditions and rates.</p> <p>P3: Product utilization and quality are optimized through the application of portion control and effective yield testing.</p> <p>P4: Stock control measures are applied by following correct receiving and storing procedures.</p>
<p>CU3: Maintain security</p>	<p>P1: Security is maintained in food production and storage areas to minimize risks of theft, damage or loss.</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes:

- Achieving a balance in the variety of cooking principles, colors, tastes and food textures
- Nutritional values
- Seasonal availability factors
- Popularity in sales.



- Terminology appropriate to the market and style of menu
- Item descriptions, which will promote the dishes.
- Production planning sheets
- Sales analysis forms
- Daily kitchen reports
- Wastage sheets organizational 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 workflow
- Inventory and stock control systems
- Purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Menu Designing
- Menu costing
- Purchasing, Receiving, storing and handling
- Food theft

Tools and Equipment

- ❖ PC
- ❖ Printer
- ❖ Calculator
- ❖ Pen
- ❖ Requisition sheet



1013-HRC-60 Maintain Professional Kitchen Standards for Food Preparation and Cooking Throughout the Shift

Overview:

The aim of this competency standard is to develop basic knowledge, skills and understanding of professional kitchen standards need to be maintained throughout the shift

Competency Unit	Performance Criteria
<p>CU1: Ensure personal hygiene and chef's uniform for kitchen operations meets organizational requirements</p>	<p>P1 Keep your hair, skin and nails clean and hygienic, follow your organization's procedures on Brief jewelry and accessories can be worn P2 Follow the recommended procedures for washing your hands at all appropriate times P3 Avoid unsafe behavior that could contaminate the food you are working with Report any cuts, boils, grazes, injuries, illness and infections promptly to the appropriate person P4 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing.</p>
<p>CU2: Maintain the health, safety and security of the kitchen working environment</p>	<p>P1 Keep a look out for hazards in your workplace P2 Identify any hazards or potential hazards and deal with these correctly P3 Report any accidents or near accidents quickly and accurately to the proper person 4 Follow health, hygiene and safety procedures in all your work P5 Practice emergency procedures correctly P6 Follow your organization's security procedures.</p>
<p>CU3: Check quality and quantity of food and maintain kitchen and food safety standards at every level of food handling</p>	<p>P1 Check your role and responsibilities to establish the quantity of food and ingredients required P2 Check the delivery from stores to ensure that the quantity of food delivered is sufficient for the number of covers expected P3 Check that the quality of food delivered is of the right type and meets the correct quality requirements P4 Check that food is delivered at the correct temperature P5 Ensure that any packaged food does not exceed its 'sell-by' or 'use-by' dates P6 Advise your team leader if there are any problems with the quantity or quality of food.</p>



CU4: Check quality and quantity of food and maintain kitchen and food safety standards at every level of food handling	P1 Check your role and responsibilities to establish the quantity of food and ingredients required P2 Check the delivery from stores to ensure that the quantity of food delivered is sufficient for the number of covers expected P3 Check that the quality of food delivered is of the right type and meets the correct quality requirements P4 Check that food is delivered at the correct temperature P5 Ensure that any packaged food does not exceed its 'sell-by' or 'use-by' dates P6 Advise your team leader if there are any problems with the quantity or quality of food
CU5: Ensure wastage from kitchen operations is minimized	P1 Identify Competency unities for reducing waste P2 Follow organizational policies and procedures for managing and reducing waste P3 Dispose of waste in line with organizational procedures

Knowledge & Understanding OF

- Personal health and hygiene
- Food hygiene & kitchen sanitation
- Kitchen safety
- PPE's (personal protective equipment)
- HACCP awareness
- Food born diseases
- Contamination & cross contamination
- Roll of chef
- Temperature logs
- Market lists & purchase orders
- Team building
- Staff grooming & kitchen disciplines
- Kitchen staff training needs
- Duty roasters & shift overlapping
- Decision making skills
- Problem solving skills
- Communications skills
- Motivation techniques
- Time management
- Menu planning & cuisine development

Tools and Equipment



Not required

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify Competency unities for reducing waste
- Follow organizational policies and procedures for managing and reducing waste
- Dispose of waste in line with organizational procedures



1013-HRC-61 Manage Comments and Complaints Relating to Food Production

Overview:

The aim of this Competency Standard is to develop knowledge, skills and understanding of managing comments and complaints related to food production

Competency Unit	Performance Criteria
<p>Cu1: Manage comments relating to food production</p>	<p>P1: Manage comment on the range of products and services provided by the organization, including menus, dishes, food and beverage service, kitchen service provided to food outlet team.</p> <p>P2: Utilize the channels of feedback, including verbal comments, written feedback, feedback from senior management; formal and informal comments</p> <p>P3: Develop good relationship with food service team to get regular verbal feedback; ask guests for feedback during food service.</p> <p>P4: Ensure that written guest feedback is collected and discussed with team.</p>
<p>CU2: Manage complaints relating to food production.</p>	<p>P1: Handle different types of kitchen complaints</p> <p>P2: Recognize the level of seriousness of a complaint.</p> <p>P3: Seek further information where necessary, in order to fully investigate the complaint.</p> <p>P4: Handle complaints involving service recovery methods, including anticipating the need for recovery, quick decision making, delegating responsibilities, providing training.</p> <p>P5: Use ethical standards, including ensuring that all behavior and operations are fair, honest, not detrimental to the business or its guests</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes:



K1: process of gathering feedback from different channels and record for further improvement in system

K1: Gather sufficient information to enable assessment of the nature and severity of the complaint

K2: Respond to the person making the complaint if the complaint cannot be resolved within required timescale, report any complaints that are outside own authority to deal with to the appropriate person.

K3: Make appropriate notes and record of the complaint and the actions taken. Identify any changes to the organization's procedures which are necessary to avoid future similar complaints.

K4: Comply with legal requirements, industry regulations, including ethical standards and health and safety, organizational policies and professional codes.

K5: Know the limits of own authority and the action required if a complaint is beyond own authority to handle, including gathering sufficient relevant information, identifying the appropriate colleague to refer to, ensuring details of the complaint are explained fully

K6: Knowledge of organizational procedures for gathering information and responding to complaints, including responding within a certain time limit, recording the comment including who made it, when, in what format; recording the response given, by whom, in what format

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Complaint handling
- In time response to various complaints

Tools and Equipment

- ❖ Feedback Form
- ❖ Pen
- ❖ Internet
- ❖ Complaint Register



1013-HRC-62 Organize Bulk Cooking Operations and Food Service Operations

Overview:

This Competency standard deals with the skills and knowledge to the organizational process required to organize bulk cooking operations and Food Service operations.

Competency Unit	Performance Criteria
CU1: Plan kitchen Operations	<p>P1: Quantities are determined and calculated accurately according to recipes and specifications.</p> <p>P2: Food items are ordered in correct quantities for requirements.</p> <p>P3: A mise en place list for food and equipment is prepared which is:</p> <ul style="list-style-type: none">• appropriate to the situation• clear and complete. <p>• A work schedule and work flow plan for the relevant section of kitchen are designed to maximize teamwork and efficiency.</p>
CU2: Organize production of Menus	<p>P1: Preparation and service of orders for the relevant section of the kitchen are organized to enable smooth work flow and to minimize delays.</p> <p>P2: Dishes are sequence controlled to enable smooth work flow and minimize delays.</p> <p>P3: Quality control is exercised at all stages of preparation and cooking to ensure that presentation, design, eye appeal and portion size of menu items are to required standards.</p> <p>P4: Appropriate procedures are put into place to ensure that receiving and storing as well as cleaning procedures are correctly followed.</p>
CU3: Select cooking systems	<p>P1: Specific requirements for installation are assessed.</p> <p>P2: Advantages and reasons for the chosen system are considered carefully.</p>



	<p>P3: The production changes required to reflect the system are taken into account.</p> <p>P4: Sound knowledge about the equipment used in the chosen system is taken into account when selecting a system.</p> <p>P5: Appropriate equipment is utilized to assist cooking operations.</p>
<p>CU4: Use preparation and cooking techniques appropriate to the system</p>	<p>P1: Menu items are compatible with the type of system chosen.</p> <p>P2: Specialist recipes are prepared and served taking into account the type of food service system.</p> <p>P3: Food is prepared using methods which take into account the effects of different methods of preparation on nutrition quality and structure.</p>
<p>CU5: Plan kitchen for food production</p>	<p>P1: Quantities are determined and calculated accurately according to recipes and specifications.</p> <p>P2: Food items are ordered in correct quantities for requirements.</p> <p>P3: A jobs checklist for food and equipment is prepared which is:</p> <ul style="list-style-type: none">• appropriate to the situation• clear and complete. <p>P4: A work schedule for the relevant section of kitchen is designed to maximize teamwork and efficiency.</p>
<p>CU6: Organize food production</p>	<p>P1: Preparation and service of orders for the relevant section of the kitchen are organized to enable smooth work flow and minimize delays.</p> <p>P2: Dishes are sequence controlled to enable smooth work flow and minimize delays.</p> <p>P3: Quality control is exercised at all stages of preparation and cooking to ensure that presentation, design, eye appeal and portion size of menu items are to required standards.</p>



CU7: Ensuring smooth work Flow	P1: Appropriate procedures are put into place to ensure that receiving and storing as well as cleaning procedures are correctly followed
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Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes:

- Occupational health and safety legislation
- Hygiene codes
- HACCP
- Statutory regulations
- Organizational skills and teamwork
- Safe work practices must be demonstrated, in particular 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 and practices of hygiene
- Logical and time efficient workflow
- 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.
- Fresh cook
- cook chill - 5 day
- cook chill - extended life
- Cook freeze.
- Organizational skills and teamwork
- Safe work practices must be demonstrated, in particular in relation to bending and
- Lifting
- Principles of nutrition, in particular the effects of cooking on the nutritional value of
- Food
- Culinary terms commonly used in the enterprise
- Principles and practices of hygiene
- Logical and time efficient workflow
- 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
- a la carte



- set (table dhoti)
- Cyclical
- Function.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Quantities are determined and calculated accurately according to recipes and specifications.

Tools and Equipment

- ❖ Stoves
- ❖ Cooking Pots
- ❖ Containers
- ❖ Cutting Boards
- ❖ Freezer
- ❖ Platters
- ❖ Bowls
- ❖ Steel Bowls
- ❖ Whisk
- ❖ Peeler
- ❖ Dough Mixer
- ❖ Oven
- ❖ Hot Plate



1013-HRC-63 Develop Entrepreneurial Skills

Overview: This Competency Standard identifies the competencies required to Develop a business plan, Collect information regarding funding sources, develop a marketing plan and Develop basic business communication skills. develop entrepreneurial skills by Mosaic Artist, in accordance with the organization’s approved guidelines and procedures. You will be expected to develop a business plan, collect information regarding funding sources, develop a marketing plan and develop basic business communication skills. Your underpinning knowledge regarding entrepreneurial skills will be sufficient to provide you the basis for your work.

Unit of Competency	Performance Criteria
<p>CU1. Develop a business plan</p>	<p>P1 Conduct a market survey to collect following information</p> <ul style="list-style-type: none"> ✓ Customer /demand ✓ Tools, equipment, machinery and furniture with rates ✓ Raw material ✓ Supplier ✓ Credit / funding sources ✓ Marketing strategy ✓ Market trends ✓ Overall expenses ✓ Profit margin <p>P2 Select the best option in terms of cost, service, quality, sales, profit margin, overall expenses</p> <p>P3 Compile the information collected through the market survey, in the business plan format</p>
<p>CU2. Collect information regarding funding sources</p>	<p>P1 Identify the available funding sources based on their terms and conditions, maximum loan limit, payback time, interest rate</p> <p>P2 Choose the best available option according to investment requirement</p> <p>P3 Prepare documents according to the loan agreement requirement</p> <p>P4 Include the information of funding sources in the business plan</p>
<p>CU3. Develop a marketing plan</p>	<p>P1. Make a marketing plan for the business including product, price, placement, promotion, people, packaging and positioning</p> <p>P2. Include the information of marketing plan in the business plan</p>
<p>CU4. Develop basic business communication skills</p>	<p>P1. Communicate with internal customers e.g.: labor, partners and external customers e.g.: suppliers, customers etc., using effective communication skills</p> <p>P2. Use different modes of communication to communi-</p>



	cate internally and externally e.g.: presentation, speaking, writing, listening, visual representation, reading etc. P3. Use specific business terms used in the market
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The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1.** Explain the 7ps of marketing including product, price, placement, promotion, people, packaging and positioning
- K2.** Describe 7Cs of business communication
- K3.** Define different modes of communication and their application in the industry
- K4.** Enlist specific business terms used in the industry
- K5.** Enlist the available funding sources
- K6.** Explain how to get loan to start a new business
- K7.** Explain market survey and its tools e.g: questionnaire, interview, observation etc
- K8.** Describe the market trends for specific product offering
- K9.** State the main elements of business plan
- K10.** Explain how to fill the business plan format

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

Prepare a viable business plan including staff requirement for a small take away juice outlet.



1013-HRC-64 Monitor Duties and Activities of the Kitchen Team

Overview:

The aim of this Competency Standard is to develop knowledge, skills and understanding of monitoring the duties and activities of a team. This Competency Standard is about making sure that kitchen sections are appropriately staffed and making desired arrangements while short staffed

Competency Unit	Performance Criteria
CU1: Design, Implement and Monitoring of kitchen operations.	<p>P1. Assist Executive chef in designing kitchen operations taking into consideration the flow of materials, time taken to complete a process, movement of the staff, available infrastructure etc.</p> <p>P2. Assist in designing the food safety management system as per national and international standards</p> <p>P3. Maintain resources, roles and responsibilities for different aspects of food production operations to achieve the quality standards</p> <p>P4. Build protocols for cleaning, pest control, food handling; storage and food preparation processes for maintaining the taste and nutritional values of variety of food items</p>
CU2: Supervise Food Production Operations	<p>P1. Make sure to establish protocols, procedures and processes are followed in letter and spirit in the kitchen</p> <p>P2. Make the appropriate changes in the processes if need be to make operations more efficient</p> <p>P3. Perform risk assessments frequently to ensure that potential risks are minimized</p> <p>P4. Establish corrective actions on the non-conformities found in the kitchen operations</p> <p>P5. Maintain accurate and appropriate records of operations</p>
CU3: Manage and Train Kitchen Staff.	<p>P1. Maintain adequate number of staff is available in the kitchen.</p> <p>P2. Manage to train them as per their job roles and work stations.</p> <p>P3. Manage the correct portion size for each dish is communicated to kitchen staff.</p> <p>P4. Make sure about working as a team to ensure timely output of quality food items.</p>



	<p>P5. Make sure that staff is organized in variety of teams of appropriate structure for the smooth running of operations in the different sections of the kitchen</p> <p>P6. Plan to divide the work among the staff according to required tasks to be performed,</p>
<p>CU4: Maintain and Expedite Quality Control.</p>	<p>P1. Make sure that all the food orders are delivered to respective consumers as per the company set service standards</p> <p>P2. Make sure that different courses of food are delivered to consumer at set pace and order</p> <p>P3. Make sure that each dish is cooked as per the correct portion size communicated to kitchen staff.</p> <p>P4. Ensure that food is presented as per set standards before serving it to the consumer</p> <p>P5. Make sure the quality of food items delivered to consumers such as the appropriate temperature, consistency, presentation etc.</p>
<p>CU5: Check that kitchen staff are present and manage absence issues for food production areas</p>	<p>The students will be able to:</p> <p>P1. Check the production requirements for the day.</p> <p>P2. Check that the number of associates at work match both the roaster and production requirements</p> <p>P3. Adjust the duty Rota according to requirements</p> <p>P4. Tackle the absent associates with pre-defined methods</p> <p>P5. Take appropriate steps to motivate staff to avoid absenteeism</p>
<p>CU6: Ensure professional standards are maintained throughout preparation and cooking of food and completion of shift</p>	<p>The students will be able to:</p> <p>P1. Ensure that associates maintain personal hygiene and wear appropriate protective clothing throughout shift</p> <p>P2. Ensure that associates maintain a safe, hygienic and secure working environment</p> <p>P3. Ensure that associates work effectively as part of a hospitality team and communicate efficiently with each other throughout shift</p> <p>P4. Ensure that associates attend briefing and be aware of daily requirements and other issues</p> <p>P5. Ensure that associates check all equipment is in good working order and check the quality and quantity of food delivered to the section</p> <p>P6. Ensure that associates maintain food safety when storing, pre-</p>



	<p>paring and cooking food</p> <p>P7. Deal with problems and unexpected situations in an appropriate manner</p> <p>P8. Respond to accidents in accordance with organizational requirements</p> <p>P9. Ensure waste is minimized.</p>
<p>CU7: Support the Head Chef</p>	<p>The students will be able to:</p> <p>P1. Discuss and agree on methods and formats of communication with the Head Chef</p> <p>P2. Agree with the Head Chef daily and medium term areas for delegated responsibilities</p> <p>P3. Support the Head Chef in execution of daily requirements</p> <p>P4. Discuss significant daily and medium term issues with Head Chef and agree relevant actions</p> <p>P5. Seek Head Chef’s input for special or unusual circumstances</p> <p>P6. Support the Head Chef in preparation and implementation of budgets</p>
<p>CU8: Supervise Chefs de partied and other associates</p>	<p>The students will be able to:</p> <p>P1- Support associates and helps them adjust to and develop their roles and responsibilities.</p> <p>P2- Identify, agree and implement with associates, ways in which all can support each other’s roles and responsibilities.</p> <p>P3- Agree with associates appropriate methods to communicate.</p> <p>P4- Use agreed methods of communication to share appropriate information and knowledge with associates.</p> <p>P5- Ensure that Chef de parties are actively supporting associates throughout the shift.</p> <p>P6- Share feedback with associates on the effort of the team and how this can be improved.</p>

Knowledge & Understanding

- Explain operational knowledge and understanding of entire kitchen operation
- Describe operating procedures for the kitchen
- Explain the procedure to check the production requirements for the day
- Describe the procedure to check the number of associates at work match both the Rota and production requirements
- Explain the process to adjust the duty Rota according to requirements
- Explain the process to tackle the absent associates with appropriate methods
- . Describe the procedure to take appropriate steps for motivation of staff to avoid absenteeism
- Discuss personal hygiene and appropriate protective clothing



- Describe the process to maintain a safe, hygienic and secure working environment
- Explain to work effectively as part of a hospitality team and communicate efficiently with each other throughout shift
- Describe the process to check all equipment is in good working order and check the quality and quantity of food delivered to the section
- Describe the food safety when storing, preparing and cooking food
- Analyze the problems and unexpected situations
- Explain the procedure to respond to accidents in accordance with organizational requirements
- Describe the procedure to manage waste.
- Explain methods and formats for communication
- . Explain the process to agree on methods and formats of communication with the sous chef
- . Describe areas for delegated responsibilities on a daily and medium term basis
- Explain to agree with the Head Chef daily and medium term areas for delegated responsibilities
- Explain to support the Head Chef in execution of daily requirements
- List down how to discuss significant daily and medium term issues with Head Chef and agree relevant actions
- . Describe process to seek Head Chef's input for special or unusual circumstances
- Explain the process to support the Head Chef in preparation and implementation of budgets
- Describe the operational knowledge of kitchen work
- Discuss how to follow the process to help associates adjust to and develop their roles and responsibilities.
- Elaborate the importance of making sure each team member understands and supports the roles and responsibilities of others and how to make this happen.
- Describe the importance of good communication with all types of associates and communication methods to use.
- Share information and knowledge with associates and
- Methods that can be used to do this.
- Solve or handle any type of conflict with associates and their immediate supervisor

Tools and Equipment

Not required

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Use agreed methods of communication to share appropriate information and knowledge with associates.
- Ensure that Chef de parties are actively supporting associates throughout the shift.
- Share feedback with associates on the effort of the team and how this can be improved.



1013-HRC-65 Co-ordinate the Operation of the Food Preparation and Cooking Area

Overview:

The aim of this Competency Standard is to develop knowledge, skills and understanding of kitchen coordination between food preparation and cooking areas This Competency Standard is about finding out about the levels of business that different food outlets can expect and ensuring they are fully prepared and staffed to deliver food and beverage services effectively and efficiently. This Competency Standard is about gathering and recording information about food production and using the information to support effective and efficient production

This Competency Standard is about communicating with colleagues about customer needs, problems and work issues, and making sure that the `message' is delivered and received as intended. This is Competency Standard is about ensuring that kitchen equipment and work areas are kept in good order and maintained. It involves communicating with other departments about the need for maintenance, refurbishment, and keeping appropriate records

Competency Unit	Performance Criteria
<p>CU1: Check what bookings and functions are made for food service areas</p>	<p>The students will be able to: P1. Access information on a daily basis about different bookings and functions from appropriate sources P2. Assist the head chef in taking inventory to support delivery of food and beverage services for bookings and functions P3. Assist the head chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions P4. Offer ideas and suggestions to the executive chef to help with planning menus for bookings and functions and improving overall kitchen performance P5. Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared P6. Ensure staffing levels are sufficient to respond to bookings and functions</p>
<p>CU2: Maintain log of food production on daily basis</p>	<p>The students will be able to: P1. Collect and use appropriate information to maintain a proper log of all dishes produced, including quantity and sizes, on a daily basis P2. Collect and use appropriate information from kitchen sections and stores to maintain a proper log of all food items used on a daily basis P3. Complete and record a daily inventory of raw and prepared food items stored in the kitchen sections P4. Compare the inventory of raw and prepared food items with stores requisitions and ensure that sufficient addition supplies are being ordered P5. Offer ideas and suggestions to the executive chef to help with planning menus and improving overall kitchen performance.</p>



<p>CU3: Manage communication between the food and beverages services areas and other departments</p>	<p>The students will be able to:</p> <p>P1. Agree with other department heads the most appropriate written, verbal and technological methods of communicating different types of information</p> <p>P2. Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the food and beverages service to other departments</p> <p>P3. Communicate appropriate information with other departments and make sure the communication has been delivered and received as intended</p> <p>P4. Ensure that other departments have the competency unity to ask questions and checking their understanding</p> <p>P5. Ensure sure that communications with other departments have met their purposes</p> <p>P6. Present a positive image of yourself and the food and beverages service department</p>
<p>CU4: Establish and maintain the condition of work areas and equipment</p>	<p>The students will be able to:</p> <p>P1. Check that all kinds of equipment are working correctly in the kitchen and other work areas</p> <p>P2. Ensure that all relevant kitchen equipment is maintained and calibrated on a regular basis</p> <p>P3. Ensure that kitchen equipment is being used correctly and efficiently by associates</p> <p>P4. Ensure that kitchen equipment is replaced as required</p> <p>P5. Ensure that work areas are kept in a neat and clean condition at all times and report any maintenance requirements to the appropriate department</p> <p>P6. Ensure that kitchen areas are refurbished at appropriate and agreed intervals</p> <p>P7. Organize appropriate staff training activities to promote efficient usage of kitchen equipment and awareness of maintenance requirements</p> <p>P8. Take corrective measures were required to improve the safety of work areas</p>
<p>CU5: Contribute to the management of physical resources</p>	<p>The students will be able to:</p> <p>P1. Give relevant people the Competency unity to provide information on the resources the team needs</p> <p>P2. Make recommendations for the use of resources that take account of relevant past experience and take account of trends and develop-</p>



	<p>ments which are likely to affect the use of resources</p> <p>P3. Make recommendations that are consistent with team objectives, Organizational policies and environmental concerns</p> <p>P4. Make recommendations that clearly indicate the potential benefits they expect from the planned use of resources</p> <p>P5. Monitor the use of resources under your control at appropriate intervals</p> <p>P6. Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment</p> <p>P7. Identify problems with resources promptly, and make recommendations for corrective action to the relevant people as soon as possible</p> <p>P8. Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner</p> <p>P9. Make sure that records relating to the use of resources are complete, accurate and available to authorized people only</p>
<p>CU6: Contribute to the development of recipes and menus</p>	<p>The students will be able to:</p> <p>P1. Consider food combinations, flavors and dietary requirements when introducing new recipe and menu suggestions</p> <p>P2. Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantities</p> <p>P3. Identify suitable supply sources</p> <p>P4. Identify methods for presenting, holding and distributing the recipe item</p> <p>P5. Cost recipe suggestions taking into account the resources available</p> <p>P6. Follow organizational procedures for registering and passing on relevant information about the suitability of new menu items</p> <p>P7. Make suggestions on the layout and presentation of the menu</p> <p>P8. Produce recipe suggestions in accordance with the style and policy of the organization, available resources, and the expectations and standards of customers</p> <p>P9. Ensure staff have the resources needed to carry out responsibilities in relation to new menu items</p> <p>P10. Collect and evaluate feedback from staff and customers.</p>

Knowledge & Understanding of

- **Multiple cuisines**
- **Different sections of kitchen**
- **Different positions in kitchen and their roll**
- **Kitchen equipment and its functions**
- **Restaurant and banquet menus**
- **Kitchen utensils**



- **Chef's tools & knives**
- **Yield test & butcher tests**
- **Portion control**
- **Menu planning**
- **Recipe building**
- **Cost factors & cost control**

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Make suggestions on the layout and presentation of the menu
- Produce recipe suggestions in accordance with the style and policy of the organization, available resources, and the expectations and standards of customers
- Ensure staff have the resources needed to carry out responsibilities in relation to new menu items
- Collect and evaluate feedback from staff and customers.

Tools and Equipment

- ❖ Menu cards
- ❖ Chef's tools & knives
- ❖ Kitchen equipment
- ❖ Guest comments cards
- ❖ Recipe cost cards
- ❖ Yield test cards
- ❖ Butcher test cards
- ❖ Duty roaster forms



Overview:

The aim of this Competency Standard is to develop knowledge, skills and understanding of monitoring the supplies for food production area

Competency Unit	Performance Criteria
<p>CU1: Check quality and quantity of food deliveries and other products into store</p>	<p>P1 Check the expiry date and age of food items.</p>
<p>CU2: Prepare food order requisitions to meet requirements of food production</p>	<p>The students will be able to:</p> <p>P1: Manage food preparation and cooking processes, including knowledge of menus and recipes, methods, tools and equipment, ensuring associates have received proper training, ensuring Chefs de Partie are able to supervise preparation and cooking, to ensure that planned yields are met.</p> <p>P2: Compile and sign off requisition orders for food and other ingredients to meet production levels, including submitting requisitions to stores, negotiating and agreeing deliveries to kitchens, managing problem issues (quantity, quality, timing)</p> <p>P3: Ensure that Chefs de Partie and associates are fully engaged in checking delivery from store meet type, quality and quantity requirements, including checking against requisition sheet for type and quantity.</p> <p>P4: Check quality including appearance (size, shape, color, gloss, age and consistency), texture, flavor, smell Knowledge and ability for d and approaches to portion control, including cutting, weighing, measuring, counting</p> <p>P5: Able to agree and monitor finishing and presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen.</p> <p>P6: Correct and prevent actions for non-compliance with requisitions issued</p> <p>P7: Prepare estimates for food items required on the basis of orders received Generate food order requisitions to meet the estimated requirements of food Ensure that all requis-</p>



	tions are delivered at appropriate locations and sections for the preparation of food in line with food orders
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Knowledge & Understanding

- Explain the importance of checking expiry date
- Knowledge of the kitchen operation, including levels of business, operating levels, recipes and menus; type, quality and quantity of food available for the day's business, including food for regular menus and recipes, food for special events.
- Knowledge to understand the relationship between food/ingredients, recipes/menus and yield, including yield levels for different food and other items, using yield checklists and organizational guidelines.

Tools and Equipment

- **Market purchase list**
- **Purchase orders**
- **Dry goods bin cards**
- **Perishable bin cards**
- **Recipe cards**
- **Stationary**
- **Lap top or computer**

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Prepare food order requisitions to meet requirements of food production



1013-HRC-67 Monitor, Control Kitchen Costs, Waste and Perform Auditing

Overview:

The aim of this Competency Standard is to develop knowledge, skills and understanding of monitoring and controlling cost and waste

Competency Unit	Performance Criteria
CU1: Perform Weekly/Monthly Auditing	P1: Manage to compliance with auditors P2: Manage to implement auditing points
CU2: Manage Waste Control	P1: Maintain waste record. P2: Manage to seek out waste root causes.
CU3: Manage Cost Control	P1: Manage to implement standard portions and sizes P2: Plan to training the team for food production
CU4: Manage Incoming Inventory	P1: Manage receiving, holding and storing stock in the section P2: Manage the demand and supply of inventory
CU5: Manage Requisition	P1: Manage to Control inventory and to determine daily menu costs. P2: Maintain Requisition form includes Name and Quantity of items.
CU6: Check that food items are stored at the correct temperature	The students will be able to: P1: Ensure associates understand the correct temperatures, locations and procedures for storing raw and cooked foods P2: Ensure associates understand the procedures for avoiding the risk of cross-contamination P3: Observe and check that all items stored in walk- in chillers/freezers are tagged in line with organizational requirements P4: Observe and check that all walk-in chillers/freezers are kept neat and clean P5: Monitor the storage of raw and cooked foods in line with correct locations, temperatures and procedures P6: Monitor the completion of appropriate checklists to record the monitoring of food storage P7: Ensure that an appropriate inventory is maintained of foods stored in walk-in chillers/freezers P8: Monitor records to check inventory of foods stored



<p>CU7: Check that kitchen sections are working to requirements and not overproducing</p>	<p>The students will be able to: P1: Use restaurant bookings, banquet sheets and other sources of information to identify food preparation requirements p2: Monitor the availability of food items within the kitchen P3: Monitor the supply of food items and other products from the stores to support food production in line with requirements P4: Ensure that associates understand the quantity and quality of dishes to be prepared and cooked P5: Ensure that associates follow organizational guidelines on weight and portion control P6: Take necessary steps to address problems with the quantity and quality of dishes prepared and cooked</p>
<p>CU8: Check that all sections are managing kitchen waste effectively</p>	<p>The students will be able to: P1. Identify competency unities for reducing waste P2. Follow organizational policies and procedures for managing and reducing waste P3: Dispose of waste in line with waste management procedures. P4: Identify the roles and responsibilities to support waste minimization P5: Identify training needs and training for those responsible for reducing waste</p>
<p>CU9: Ensure that kitchen waste products are disposed of following correct procedures</p>	<p>The students will be able to: P1: Manage types and causes of waste, including wet and dry, caused by natural usage, poor management of perishable food items, overcooking or burning food items and dishes, poor or incorrect use of cleaning materials, damage caused to tools and equipment by incorrect use. P2. Supervise clearance of waste areas, including properly fitting lids for waste bins, use of disposable sacks, not overfilling bins, regular emptying and cleaning of bins. P3. Manage waste, including ensuring that associates identify competency unities for reducing and disposal of waste, follow organizational policies /procedures. P4. Establish and monitor current levels of waste for activities undertaken by the organization, including assessing and recording levels of waste, by observation, questioning, assessing productivity and output, yield data.</p>

Knowledge & Understanding

- Explain associates to understand the correct
- Temperatures, locations and procedures for storing raw and cooked foods



- Brief associates to understand the procedures for avoiding the risk of cross-contamination
- Define the storage of raw and cooked foods in line with correct locations, temperatures and procedures understand how to manage and control food costs, including making a profit, breaking even, subsidized
- Costs, including food costs, gross profits, profits as percentages
- Set targets, including calculating selling prices needed to achieve target gross profits
- Know the need to monitor food costs, including sourcing and purchasing good quality food commodities, monthly market survey; controlling commodities; accurate weighing, measuring and portion control; preparation, cooking losses and wastage control.
- Describe procedure to recognize competency unities for waste reduction, reuse and recycling through design and targets to comply with legal and/or organizational requirements
- Explain how to establish current levels of waste for activities undertaken by the organization
- Explain process to assess the effectiveness of waste management systems
- Report potential barriers that may limit waste avoidance and reduction
- Describe process to ensure measures for managing waste meet with legal requirements
- Observe and check that waste is segregated at production level, including wet waste, dry waste.
- Monitor and ensure that waste is as minimum as possible and ensure that every section is disposing of waste in line with organizational guidelines and health, safety and hygiene regulations.
- Guide team on different preparation and cooking methods to avoid excessive waste
- Define principles of waste management, including meeting food hygiene regulations, preventing
- Contamination of service areas, avoiding pest infestation, reducing accidents and fire risks

Tools and Equipment

- **Market purchase list**
- **Purchase orders**
- **Dry goods bin cards**
- **Perishable bin cards**
- **Recipe cards**
- **Stationary**
- **Lap top or computer**
- **Food cost report**
- **Food production control sheet**

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Manage waste, including ensuring that associates identify competency unities for reducing and disposal of waste, follow organizational policies /procedures.



- Establish and monitor current levels of waste for activities undertaken by the organization, including assessing and recording levels of waste, by observation, questioning, assessing productivity and output, yield data



1013-HRC-68 Plan and Prepare Food for Buffets

Overview:

This Competency standard deals with the skills and knowledge to the skills and knowledge required to plan and prepare foods for buffet situations.

Competency Unit	Performance Criteria
<p>CU1: Plan buffet layout</p>	<p>P1: The buffet is planned, according to instructions by enterprise and/or customer requirements.</p> <p>P2: Buffet cost is calculated in accordance to enterprise reporting requirements.</p> <p>P3: Where practiced, a variety of buffet centerpieces and decorations are organized.</p>
<p>CU2: Prepare and produce foods for buffets</p>	<p>P1: Appropriate methods of Professional Chef for buffet production are used to prepare meats, poultry, seafood and other Food groups.</p> <p>P2: Where practiced, buffet items are glazed with aspic/gelatin preparations to acceptable enterprise standards.</p> <p>P3: Sauces and garnishes suitable for buffet food items are produced.</p> <p>P4: Portion control is applied to minimize wastage and maximize profit.</p>
<p>CU3: Prepare and produce sweets for buffets</p>	<p>P1: Sweets suitable for buffet presentation are prepared and produced using standard recipes</p>
<p>CU4: Store buffet items</p>	<p>P1: Buffet items are hygienically and correctly stored before and after the buffet service time, at a safe temperature</p>

Knowledge & Understanding

- Buffet items are hygienically and correctly stored
- Before and after the buffet service time, at a safe
- Temperature principles of nutrition, in particular the effects of cooking on the nutritional value of Food
- Culinary and technical terms commonly used in the enterprise
- Recognition of quality
- Principles and practices of hygiene, particularly with the issues surrounding buffet
- Service in Pakistan



- Logical and time efficient workflow
- Evidence of commodity knowledge of ingredients is required cooking skills.

Tools and Equipment

- Different cooking utensils
- Chef's tools & knives
- Different Kitchen equipment
- Cutting boards
- Chaffing dishes
- Buffet salad & dessert bowls
- Bowls for sauces & dressings
- Buffet soup containers
- Soup cups
- Crockery
- Cutlery

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Prepare and produce sweets for buffets



1013-HRC-69 Establish and Maintain Quality Control and Develop Food Safety Plan

Overview:

This Competency standard deals with the skills and knowledge required to ensure that high standards of quality are established and maintained. This competency standard covers the skills and knowledge required to develop a Food Safety Plan using the HACCP method as a food safety regime.

Competency Unit	Performance Criteria
<p>CU1: Establish and implement procedures for quality control</p>	<p>P1: Appropriate procedures are applied to ensure the quality of menu items with regard to:</p> <ul style="list-style-type: none"> • raw materials • cooking processes • portion control • Presentation. <p>P2: Products and services are consistent and meet enterprise requirements</p> <p>P3: Food items match menu descriptions.</p>
<p>CU2: Monitor quality</p>	<p>Procedures to monitor quality are applied including:</p> <p>P1: observation</p> <p>P2: tasting</p> <p>P3: seeking feedback</p>
<p>CU3: Solve quality related Problems</p>	<p>P1: Problems related to quality control are accurately identified and solved.</p>
<p>CU4: Identify client needs</p>	<p>P1: Specific customer profiles are defined.</p> <p>P2: “At risk” clients are identified.</p> <p>P3: Menus and recipes are designed to suit the needs of:</p> <p>P4: client groups</p> <p>P5: production equipment</p> <p>P6: facilities</p> <p>P7: re-thermalization and service requirements.</p> <p>P8: Product specifications are produced.</p>
<p>CU5: Develop a Food Safety Plan for a specific commercial catering enterprise, using the HACCP Method</p>	<p>P1: Specific customer profiles are defined and “at risk’ clients identified.</p> <p>P2: Menus are designed to suit the needs of:</p> <ul style="list-style-type: none"> • client groups • production equipment • Facilities. <p>P3: Standard operational procedures required to support the Food Safety Plan are evaluated, and modified if</p>



	<p>Required.</p> <p>P4: Product specifications are identified and recorded.</p> <p>P5: Product suppliers are identified and quality assurance specifications established.</p> <p>P6: Food safety hazards are identified.</p> <p>P7: Critical control points in the food system are identified, using the HACCP Method.</p> <p>P8: Product specifications are developed.</p> <p>P9: Production flow charts are developed.</p> <p>P10: Control procedures and corrective measures are listed.</p> <p>P11: The composition and presentation of the Food Safety Plan complies with regulatory requirements and Standards.</p> <p>P12: Nutritional quality is maintained.</p> <p>P13: Training needs are identified</p>
<p>CU6: Implement Food Safety Plan</p>	<p>P1: Training plans are developed and implemented.</p> <p>P2: Food safety plans are developed, using the HACCP Method.</p> <p>P3: Operational Food Safety procedures are established.</p> <p>P4: Recording procedures are established.</p> <p>P5: Contingency plans are developed</p>
<p>CU7: Evaluate and revise the HACCP plan as Required</p>	<p>P1: Food production records are monitored to identify deficiencies in the present plan.</p> <p>P2: Food is tested to validate required safety standards.</p> <p>P3: Food Safety plan is revised to incorporate corrective actions.</p> <p>P4: Changes to the Food Safety plan are recorded and incorporated into the production system.</p> <p>P5: Staff are informed of when changes occur.</p> <p>P6: The need for additional staff training is identified</p>

Knowledge & Understanding

- Organizational skills and teamwork
- Culinary terms commonly used in the enterprise
- Principles and practices of hygiene
- Logical and time efficient workflow
- 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
- Link of quality control to market share and profitability pest control
- Cleaning and sanitation programs



- Equipment maintenance
- Maintenance of personal hygiene.
- Contingency plans include dealing with:
 - Food poisoning
 - Customer complaints
 - rejected food
- Equipment breakdown educational institutions
- Cafeterias/kiosks/canteens/cafes/gourmet food shops/restaurants/hotels
- Fast food outlets
- Health establishments
- Mining operations
- Defense forces
- Corrective services
- Residential catering
- In-flight catering
- transport catering
- Events catering
- Private catering.

Tools and Equipment

- **Market purchase list**
- **Purchase orders**
- **Dry goods bin cards**
- **Perishable bin cards**
- **Recipe cards**
- **Stationary**
- **Lap top or computer**
- **HACCP manual**

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Food is tested to validate required safety standards.
- Food Safety plan is revised to incorporate corrective actions.
- Changes to the Food Safety plan are recorded and incorporated into the production system.
- Staff are informed of when changes occur.
- The need for additional staff training is identified



1013-HRC-70 Operate a Fast Food Outlet

Overview:

This Competency standard deals with the skills and knowledge to the preparation and service of fast foods in a small outlet in a range of venues in the hospitality and tourism industry.

Competency Unit	Performance Criteria
<p>CU1: Make French Fries</p>	<p>P1: Assemble food and ingredients required to prepare, cook and finish French fries.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish French fries.</p> <p>P3: Wash, peel and rewash potatoes where necessary.</p> <p>P4: Cut the potatoes in finger cutting.</p> <p>P5: Blanch the potatoes in water and stain</p> <p>P6: Heat the oil and deep fry the fries</p> <p>P7: Serve with Ketchup</p>
<p>CU2: Make Old Fashion Grill Burger</p>	<p>P1: Assemble food and ingredients required to prepare, cook and finish griller burger.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish grilled burger.</p> <p>P3: Wash chicken breast where necessary.</p> <p>P4: Marinate the chicken with salt, black pepper powder, mustard past, lemon juice.</p> <p>P5: Heat the grill pan and grill the chicken</p> <p>P6: Take a other pan and heat the burger bun in low flame</p> <p>P7: Spread mayonnaise on the burger bun and put on grill chicken and jal-apeno place the other on the top.</p> <p>P8: Serve with fries</p>



CU3: Make Crispy Fried Burger	<p>P1: Assemble food and ingredients required to prepare, cook and finish crispy fried burger.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish crispy fried burger.</p> <p>P3: Wash the chicken breast.</p> <p>P4: Marinate the chicken breast with salt, red chili powder and vinegar.</p> <p>P5: Take a bowl, add white flour, chopped corn flex salt, chicken powder and mix it well.</p> <p>P6: Add chicken into it and crumb it.</p> <p>P7: Take a pan, heat the oil and deep fry the chicken.</p> <p>P8: Take the pan heat the burger bun.</p> <p>P9: Put the fried chicken and cover it with bun.</p> <p>P10: Serve it with fries.</p>
CU4: Make Cheese Burger	<p>P1: Assemble food and ingredients required to prepare, cook and finish cheese burger.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish cheese burger.</p> <p>P3: Heat the burger bun.</p> <p>P4: Spread the mayonnaise on the bun and put the lattice and cheese slice.</p> <p>P5: Serve the burger with fries.</p>
CU5: Make Club Sandwich	<p>P1: Assemble food and ingredients required to prepare, cook and finish club sandwich.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finished club.</p> <p>P3: Wash chicken breast.</p> <p>P4: Marinate the chicken with salt, black pepper powder, mustard pastand lemon juice.</p>



	<p>P5: Heat the grill pan and grill the chicken.</p> <p>P6: Take other pan and heat the bread slice in low flame.</p> <p>P7: Spread mayonnaise on the bread slice and put on grill chicken and spread the ketchup on second slice put the fried egg and place the third slice on the Top.</p> <p>P8: Serve with fries.</p>
CU6: Make Shawarma	<p>P1: Assemble food and ingredients required to prepare, cook and finish the shawrma.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the shawrma.</p> <p>P3: Wash chicken breast.</p> <p>P4: Marinate the chicken with salt, red chili powder, lemon juice, coriander powder and cumin powder.</p> <p>P5: Heat the pan add marinated chicken and cook well.</p>
CU7: Make Paratha Rolls	<p>P1: Assemble food and ingredients required to prepare, cook and finish the Paratha.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the Paratha.</p> <p>P3: Wash the chicken breast.</p> <p>P4: Marinate the chicken with salt, red chili powder, lemon juice, coriander powder and cumin powder.</p> <p>P5: Heat the pan add marinate chicken and cook well.</p> <p>P6: Take a bowel add mayonnaise, salt, black pepper, vinegar and water and shake them together. Salad</p> <p>P7: Chop the onion and cabbage.</p>
CU8: Make Chicken Hot Wings	<p>P1: Assemble food and ingredients required to prepare, cook and finish chicken hot wings.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish chicken hot wings.</p>



	<p>P3: Wash the chicken wings.</p> <p>P4: Marinate the chicken wings with salt, red chili powder and vinegar</p> <p>P5: Take a bowl, add white flour, chopped corn flex salt, chicken powder and mix it well</p> <p>P6: Add chicken wings into it and crumb it.</p> <p>P7: Take a pan, heat the oil and deep fry the chicken</p> <p>P8: Serve it with fries.</p>
CU9: Make Spring Roll	<p>P1: Assemble food and ingredients required to prepare, cook and finish spring roll.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish spring roll.</p> <p>P3: Wash chicken breast and vegetable.</p> <p>P4: Boil and chop the chicken</p> <p>P5: Chop cabbage and onion</p> <p>P6, Take a bowl and add chopped chicken and vegetable into it.</p> <p>P7: Take a roll Patti, fill it with chicken and vegetable masala pack it well.</p> <p>P8: Heat the oil and deep frying the spring roll.</p> <p>P19: Serve it with fries.</p>
CU10: Make Crispy Chicken	<p>P1: Assemble food and ingredients required to prepare, cook and finish crispy chicken.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish crispy chicken.</p> <p>P3: Wash, the chicken.</p> <p>P4: Marinate the chicken with salt, red chili powder and vinegar.</p> <p>P5: Take a bowl, add white flour, chopped corn flex salt, chicken powder and mix it well.</p>



	<p>P6: Add chicken into it and crumb it.</p> <p>P7: Put deep chicken in the water and re crumb it.</p> <p>P8: Take a pan, heat the oil and deep fry the chicken</p> <p>P9: Serve it with fries.</p>
CU11: Make Chicken Strips	<p>P1: Assemble food and ingredients required to prepare, cook and finish chicken strips.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the chicken strips.</p> <p>P3: Wash the chicken and cut the chicken in strips.</p> <p>P4: Marinate the chicken with salt, chicken powder and black pepper powder.</p> <p>P5: Take a bowl, add eggs and beat it.</p> <p>P6: Take strip chicken dipped it in egg and roll in bread crumbs.</p> <p>P7: Take a pan, heat the oil and deep fry the chicken.</p> <p>P9: Serve it with fries.</p>
CU12: Make Nuggets	<p>P1: Assemble food and ingredients required to prepare, cook and finish chicken Nuggets.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the chicken Nuggets.</p> <p>P3: Make chicken mince.</p> <p>P4: Take a bowl add chicken mince, green chili chop and onion chop.</p> <p>P5: Marinate it with salt black pepper powder chicken powder and mix it well.</p> <p>P6: Make the chicken mince in the shape of nuggets.</p> <p>P7: Take a bowl add the eggs and beat them well.</p> <p>P8: Dip the chicken nuggets in the egg and folded in bread crumbs.</p>



	<p>P9: Heat the oil and deep fry the chicken nuggets.</p> <p>P10: Serve it well.</p>
CU13: Make Vegetable Samosa	<p>P1: Assemble food and ingredients required to prepare, cook and finish Vegetable Samosa.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the Vegetable Samosa.</p> <p>P3: Heat oil in a pan and sizzle cumin seeds until aroma arise.</p> <p>P4: Add onion and fry until soft.</p> <p>P5: Add carrot; cook for a few minutes till get soft.</p> <p>P6: Add in peas, potato, green chilies, salt, red chili powder, and garam masala powder. Mix everything and remove from heat.</p> <p>P7: Allow the mixture to cool. Fill in samosa wrap and deep fry until golden brown.</p> <p>P8: Serve with chutney.</p>
CU14: Make Vegetable Pakora	<p>P1: Assemble food and ingredients required to prepare, cook and finish Vegetable Samosa.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the Vegetable Samosa.</p> <p>P3: Wash the veggies and cut them in strips.</p> <p>P4: Add them to a bowl along with chop green chilies, chop salt, red chili powder, cumin seed and mix them well squeeze them gently to release moisture. Keep aside for 10 mints.</p> <p>P5: Add the Flour (Bassen) along with ajwain mix well to make dough adjust salt if needed add few tbsps. water if needed to make a dough.</p> <p>P6: Heat oil in the deep pan when the oil is hot enough drop small portion of the dough after flattening a bit. Keep stirring and fry on medium heat until lightly golden.</p> <p>P7: Finish frying the dough in batches.</p>



	<p>P8: Serve vegetable Pakora Hot.</p>
CU15: Make Crispy Wrap	<p>P1: Assemble food and ingredients required to prepare, cook and finish.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the Vegetable Samosa.</p> <p>P3: Wash the chicken breast and cut the chicken in the cubes.</p> <p>P4: Marinate the chicken with salt, black pepper powder, mustard paste and lemon juice.</p> <p>P5: Take a bowl, add white flour, chopped corn flex salt, chicken powder and mix it well.</p> <p>P6: Add chicken into it and crumb it.</p> <p>P7: Heat the pan adds crumbed chicken and deep fry.</p> <p>P8: Take a bowel add mayonnaise, salt, black pepper, vinegar and water and shake them together.</p> <p>P9: Chop the onion and cabbage.</p> <p>P10: Take a bowel add white flour add salt and knead it with water.</p> <p>P11: Heat the pan and make a paratha.</p> <p>P12: Spread the Paratha sauce add crispy chicken put the salad and wrap in the butter paper.</p>
CU16: Make Finger Fried Fish	<p>P1: Assemble food and ingredients required to prepare, cook and finish finger fried fish.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the finger fried fish.</p> <p>P3: Wash the fish and dip it in the water with salt and vinegar cut the fish in the finger shape.</p> <p>P4: Put finger fish in a bowl and add garlic paste and chopped ginger in it.</p> <p>P5: Beat egg and add salt, chilies, turmeric powder, all spices, crushed co-riander and cumin seeds in it. P6: Mix it well and make a mixture of it.</p> <p>P7: Add lemon juice in fish and put the fish in egg mixture.</p>



	<p>P8: Add white flour in it and mix it with your hands. Fry it in hot oil till its golden brown.</p> <p>P9: Serve with plum sauce.</p>
CU17: Make Cutluts	<p>P1: Assemble food and ingredients required to prepare, cook and finish the cutlets.</p> <p>P2: Select appropriate equipment needed to prepare, cook and finish the cutlets.</p> <p>P3: Wash, peel and rewash potatoes.</p> <p>P4: Boil potatoes and mesh it.</p> <p>P5: Cut coriander leaves, mint leaves, green chili, green onion, cabbage in mixture of mashed potatoes.</p> <p>P6: Add red chili powder, salt, chicken powder, grind cumin seeds in it</p> <p>P7: Mix the mixture</p> <p>P8: Make oval shape ball of potatoes and keep it in fridge for 15-20minutes</p> <p>P9: Place a frying pan on medium high heat and add oil for deep frying</p> <p>P10: Dip each ball into egg mixture and then roll in bread crumbs and transfer to frying pan. Fry each side, till golden.</p> <p>P11: Remove it from frying pan and drain on soaking paper</p> <p>P12: Garnish with coriander leaves</p> <p>P13: Serve with chuttny or ketchup</p>
CU18: Prepare for service	<p>P1: Products and food items are checked and restocked Where necessary.</p> <p>P2: Miser en place is carried out to ensure sufficient and appropriate food items are prepared in order to Commence service.</p> <p>P3: Miser en place is completed before service commences.</p> <p>P4: Ongoing requirements for additional food items are met at an appropriate time.</p> <p>P5: Service area and food items are displayed in a clean, hygienic and attractive manner</p>



<p>CU19: Serve customers</p>	<p>P1: Customer requirements are determined and met, in terms of speed of service, quantity, quality, additions And modifications to standard recipes, special requirements. P2: Customer relations skills are used to provide polite, efficient and effective service. P3: Assistance is provided to customers in selection of food items where required. P4: Selling skills are employed appropriately according to enterprise practices. P5: Thorough product knowledge is acquired and updated</p>
<p>CU20: Cook, and prepare food</p>	<p>P1: Appropriate equipment is selected and used correctly for particular cooking methods. P2: Correct ingredients are selected and assembled according to enterprise practices. P3: Appropriate cooking methods are employed according to enterprise procedures. P4: Foods requiring re-heating are heated at the correct temperature for the required length of time, according to enterprise practices and the principles of food safety. P5: Work is organized in consultation with other team members where appropriate, to ensure that food is Prepared or cooked in a timely manner and ongoing customer service is provided. P6: Portion control is used in order to minimize waste.</p>
<p>CU21: Present food</p>	<p>P1: Food items are presented attractively without drips or spills, and according to the enterprise requirements. P2: Food is portioned according to enterprise standards. P3: Food is presented in the appropriate hot or cold storage/presentation equipment.</p>
<p>CU22: Store food</p>	<p>P1: Food is stored in the correct manner according to principles and practices of hygiene and food safety. P2: Stock is monitored, accounted for and re-ordered when required.</p>
<p>CU23: Clean and maintain equipment</p>	<p>P1: Equipment is maintained according to manufacturer's instructions. P2: Equipment is cleaned where required before, during, and after completion of service.</p>



CU24: Comply with occupational health and safety regulations	P1: Health and safety work practices are used according to State/Territory legislation. P2: Miser en place and cooking is carried out with regard to safe work practices. P3: Equipment is operated in a safe manner according to manufacturer's instructions and principles of occupational health and safety
CU25: Observe principles and practices of hygiene	P1: Personal hygiene is maintained at all times. P2: Food hygiene is maintained according to the principles and practices of hygiene and food safety.
CU26: Handle cash	P1: Cash float is received and checked accurately using correct documentation. P2: Cash registers are operated using manufacturer's specifications and enterprise procedures. P3: Cash transactions are carried out promptly, correctly and accurately according to enterprise practices. P4: Non-cash transactions are carried out correctly according to enterprise procedures. P5: Safety of cash is ensured, according to enterprise practices. P6: Reconciliation of takings is carried out accurately using specified documentation

Knowledge & Understanding

- Personal and food hygiene
- Customer relations and communication skills
- Basic knowledge of the tourism and hospitality industry

Tools and Equipment

- Stoves
- Cooking Pots
- Containers
- Cutting Boards
- Freezer
- Platters
- Bowls
- Steel Bowls
- Whisk
- Peeler
- Dough Mixer
- Oven



- Hot Plate
- Deep fryer
-

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Non-cash transactions are carried out correctly according to enterprise procedures.
- Safety of cash is ensured, according to enterprise practices.
- Reconciliation of takings is carried out accurately using specified documentation



1013-HRC-71 Plan Catering Control Principles, And Monitor Revenue and Costs

Overview:

This Competency unit covers the application of catering control principles to the ordering, storage and processing of food, in order to minimize wastage. This Competency standard deals with the skills and knowledge required to establish and monitor the costs involved in operating a food service operation.

Competency Unit	Performance Criteria
CU1: Plan procedures to reduce wastage	<ul style="list-style-type: none">• Procedures for reducing wastage are identified, including:<ul style="list-style-type: none">• portion control• ordering to specifications• stock rotation• using appropriate equipment• appropriate storage• standard recipe cards.• Security measures to reduce loss are identified
CU2: Carry out catering control procedures	<ul style="list-style-type: none">• Portion control is carried out effectively.• Calibrated equipment is used where appropriate to ensure correct portion control.• Recipes are followed accurately to avoid mistakes.• Ordering is appropriate for turnover and is adequate but minimum for requirements.• Stock is rotated and accurately documented.• Food is correctly and securely stored to minimize wastage and loss
CU3: Dispose of waste	<ul style="list-style-type: none">• Re-usable products including off-cuts, bones and trimmings are utilized effectively.• Re-cyclable products such as glass, plastics, paper and vegetable matters are utilized or disposed of in an environmentally appropriate way.• Non-recyclable products are disposed of according to occupational health and safety requirements and relevant regulations.
CU4: Establish and maintain a purchasing and ordering system	<ul style="list-style-type: none">• Appropriate basic systems for purchasing and ordering is established and implemented efficiently to maximize quality and minimize costs and wastage.• Systems for storing food items are established and maintained to avoid deterioration, wastage, theft and spoilage.• Stock records are systematically and regularly kept updated.



CU5: Establish and maintain a financial control system	<ul style="list-style-type: none">• Departmental and operational income statements are prepared and recorded accurately and on time.• Budget forecasts are met within defined fiscal periods and any variations are adequately explained.• Financial records are kept updated and utilized effectively
CU6: Maintain a production control system	<ul style="list-style-type: none">• Food control and production schedules are developed and maintained in a manner which maximizes efficiency and minimizes waste.• Work flows and staff rostering are designed to minimize Competency unit labor cost.• Daily sales are monitored accurately and timely adjustments are made to menus to reflect customer preferences
CU7: Select and utilize Technology	<ul style="list-style-type: none">• Appropriate computer systems and business machines are selected and utilized to increase ease and efficiency.• Appropriate software is selected according to the needs of the establishment.

Knowledge & Understanding

- Hygiene
- Occupational health and safety
- Storage of food
- Ordering and stock control
- Organizational skills and teamwork
- Culinary terms commonly used in the enterprise
- Logical and time efficient workflow
- Inventory and stock control systems
- Purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- Basic knowledge and understanding of accounting systems must be demonstrated.

Tools and Equipment

- **Market purchase list**
- **Purchase orders**
- **Dry goods bin cards**
- **Perishable bin cards**
- **Recipe cards**
- **Stationary**



- Lap top or computer
- Food cost report
- Food production control sheet
- Daily food cost reports

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Maintain a production control system



1013-HRC-72 Work in a Socially Diverse Environment (knowledge based)

Overview:

This Competency standard deals with the skills and knowledge to 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 Unit	Performance Criteria
CU1: Communicate with customers and colleagues from diverse backgrounds	P1: Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity. P2: Verbal and non-verbal communication takes account of cultural differences. P3: Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person’s language. P4: Assistance from colleagues, reference books or outside organizations is obtained when required.
CU2: Deal with cross cultural misunderstandings	P1: Issues which may cause conflict or misunderstanding in the workplace are identified. P2: Difficulties are addressed with the appropriate people and assistance is sought from team leaders. P3: When difficulties or misunderstandings occur, possible cultural differences are considered. P4: Efforts are made to resolve the misunderstanding, taking account of cultural considerations. P5: Issues and problems are referred to the appropriate team leader/supervisor for follow up.

Knowledge & Understanding

- Trainee will be able to understand
- Principles that underpin cultural awareness
- Recognition of the different cultural groups in Pakistan society
- Basic knowledge of the culture of Pakistan’s indigenous and non-indigenous peoples
- Recognition of various international tourist groups (as appropriate to the sector and individual workplace)
- principles of Equal Employment Opportunity Competency unity (EEO) and anti-discrimination
- Legislation as they apply to individual employees.



Tools and Equipment

Not required

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

Deal with cross cultural misunderstandings



1013-HRC-73 Plan and Organize Work (knowledge based)

Overview:

This unit describes the performance outcomes, skills and knowledge required to Set objectives and plan work activities, Plan and schedule work activities, Implement work Plans, Monitor work activities and Review and evaluate work plans and activities. This unit covers the outcomes required in planning and organizing work. It may be applied to a small independent operation or to a section of a large organization.

Unit of Competency	Performance Criteria
<p>CU1. Set objectives and plan work activities</p>	<p>P1 Identify work objectives in consultation with supervisor and consistent with organizational aims.</p> <p>P2 Determine work activities, consistent with, and linked to objectives and broken down into steps in accordance with set time frames.</p> <p>P3 Establish work activity priorities and deadlines in consultation with others, as appropriate, optimizing the use of time and resources.</p> <p>P4 Identify your own and team responsibilities and levels of authority to ensure understanding of roles.</p> <p>P5 Assess resource implications of the work activities as appropriate consistent with workplace procedures.</p>
<p>CU2. Plan and schedule work activities</p>	<p>P1 Coordinate schedule of work activities with personnel concerned</p> <p>P2 Conduct work within established workplace policies and the business goals of the workplace.</p> <p>P3 Schedule work tasks</p>
<p>CU3. Implement work Plans</p>	<p>P1 Identify work methods and practices in consultation with personnel concerned.</p> <p>P2 Implement work plans in accordance with set time frames, resources and standards.</p>
<p>CU4. Monitor work activities</p>	<p>P1 Monitor work activities and compare with set objectives.</p> <p>P2 Monitor work performance</p> <p>P3 Report and coordinate deviations from work activities with appropriate personnel and in accordance with set standards.</p> <p>P4 Compile reporting requirements with in accordance with recommended format.</p> <p>P5 Maintain files in accordance with standard operating procedures.</p>
<p>CU5. Review and evaluate work plans and activities</p>	<p>P1 Review work plans, strategies and implementation based on accurate, relevant and current information.</p> <p>P2 Base the review on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>P3 Get the feedback to identify and develop ways to improve competence within available opportunities.</p> <p>P4 Provide results of review to concerned parties and formed as the basis</p>



	<p>for adjustments/simplifications to be made to policies, processes and activities.</p> <p>P5 Conduct performance appraisal in accordance with organization rules and regulations.</p> <p>P6 Prepare performance appraisal report and document it regularly as per organization requirements.</p> <p>P7 Prepare recommendations and present to appropriate personnel/authorities.</p> <p>P8 Implement feedback mechanisms in line with organization policies</p>
CU6. Prepare for meetings	<p>P1 Develop agenda in line with stated meeting purpose</p> <p>P2 Ensure style and structure of meeting are appropriate to its purpose</p> <p>P3 Identify meeting participants and notify them in accordance with organizational procedures</p> <p>P4 Confirm meeting arrangements in accordance with requirements of meeting</p> <p>P5 Dispatch meeting papers to participants within designated timelines</p>
CU7. Conduct meetings	<p>P1 Chair meetings in accordance with organizational requirements, agreed conventions for type of meeting and legal and ethical requirements</p> <p>P2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes</p> <p>P3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues</p> <p>P4 Brief minute-taker on method for recording meeting notes in accordance with organizational requirements and conventions for type of meeting</p>
CU8. Follow up meetings	<p>P1 Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organizational procedures and meeting conventions</p> <p>P2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organizational requirements</p> <p>P3 Report outcomes of meetings as required, within designated timelines.</p>
CU9. Establish schedule requirements	<p>P1 Identify organizational requirements and protocols for diaries and staff planning tools</p> <p>P2 Identify organizational procedures for different types of appointments</p> <p>P3 Determine personal requirements for diary and schedule items for individual personnel</p> <p>P4 Establish appointment priorities and clarify in discussion with individual personnel</p>
CU10. Research and confirm career trends	<p>P1 Apply knowledge of changing organizational structures, lifespan of careers and methods of conducting work search, recruitment and selec-</p>



	<p>tion processes</p> <p>P2 Analyze changing worker and employer issues, rights and responsibilities in context of changing work practices</p> <p>P3 Examine importance of quality careers development services</p> <p>P4 Maintain all research, documentation, sources and references (electronic or physical) to a high degree of currency and relevance</p> <p>P5 Analyze implications of relevant policy, legislation, professional codes of practice and national standards relating to worker and employer issues</p> <p>P6 Research changes and trends in theory of career development counseling and practice</p> <p>P7 Confirm clusters, levels and combinations of transferable employability skills and preferences that may open employment options spanning more than one occupation or career pathway</p>
CU11. Assess and confirm ongoing career development needs of target group	<p>P1 Analyze history and records in assessing needs of target group</p> <p>P2 Assess success of previous career development services and techniques used for individual or target group</p> <p>P3 Deploy other means to investigate appropriate care and counseling approaches as required</p> <p>P4 Maintain privacy and security of all data, research and personal records according to relevant policy, legislation, professional codes of practice and national standards</p> <p>P5 Establish existing work-life balance requirements, issues and needs</p>
CU12. Maintain quality of career development services and professional practice	<p>P1 Analyze and review relevance of career theories, models, frameworks and research for target group</p> <p>P2 Incorporate into career development services and professional practice, major changes and trends influencing workplace and career-related options and choices</p> <p>P3 Comply with all relevant policy, legislation, professional codes of practice and national standards that influence delivery of career development services</p>
CU13. Communicate effectively	<p>P1 Identify communication barriers and use strategies to overcome these barriers in the client-counselor relationship</p> <p>P2 Facilitate the client-counselor relationship through selection and use of micro skills</p> <p>P3 Integrate the principles of effective communication into work practices</p> <p>P4 Observe and respond to non-verbal communication cues</p> <p>P5 Consider and respond to the impacts of different communication techniques on the client-counselor relationship in the context of individual clients</p> <p>P6 Integrate case note taking with minimum distraction.</p>
CU14. Communicate	<p>P1 Identify communication barriers and use strategies to overcome these</p>



effectively	<p>barriers in the client-counselor relationship</p> <p>P2 Facilitate the client-counselor relationship through selection and use of micro skills</p> <p>P3 Integrate the principles of effective communication into work practices</p> <p>P4 Observe and respond to non-verbal communication cues</p> <p>P5 Consider and respond to the impacts of different communication techniques on the client-counselor relationship in the context of individual clients</p> <p>P6 Integrate case note taking with minimum distraction</p>
CU15. Use specialized counseling interviewing skills	<p>P1 Select and use communication skills according to the sequence of a counseling interview</p> <p>P2 Identify points at which specialized counseling interviewing skills are appropriate for inclusion</p> <p>P3 Use specialized counseling communication techniques based on their impacts and potential to enhance client development and growth</p> <p>P4 Identify and respond appropriately to strong client emotional reactions</p>
CU16. Evaluate own communication	<p>P1 Reflect on and evaluate own communication with clients</p> <p>P2 Recognize the effect of own values and beliefs on communication with clients</p> <p>P3 Identify and respond to the need for development of own skills and knowledge</p>

Knowledge and Understanding of

- Communication skills:
- sharing information,
- listening and understanding,
- negotiation,
- facilitation and team collaboration
- the ways of conducting team meetings
- List down motivation skills
- Outline the organization's strategic plan, policies
- rules and regulations, laws and objectives for work unit activities and priorities
- Outline organizations policies, strategic plans, guidelines related to the role of the work unit
- Explain team dynamics and facilitation processes

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Reflect on and evaluate own communication with clients



- Recognize the effect of own values and beliefs on communication with clients
- Identify and respond to the need for development of own skills and knowledge



1013-HRC-74 Healthy Meal and Nutrition

Overview:

A healthy meal is essential for good health and nutrition.

It protects you against many chronic non-communicable diseases, such as heart disease, diabetes and cancer. Including less salt, sugars, saturated and industrially-produced trans-fats, are essential for healthy meal.

A healthy meal is a combination of different foods like fresh fruits, vegetables, more of proteins, low-fat dairy and yoghurt.

This competency provides knowledge and skills required to prepare menus of healthy & nutritious meals.

Competency units	Performance Criteria
<p>CU1: Prepare a healthy meal plan according to food nutrition.</p>	<p>P1: Identify age group of the guest meal plan is required. P2: Calculate amount of carbs, sugar, fats, proteins, sodium, fibers and calories For the meal plan required for the age group of guest. P3: Allocate amounts of meat, vegetables, dairy, fruits for the Meal plan. P4: Divide amounts allocated in to different food groups like appetizer, main course, dessert etc. P5: Ensure each portion size is reduced by 30% to meet a healthy Meal plan.</p>
<p>CU2: Build a healthy breakfast menu.</p>	<p>P1: Ensure vitamin C enriched citrus fruits like grapefruit Or Orange are included in breakfast. P2: Ensure cereals with skimmed or low-fat milk are part of breakfast. P3: Ensure hard boiled or poached eggs are included. P4: Ensure fresh fruits with low-fat yoghurt added to breakfast menu. P5: Include lean grilled meat and beans to add more proteins.</p>

Knowledge & Understanding of:

Nutrition is nourishment or energy that is obtained from food consumed or the process of consuming the required amount of nourishment and energy. An example of nutrition is the nutrients found in fruits and vegetables. An example of nutrition is eating a healthy diet.

A healthy diet is essential for good health and nutrition.

It protects you against many chronic non-communicable diseases, such as heart disease, diabetes and cancer. Eating a variety of foods and consuming less salt, sugars and saturated and industrially-produced trans-fats, are essential for healthy diet.

A healthy diet is combination of different foods. These include:



- Staples like cereals (wheat, barley, rye, maize or rice) or starchy tubers or roots (potato, yam or cassava).
- Lentils and beans.
- Fruit and vegetables.
- Foods from animal sources (meat, fish, eggs and milk).

Here is some useful information to follow a healthy diet, and the benefits of doing so.

Eat plenty of vegetables and fruit:

- ✓ They are important sources of vitamins, minerals, dietary fiber, plant protein and antioxidants.
 - ✓ People with diets rich in vegetables and fruit have a significantly lower risk of obesity, heart disease, stroke, diabetes and certain types of cancer.
- Eat less fat:
 - ✓ Fats and oils and concentrated sources of energy. Eating too much, particularly the wrong kinds of fat, like saturated and industrially-produced trans-fat, can increase the risk of heart disease and stroke.
 - ✓ Using unsaturated vegetable oils (olive, soy, sunflower or corn oil) rather than animal fats or oils high in saturated fats (butter, ghee, lard, coconut and palm oil) will help consume healthier fats.
 - ✓ To avoid unhealthy weight gain, consumption of total fat should not exceed 30% of a person's overall energy intake.
 - Limit intake of sugars:
 - ✓ For a healthy diet, sugars should represent less than 10% of your total energy intake. Reducing even further to under 5% has additional health benefits.
 - ✓ Choosing fresh fruits instead of sweet snacks such as cookies, cakes and chocolate helps reduce consumption of sugars.
 - ✓ Limiting intake of soft drinks, soda and other drinks high in sugars (fruit juices, cordials and syrups, flavored milks and yogurt drinks) also helps reduce intake of sugars.
 - Reduce salt intake:
 - ✓ Keeping sodium intake from 1.5gr to 2.5gr per day helps prevent hypertension and reduces the risk of heart disease and stroke in the adult population.
 - ✓ Limiting the amount of salt and high-sodium condiments (soy sauce and fish sauce) when cooking and preparing foods helps reduce salt intake.
 - Make part of meal:
 - ✓ Use of fish, Garlic, green leaves, olives & olive oil, sunflower seeds & oil,
 - ✓ Drynuts, lean grilled meats, fresh fruits, and boiled eggs.

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Prepare a healthy meal plan according to food nutrition.



Tools & equipment

- ❖ Nutrition charts.
 - ❖ Calorie converter charts.
 - ❖ Calculator.
 - ❖ Weighing scale.
 - ❖ Recommended fats intakes.
 - ❖ Lists of local ingredients with less sugar, fats and sodium.
 - ❖ List of local ingredients rich in fiber, carbs and Omega 3.
-



Islamabad 31st May, 2019

NOTIFICATION

No. F. 5(13)/2018-DD (TE): In pursuance of sub-section (d) of section-6" Functions of the Commission" National Vocational & Technical Training Commission (NAVTTTC) Act-2011, NAVTTTC is pleased to approve and notify following qualifications in twenty (20) trades for Level 1-5 under National Vocational Qualification Framework (NVQF), which have been developed in compatibility with latest global trends in the fields and fulfilling requirements of competency based training and assessment (CBT&A) system. The qualifications have been developed and validated in collaboration with TEVTAs, QABs, industry and other relevant stakeholders: -

S#	National Vocational Qualifications
1.	National Qualification Level-5 diploma in Automobile Technology
2.	National Qualification Level-5 diploma in Civil Technology
3.	National Qualification Level-5 diploma in Construction Technology
4.	National Qualification Level-5 diploma in Information & Commutation Technology (ICT)
5.	National Qualification Level-5 diploma in Garment Manufacturing Technology
6.	National Qualification Level-5 diploma in Electrical Technology
7.	National Qualification Level-5 diploma in Electronics Technology
8.	National Qualification Level-5 diploma in Instrumentation Technology
9.	National Qualification Level-5 diploma in Computer Aided Design & Manufacturing (CAD /CAM)
10.	National Qualification Level-5 diploma in Mechanical Technology
11.	National Qualification Level-5 diploma in Graphics Designing
12.	National Qualification Level-5 diploma in Heating, Ventilation, Air-conditioning & Refrigeration (HVACR) Technology
13.	National Qualification Level-5 diploma in Media Production
14.	National Qualification Level-5 diploma in Hotel Management



15.	National Qualification Level-5 diploma in Professional Chef
16.	National Qualification Level-5 diploma in Tourism Management
17.	National Qualification Level-5 diploma in Hair & Beauty Services
18.	National Qualification Level-5 diploma in Fashion Designing
19.	National Qualification Level-5 diploma in Ceramics Technology
20.	National Qualification Level-5 diploma in Telecom Technology

2. All the TVET related institutions / organizations are required to implement aforementioned qualifications so that a uniform and standardized TVET qualification system is established in Pakistan and efforts are made for international equivalence / recognition of these qualifications.

3. Competency Standards of the above enlisted qualifications can be accessed at NAVTTTC's website (www.navttc.org).

(Muqem Islam)

Director General (Skill Standards & Curricula)

Phone: 051-9215385

Distribution:

1. Federal Secretary, Ministry of Federal Education & Professional Training, Govt of Pakistan
2. Federal Secretary, Ministry of Overseas Pakistanis and Human Resource Development, Govt of Pakistan, Islamabad
3. Federal Secretary, Ministry of Industry and Production, Govt of Pakistan, Islamabad
4. Federal Secretary, Ministry of Textile Industry, Govt of Pakistan, Islamabad
5. Federal Secretary, Ministry of Commerce, Govt of Pakistan, Islamabad
6. Federal Secretary, Ministry of Railway, Govt of Pakistan, Islamabad
7. Federal Secretary, Ministry of Climate Change, Govt of Pakistan, Islamabad



8. Federal Secretary, Ministry of Religious Affairs, Govt of Pakistan, Islamabad
9. Federal Secretary, Ministry of Communication, Govt of Pakistan, Islamabad
10. Federal Secretary, Ministry of Aviation Division, Govt of Pakistan, Islamabad
11. Federal Secretary, Ministry of Science & Technology, Govt of Pakistan, Islamabad
12. Chairperson, Punjab Technical Education and Vocational Training Authority (P-TEVTA), Lahore
13. Managing Director, Khyber Pakhtunkhwa Technical Education and Vocational Training Authority (KP-TEVTA),
14. Managing Director, Sindh Technical Education and Vocational Training Authority (S-TEVTA), Karachi
15. Chairman, Azad Jammu & Kashmir, Technical Education and Vocational Training Authority (AJ&K TEVTA), Muzafarabad
16. Director TVET Cell, Gilgit Baltistan, Gilgit
17. Director General, Punjab Vocational Training Council (PVTC), Punjab
18. Managing Director, Technology Upgradation and Skill Development Company (TUSDEC) Lahore
19. Project Director, Punjab Skill Development Program (PSDP) Lahore
20. CEO, Punjab Skill Development Fund, Lahore
21. Rector, UNTECH University Islamabad
22. National Deputy Leader, GIZ Islamabad
23. PS to Minister of Federal Education & Professional Training, Govt of Pakistan
24. PS to Special Adviser to the Prime Minister on Youth Affairs, Prime Minister's Office, Islamabad
25. Chairperson, Federal of Pakistan Chamber of Commerce and Industry (FPCCI), Karachi
26. Conveyor, Sector Skills Council (Textile/ Construction/ Renewable Energy/ Hospitality and Tourism)
27. Director Technical Education and Vocational Training Authorities (TEVTA), Balochistan



28. Chairman, Pakistan Tourism Development Corporation, Lahore
29. Chairman, PCSIR Headquarters, Islamabad
30. Director General, Pakistan Forest Institute, Peshawar
31. Chairman, Wafaq ul Madaris, Multan
32. Director General, Staff Welfare, Islamabad
33. Director General, NISTE Capital Administration and Development Division, Islamabad
34. Director General, National Training Bureau, Islamabad
35. Chairmen, Provincial Technical Education Boards
36. Chairmen, Provincial Trade Testing Boards
37. Secretary, IBCC, Islamabad: *with the request that National qualifications of Level 5 diploma in the aforementioned trades may be considered equivalent to Diploma of Associate Engineer/HSSC after inclusion of compulsory courses in the light of IBCC general requirement.*

Copy for information to: -

1. DG (P&D)/(A&F)/ (A&C) (S&C) NAVTTC
2. Director General(s), NAVTTC Regional Office(s).
3. Sr. Technical Advisor, TSSP-GIZ
4. Staff Officer to Chairman, NAVTTC
5. PS to Executive Director, NAVTTC Islamabad
6. Concerned File/ Office Copy



National CS Qualifications Level 5 for Cook/ Chef

