

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan

"Skills for All"



Course Contents/ Lesson Plan

Course Title: Event Management (Catering / Cooking)

Duration: 6 Months

Course Details / Description & Preliminaries

Course Title	Event Management (Catering /Cooking)
Objectives and Expectations	<p><u>Employable skills and hands on practice for Catering and Cooking</u></p> <p>This is a special course designed to address unemployment in the youth. The course aims to achieve the above objective through hands on practical training delivery by a team of dedicated professionals having rich market/work experience. This course is therefore not just for developing a theoretical understanding/back ground of the trainees. Contrary to that it is primarily aimed at equipping the trainees to perform commercially in a market space in independent capacity or as a member of a team.</p> <p>The course therefore is designed to impart not only technical skills but also soft skills (i.e. interpersonal/communication skills; personal grooming of the trainees etc.) as well as entrepreneurial skills (i.e. Marketing Skills; Free Lancing etc.).The course also seeks to inculcate work ethics to foster better citizenship in general and improve the image of Pakistani work force in particular.</p> <p>Main Expectations:</p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands- on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market centric approach will be adopted as the main driving force while</p>

<p>Key Features of Training & Special Modules</p>	<p>delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each individual trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"><li data-bbox="456 506 1443 1003">i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labelling name, trade, session etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.<li data-bbox="456 1024 1443 1759">ii. In order to materialize the main expectations, a special module on Job Search & Entrepreneurial Skills has been included in the later part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favoured labour destination countries also forms a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.<li data-bbox="456 1780 1443 1871">iii. A module on Work Place Ethics has also been included to highlight the importance of good and positive behavior at
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<p>Training Tools/ Methodology</p>	<p>work place in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of Pakistani workforce would undergo a positive transformation in the local as well as international job markets.</p> <p>In order to maintain interest and motivation of the trainees throughout the course, modern techniques such as:</p> <ul style="list-style-type: none"> • Motivational Lecture • Success Stories • Case Studies <p>These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).</p> <p>Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem solving abilities of the trainees.</p> <p>(i) Motivational Lectures</p> <p>The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture to inspire the trainees to utilize the training opportunity to the full and</p>
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strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity and spark the desire needed for trainees to want to learn more.

Impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for longer time without boredom and loss of interest because they can clearly see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

(ii) Success Stories

Another effective way of motivating the trainees is by means of Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation or

by means of a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. Optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

Suggestive structure and sequence of a sample success story and its various shapes can be seen at annexure III.

(iii) Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes class room atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

	<p>Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies to be presented to the trainees. The trainer may adopt a power point presentation or video format for such case studies whichever is deemed suitable but it's important that only those cases are selected that are relevant and of a learning value. The Trainees should be required and supervised to carefully analyze the cases.</p> <p>For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions and intended solutions of the problem / situation.</p> <p>Case studies can be implemented in the following ways:-</p> <ol style="list-style-type: none"> i. A good quality trade specific documentary(At least 2-3 documentaries must be arranged by the training institute) ii. Health & Safety case studies(2 cases regarding safety and industrial accidents must be arranged by the training institute) iii. Field visits(At least one visit to a trade specific major industry/ site must be arranged by the training institute)
Intake to the Training	<p>The candidate must;</p> <ul style="list-style-type: none"> • Possess SSC or above qualification. • Be able and willing to carry out catering and cooking related assignments professionally.

Learning Outcome of the Course	<p>At the end of the course, the student must have attained the following competencies:</p> <ul style="list-style-type: none"> • Master basic food preparation and cooking processes and culinary techniques • Apply food safety and hygiene regulations • Maintain professional standards throughout shift • Be aware of nutritional, economic and ecological requirements • Prepare and cook vegetables • Prepare, cook and finish meat, poultry and fish dishes • Prepare and finish simple salad and fruit dishes
	<ul style="list-style-type: none"> • Prepare and cook pasta and rice dishes • Prepare and cook eggs and egg dishes • Prepare and cook grain and pulses • Prepare and cook soups, stocks and sauces • Prepare, cook and finish simple bread and dough products • Prepare hot and cold sandwiches • Prepare and finish simple sweet dishes • Clean kitchen equipment and cooking utensils • Complete kitchen shift effectively • Able to identify and pursue new business opportunities in the hospitality sector • Understand Event Management • Understand cooking and catering industry for events • Be able to work in Catering industry for Event Management
Course Execution Plan	<p>Total Duration of Course: 6 Months (26 Weeks)</p> <hr/> <p>Class Hours: 4 Hours per day (06 days per week)</p> <hr/> <p>Theory: 20% Practical: 80%</p> <hr/> <p>Weekly Hours: 24 Hours Per week</p> <hr/> <p>Total Contact Hours: 600 hours</p>

<p>Companies Offering Jobs in the respective trade</p>	<ol style="list-style-type: none"> 1. Hotels 2. Motels 3. Restaurants 4. Cafes 5. Event Management Companies 6. Catering Companies 7. Food Outlets 8. Ships 9. Government Institutes 10. Corporate Companies 11. Tour Operators 12. Factories and production houses 13. Armed Forces 14. Hospitals 15. Amusement parks 16. Clubs 17. Airlines 18. Railways
<p>Job Opportunities</p>	<p>All over the world there is a high demand of hospitality workers including cooks, waiters, housekeepers, front of the house staff, back of the house staff and event management staff. Hospitality is one of the fastest growing industries of the world. Nearly above 6.5 million jobs are expected world wide by 2023.</p> <p>The latest increased in tourism in Saudi Arabai and Gulf countries has also increased the demand of hospitality workers.</p> <p>The tourism sector of Pakistan has also opened its door for the world. Since last year domestic tourism has also increased many foldsthat in turn has enhanced the demand of hospitality workers in Pakistan also.</p> <p>Unfortunately, hospitality sector in Pakistan remained under privileged in since its birth. The latest initiative of government has created lot of awareness and demand of this sector.</p> <p>With the help of this course, we will be able to give necessary skills trainings of hospitality sector to our youth. There are also opportunities for new start-up of entrepreneurship because of high demand in the emerging market of tourists for:</p> <ul style="list-style-type: none"> • Road side café/dabahs • Tea houses • Fast food outlets • Snacks shops • Cold Beverages • Catering

No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	<p>Development Platform:</p> <ul style="list-style-type: none"> • Tutorials • Videos • Course Curriculum • Lab • Knead Café • Pepperoni Restaurant and Banquet <p>Learning Material:</p> <ul style="list-style-type: none"> • Learning Material from Curriculum • Videos • Support books • Google • Daily Consumable

Course Details / Description & Preliminaries

Scheduled Week	Module Title	Learning Units	Remarks
Week 1	Introduction to Hospitality Sector	<p>Course Introduction</p> <ul style="list-style-type: none"> • Course Content • Motivational Lecture(For further detail please see Page No: 3-4) • Pakistani Hospitality industry Introduction • Middle East Hospitality industry Introduction • World hospitality industry introduction • Employment opportunities in local and international Job market <p>• Workplace ethics (Details may be seen at annexure II)</p> <ul style="list-style-type: none"> • Professionalism 	Task1 (Details may be seen at Annexure I)
Week 2	Occupational Safety	<p>Workplace Hazards</p> <ul style="list-style-type: none"> • importance of keeping the work area neat and tidy while working • list the use and importance of safety signs • list potential hazards at the workplace • list potential consequences of hazards at the workplace 	Task2 (Details may be seen at Annexure I)

- Reporting Accidents
- What documentation should be completed in case of an accident
- Importance of training staff in Health and Safety
- When to check equipment and to whom damage should be reported
- Describe safe handling techniques for hazardous substances
- Describe how to store hazardous substances safely
- Importance of storing tools and equipment's correctly after use.
- Types of Hazards
- Consequences of Hazards
- **Case study** (hazards & Safety Details may be seen at page No: 5-6)

Fires and Safety

- State what action to take in case of an emergency
- Identify the elements of the fire triangle and how they can be used to extinguish a fire
- list different types of fires
- Types of fires
- Basic types of fire fighting equipment

Kitchen Tools and Equipment's

- List the tools and equipment's used in kitchen
- Describe safe handling and operating techniques of Kitchen tools and equipment's.
- Describe operating techniques of Kitchen tools and equipment's.
- Importance of cleaning and storing tools and equipment correctly after use
 - **Success story** (For further detail please see Page No: 4-5and Annexure-III at the end)

<p>Week 3</p>	<p>Food Safety in Catering</p>	<p>Personal Responsibility for Food Safety</p> <ul style="list-style-type: none"> • Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour. • Outline the legal responsibilities of food handlers and food safety including its role in reducing the risk of contamination. <p>Importance of Personal Hygiene</p> <ul style="list-style-type: none"> • Hygiene in food safety including its role in reducing the risk of contamination. • Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds. <p>Importance of Workplace Hygiene</p> <ul style="list-style-type: none"> • Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal. <p>Importance of Keeping Food Safe</p> <ul style="list-style-type: none"> • State the sources and risk to food safety from contamination and cross-contamination to include microbiologic, chemical, physical and allergenic hazards. • Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food. • Define food poisoning. • Outline Hazard Analysis Critical Control Points. • HACCP practices and procedures <p>Food Bacteria</p> <ul style="list-style-type: none"> • State the bacteria associated with open wounds. • Reports illnesses and infections • Carriers of bacteria • Types of bacteria <p>Pest Control, Cross Contamination and Food Storage</p> <ul style="list-style-type: none"> • list common types of food pests • identify signs of food pests 	<p>Task3(Details may be seen at Annexure I)</p>
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- Describe different pest proofing methods.
 - Describe the checks that should be made when accepting
 - Deliveries of ambient, chilled or frozen foods
 - Describe stock rotation systems
 - describe the difference between 'best before' and 'use by dates'
 - identify the correct storage conditions for foods
 - Define the term cross contamination
 - Describe ways of reducing cross contamination
 - State best practice for thawing/defrosting foods.
- Micro Organisms and Food Poisoning**
- List the micro-organisms associated with food poisoning.
 - Identify non-bacterial causes of food poisoning.
 - Identify different types of high risk foods.
 - Describe common symptoms of food poisoning
 - Identify the people most at risk from food poisoning.
 - Identify common food allergens and intolerances.
 - Identify the temperatures at which most food poisoning micro-organisms will grow rapidly, cease to multiply and die
 - Define the term temperature danger zone
 - Identify different heat treatment processes
- Food Allergens**
- Describe the importance of the risk of allergen crosses contamination in situations where a seafarer has asked for food to be free of a certain ingredient that they are allergic or intolerant to.
 - Identify most common food ingredients which can cause extreme illness including death:
Peanuts; Nuts; Gluten; Fish; Soya; Celery;

		Mustard; Sesame seeds, Sulphur dioxide Case Study (Health and Hygiene) Details may be seen at Page No:5-6).	
Week 4	Introduction to Nutrition (Healthier Food and Special Diets and Requirements)	<p>Motivational Lecture(For further detail please see Page No: 3-4)</p> <p>Nutrition Guidelines in Diet</p> <ul style="list-style-type: none"> • Identify the main food groups that contribute to a balanced diet • Different types and sources of nutrients found in the food groups including the followings: Carbohydrates, Protein, Fat, Fiber, Vitamins and Minerals. • Definition of nutrients. • Understand the principal of balanced diets. • Describe the catering methods for retaining the nutritional content of food. • Identify foods that can be used to make menus healthier? <p>Special Diet</p> <ul style="list-style-type: none"> • Impact of diet on health. • Identify groups of people who may have special dietary requirements. • Identify changes that can be made to dishes to produce healthier food. • Describe ways in which nutrients in food can be destroyed during: <ul style="list-style-type: none"> • storage • preparation • cooking • holding (hot food) <p>Foods and Cooking Methods</p> <ul style="list-style-type: none"> • Types Cooking Methods • define the following methods of cookery: <ul style="list-style-type: none"> • braising • stewing • Boiling • Pouching • Steaming • Frying • Grilling • Types of Foods 	<p>Task 4(Details may be seen at Annexure I)</p> <p>1st Monthly Test at Week 4 end</p>

		<ul style="list-style-type: none"> • Types of Spices • Types of herbs <p>Dietary Requirements for Shift Workers</p> <ul style="list-style-type: none"> • Describe the impact of diet on shift workers at sea • Describe catering practices to be considered when planning and providing meals for shift workers at sea. 	
Week 5	Applying Workplace and other associated skills	<p>Maintain Professional Presentation</p> <ul style="list-style-type: none"> • Maintain personal professional appearance and demonstrate a positive and professional approach in their working condition. • Explain what is considered to be professional presentation of one self. • Explain the skills required to maintain the work area. <p>Positive Attitude to work Effectively</p> <ul style="list-style-type: none"> • Demonstrate a positive attitude and behaviour with customers and colleagues. • Demonstrate use of correct procedures and good practices in dealing with customers and colleagues. • Communicate effectively to identify and provide support to customers and colleagues to solve problems should they arise. • Demonstrate working with others to achieve targets. • Describe the skills required to work effectively with customers and colleagues to provide a quality service or product. • Describe how to identify and solve customers and colleagues problems and complaints should they arise. • List the key stages in working to meet team targets. <p>Prepare for Job Application</p>	Task5 (Details may be seen at Annexure I)

		<ul style="list-style-type: none"> • Explain the importance of evaluating an interview. • Produce a CV and covering letter. • Demonstrate a variety of interview skills. <p>Be able to Develop Skills</p> <ul style="list-style-type: none"> • Evaluate Current Skills against job aims. Identify an opportunity to develop a skill set and work towards a target. 	
<p>Week 6</p>	<p>Culinary Essentials (Applying Kitchen Operations, Cost and Menu Planning.</p>	<p>Introduction to Basic Knife Skills</p> <ul style="list-style-type: none"> • Identify the different types of knives and cutting equipment and uses • State the importance of correct and safe use of knives and cutting equipment • Describe the different ways to clean, maintain and store knives and cutting equipment • Select appropriate knife or cutting equipment for use • Use the correct and safe knife sharpening technique • Use knives and cutting equipment correctly and safely for a variety of Vegetable and Meat cuts. • Maintenance of knives and cutting equipment • Store knives and cutting equipment correctly and safely <p>Menu Planning</p> <ul style="list-style-type: none"> • Plan Menus. • Interprets menus for food production. <p>Culinary Math, Measurements and Food Cost</p> <ul style="list-style-type: none"> • Calculate costs and quantities relevant to simple activates in different catering operations. • Calculate the costs of different dishes to determine the food costs per portion. • Understand how to perform basic numeracy calculations in the kitchen. • State the units of measurement used for 	<p>Task6(Details may be seen at Annexure I)</p>

		<p>different commodities.</p> <ul style="list-style-type: none"> Describe the methods used to scale recipes. Perform basic calculations for recipes and methods. Units of measurement <p>Teaspoon (also t or tsp.); Tablespoon (also T, tbl., or tbsp.); Fluid ounce (also floz); Gill; Cup (also c); Pint (also p, pt, or flpt); Quart (also q, qt, or flqt); Gallon (also g or gal); ml also milliliter, cc (and mL); l, also liter, (and L); dl, also deciliter (and dL)</p> <p>Mass and weight Pound (also lb or #); Ounce (also oz); mg (also milligram or milligram me); g (also gram or grime); kg (also kilogram or kilogram me)</p> <p>Length Mm (also millimetre or millimeter); cm (also centimetre or centimeter); m (also meter or metre); inch (also in or “).</p> <p>Commodities Liquid and dry; commodities purchased according to size and portion sizes.</p> <ul style="list-style-type: none"> Conversion factor; use of cooking conversion tool; use of culinary measurements conversion table 	
<p>Week 7</p>	<p>Kitchen Operations And Religious and Cultural Catering Requirements</p> <p>&</p> <p>Preparation of Cold Food</p>	<p>Kitchen Operations, Job Roles and Responsibilities.</p> <ul style="list-style-type: none"> Describe the organization structure of the kitchen. Outline different responsibilities of different job roles in the kitchen. Kitchen brigade (executive chef, executive sous chef, sous chef, chef de partie, demi-chef de partie, commis, trainee) <p>Religious and Cultural Catering Requirements</p> <ul style="list-style-type: none"> Identify the different religious groups and cultural practices of seafarers on board. Describe catering practices to be 	<p>Task7(Details may be seen at Annexure I)</p>

		<p>considered when planning and providing meals for the major cultural and religious groups on board the ship.</p> <p>Motivational Lecture(For further detail please see Page No: 3-4)</p> <p>Cold Food Preparation</p> <ul style="list-style-type: none"> • list tools used to prepare cold food • Describe preparation methods and storage of cold food • State the importance of presentation in the service of cold food. • Select food ingredients and tools suitable for preparing and serving cold food • Prepare different types of cold food. • Combine food items to achieve the correct colour, flavor and texture • Display the cold food correctly prior to service • Comply with hygienic and safe working practices throughout the operations. <p>Success story (For further detail please see Page No: 4-5and Annexure-III at the end)</p>	
<p>Week 8</p>	<p>Stocks, Soups and Sauces</p>	<p>Preparation of Stocks, Soups and Sauces</p> <ul style="list-style-type: none"> • Describe different types of stock and the use • Describe different types of preparation, cooking and finishing methods for stock • State the cooking time for different types of stock • list the quality points of finished stock <p>Soups</p> <ul style="list-style-type: none"> • Select tools and equipment that are clean and fit for preparing soups. • Select appropriate ingredients for different soups. • Select ingredients of right quality and correct quantity for recipe. • Prepare clear and thick soups using appropriate cooking methods. 	<p>Task8(Details may be seen at Annexure I)</p>

		<ul style="list-style-type: none"> • Store soups not for immediate use. • Comply with personal hygiene and safety standards. • Plan work and estimate time realistically for all procedures. <p>Sauces</p> <ul style="list-style-type: none"> • Describe different types of sauces and their ingredients • Describe different preparing methods for sauces • Prepare different types of sauces • State the correct storage procedures for prepared sauces • Comply with personal hygiene and safety standards. 	2nd Monthly Test
Week 9	Prepare and Cook Breakfast	<p>Motivational Lecture(For further detail please see Page No: 3-4)</p> <p>Cooking Breakfast</p> <ul style="list-style-type: none"> • Select equipment and tools suitable for cooking different types of local and international breakfast. • Select ingredients suitable for cooking different types of local and international breakfast dishes. • Prepare different types of local and international fruits and vegetables by peeling, washing and trimming while demonstrating safe and hygienic practices. • Control the time and temperature throughout cooking • Garnish breakfast dishes according to the dish requirements • Store fruit and vegetables appropriately prior to cooking breakfast if required. • Comply with hygienic and safe working practices throughout the operations. <p>Case Study (Details may be seen at Page No:5-6)</p>	Task9 (Details may be seen at Annexure I)

<p>Week 10</p>	<p>Prepare and Cook Fruits and Vegetables</p>	<ul style="list-style-type: none"> • Select equipment and tools suitable for cooking different types of local and international fruits and vegetables. • Select ingredients suitable for cooking different types of local and international fruits and vegetables dishes. • Prepare different types of local and international fruits and vegetables by peeling, washing and trimming while demonstrating safe and hygienic practices. • Control the time and temperature throughout cooking • Garnish fruit and vegetable dishes according to the dish requirements • Store fruit and vegetables appropriately prior to cooking if required. • Comply with hygienic and safe working practices throughout the operations. <p>Success story (For further detail please see Page No: 4-5and Annexure-III at the end)</p>	<p>Task10 (Details may be seen at Annexure I)</p>
<p>Week 11</p>	<p>Prepare and cook meat and offal</p>	<p>Motivational Lecture(For further detail please see Page No: 3-4) Cooking International Foods using meat and Offal</p> <ul style="list-style-type: none"> • Select equipment and tools suitable for preparing, portioning and storing meat and offal to dish specification. • Select ingredients suitable for cooking different types of meat and offal dishes. • Prepare different types of international meat and offal dishes using correct cooking method. • Control the time and temperature throughout cooking • Garnish food according to the dish requirements • Comply with hygienic and safe working practices throughout the operations. 	<p>Task11 (Details may be seen at Annexure I)</p>

Week 12	Prepare and Cook Poultry	Cooking different cuisines dishes using Poultry <ul style="list-style-type: none"> • Select equipment and tools suitable for cooking different types of poultry dishes. • Select ingredients suitable for cooking different types of poultry dishes. • Prepare different types of poultry dishes using correct cooking method. • Control the time and temperature throughout cooking • Garnish food according to dish requirements Comply with hygienic and safe working practices throughout the operation. 	Task12 (Details may be seen at Annexure I)
Week 13	Mid Term	Mid-Term Assignment & Industry Visits	Task13 (Details may be seen at Annexure I)
Week 14	Prepare and Cook Sea Food	Cooking cuisines dishes using Sea Food <ul style="list-style-type: none"> • Select equipment and tools suitable for cooking different types of sea food dishes. • Select ingredients suitable for cooking different types of sea food dishes dishes. • Prepare different types of sea food dishes dishes using correct cooking method. • Control the time and temperature throughout cooking • Garnish food according to dish requirements. • Comply with hygienic and safe working practices throughout the operation. 	Task14 (Details may be seen at Annexure I)
Week 15	Prepare and Cook Rice & pasta Dishes	Motivational Lecture (For further detail please see Page No: 3-4) Cook rice&pasta dishes of different cuisines <ul style="list-style-type: none"> • Select equipment and tools 	Task15 (Details may be seen at Annexure I)

		<p>suitable for cooking different types of rice & pasta</p> <ul style="list-style-type: none"> • Select ingredients suitable for cooking different types of rice & pasta, dishes. • Prepare different types of rice & pasta dishes using correct cooking method. • Control the time and temperature throughout cooking • Garnish food according to dish requirements <p>Comply with hygienic and safe working practices throughout the operation.</p>	
Week 16	Prepare and Bake Bakery item	<p>Prepare and Bake Bakery Items</p> <ul style="list-style-type: none"> • Select equipment and tools suitable for cooking different types of Bakery items. • Select ingredients suitable for cooking different types of bakery items. • Prepare different types of bakery items using correct baking method. • Control the time and temperature throughout baking • Decorate item according to dish requirements. • Comply with hygienic and safe working practices throughout the operation. <p>Success story (For further detail please see Page No: 4-5and Annexure-III at the end)</p>	<p>Task16 (Details may be seen at Annexure I)</p> <p>4thMonthly Test</p>
Week 17	Prepare and Cook Chinese food	<p>Prepare and Cook Chinese food</p> <ul style="list-style-type: none"> • Select equipment and tools suitable for cooking different types of Chinese dishes. • Select ingredients suitable for cooking different types of Chinese dishes. • Prepare different types of poultry dishes using correct cooking method. • Control the time and temperature throughout cooking • Garnish food according to dish requirements 	<p>Task17 (Details may be seen at Annexure I)</p>

	Entrepreneurial Skills/Job Search (Job related Skills)	<ul style="list-style-type: none"> • Comply with hygienic and safe working practices throughout the operation. • Workplace ethics (Details may be seen at annexure II) • Job market& job search • Job related skills. • Interpersonal skills • Communication skills 	
Week 18	Continued..... Prepare and Cook Chinese food (Schuan Cuisine) Entrepreneurial Skills/Job Search (Self business)	Prepare and Cook Chinese food (Schuan Cuisine) <ul style="list-style-type: none"> • Select equipment and tools suitable for cooking different types of Chinese dishes. • Select ingredients suitable for cooking different types of Chinese dishes. • Prepare different types of poultry dishes using correct cooking method. • Control the time and temperature throughout cooking • Garnish food according to dish requirements • Comply with hygienic and safe working practices throughout the operation. • Workplace ethics (Details may be seen at annexure II) • Session on Self-Employment • How to start a Business. • Requirements (Capital, Physical etc) • Benefits/Advantages of self-employment 	Task18 (Details may be seen at Annexure I)
Week 19	Chapter 12 Prepare and cook Pakistani food	Prepare and cook Pakistani food <ul style="list-style-type: none"> • Select equipment and tools suitable for cooking different types of Pakistani dishes. • Select ingredients suitable for cooking different types of Pakistani dishes. • Prepare different types of Pakistani dishes using correct cooking method. • Control the time and temperature throughout cooking 	Task19 (Details may be seen at Annexure I)

		<ul style="list-style-type: none"> Garnish food according to dish requirements Comply with hygienic and safe working practices throughout the operation. 	
Week 20	<p>Continued....</p> <p>Chapter 12 Prepare and cook Pakistani food (Dam-Pukhat)</p>	<p>Prepare and cook Pakistani (Dam-Pukhat) food</p> <ul style="list-style-type: none"> Select equipment and tools suitable for cooking different types of Pakistani dishes. Select ingredients suitable for cooking different types of Pakistani dishes. Prepare different types of Pakistani dishes using correct cooking method. Control the time and temperature throughout cooking Garnish food according to dish requirements <p>Comply with hygienic and safe working practices throughout the operation.</p>	<p>Task20(Details may be seen at Annexure I)</p> <p>5th... Monthly Test</p>
Week 21	<p>Continued....</p> <p>Chapter 12 Prepare and cook Pakistani food (Mughalai)</p>	<p>Prepare and cook Pakistani(Mughalai) food</p> <ul style="list-style-type: none"> Select equipment and tools suitable for cooking different types of Pakistani Dam-Pukhatdishes. Select ingredients suitable for cooking different types of Pakistani dishes. Prepare different types of Pakistani dishes using correct cooking method. Control the time and temperature throughout cooking Garnish food according to dish requirements <p>Comply with hygienic and safe working practices throughout the operation.</p>	<p>Task21 (Details may be seen at Annexure I)</p>
Week 22	<p>Event Management</p>	<p>Principles of Event Management</p> <ul style="list-style-type: none"> From concept to reality - Understanding event management - resources - activities - risk management - delegation - event selection - role of the Event Manager. Preparing a proposal - Conducting market research - establishing viability - capacities - costs and facilities - plans - timescales - contracts. Organizing the event - Purpose - venue - timing - guest list - invitations - food & drink - room dressing - equipment - guest of honour - speakers - media - photographers - podium – exhibition 	<p>Task22 (Details may be seen at Annexure I)</p>

Annexure-I

Note:The following tasks are required to be performed multiple times by each trainee/group until sufficient proficiency level is acquired. The trainer is required to determine the number of times, each task needs to be repeated by a trainee as per his/her low/medium/high level of skill and proficiency during any stage of the course.

Tasks For Event Management (Catering / Cooking)

Task No.	Task Description	Week No.
1	Presentation: At the last day of the week, the students in groups will give presentation of hospitality sector in front of their class mates. They will cover local and international hospitality in prospective and highlight job and entrepreneur opportunities exist in the sector using different media and methods.	1
2	Presentation: At the final day of the week, the students in groups will give presentation on Hazards and Fire Safety. They will also make Hazards Assessment of the institute and take part in fire drill.	2
3	Presentation: At the end of the week, the students will give presentation on implementing food safety during training including personal hygiene and kitchen hygiene.	3
4	Assignment: At the final of the week, the students will submit prepare and make different menus on healthy/balance diet and special diets.	4
5	Activity/role play: At the final day of the week, the students will take part in activity/role play to high light different skills and attitude required at work place.	5
6	Competition: At the end of the week, knife skills competition will be held between groups to produce and show case different vegetable cuts.	6
7	Assessment: At the end of the week, the students in groups will prepare most popular salads i.e. Russian, German and Beetroot without the support of their trainer for assessment.	7
8	Assessment: At the last day of the week, the students in groups will prepare Five Mother Sauces and soups without the supervision of their chef for assessment.	8
9	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish different breakfast for assessment.	9
10	Assessment: At the last day of the week students in group will prepare, cook and garnish main courses of vegetable dishes for assessment.	10
11	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish main course of meat dishes for assessment.	11

12	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish main course of poultry dishes for assessment.	12
13	Midterm Competition: the competition will be held between students to prepare and cook different dishes from the course completed and final three position holders will be given some sort of prizes to appreciate their efforts.	13
14	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish main course of sea food dishes for assessment.	14
15	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish different pasta dishes for assessment.	15
16	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish different pasta dishes for assessment.	16
17	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish Chinese dishes of multiple cuisines of Chinese origin for assessment.	17
18	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish Chinese dishes of Schuan Cuisine for assessment.	18
19	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish main Pakistanidishes for assessment.	19
20	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish Pakistani main dishes of Dam Pukhat Cuisine for assessment.	20
21	Assessment: At the last day of the week, the students in groups will prepare, cook and garnish main Pakistani dishes of Mughalai Cuisine for assessment.	21
22	Assignment: At the last day of the week, the students in group will work on assignment to develop event management proposals for clients and make list of equipments required for the business.	22
23	Assignment: At the final day of the week, the students in groups will work on assignment to develop capital investment sheet to start the business. Students interesting for immigration and overseas employment will start to make portfolio file for the respective country.	23
24	Assignment: At the final day of the week, the students in groups will work on assignments to develop different Catering menus with pricing. The students interesting for immigration and overseas employment will gain important information and prepare required documents for the selected country and add into the portfolio file.	24
25	Assignment: At the final day of the week, the students in groups will develop a business plan for their Catering business. The students interesting for immigration and overseas employment	25

	will gain important information and prepare required documents for the 2 nd selected country and add into the portfolio file.	
26	Course revision and preparation for final Assessment. The students interesting for immigration and overseas employment will process applications for their respective jobs.	26

Workplace/Institute Ethics Guide

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue or value to strengthen character and individual abilities. It is a set of values centred on importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

1. Attendance:

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

2. Character:

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

3. Team Work:

The ability to get along with others including those you don't necessarily like. The ability to carry your own weight and help others who are struggling. Recognize when to speak up with an ideas and when to compromise by blend ideas together.

4. Appearance:

Dress for success, set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a life time

5. Attitude:

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems and procedures in light of changing responsibilities.

6. Productivity:

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

7. Organizational Skills:

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Takes an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

8. Communication:

Written communication, being able to correctly write reports and memos.
Verbal communications, being able to communicate one on one or to a group.

9. Cooperation:

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing workplace situations and the application of new or different skills.

10. Respect:

Work hard, work to best of your ability. Carry out orders, do what's asked the first time. Show respect, accept and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions and suggestions.

Annexure-III

Suggestive Format and Sequence Order of Success Story

S. No	Key Information	Detail/Description
1.	Self & Family background	<ul style="list-style-type: none"> • Self-introduction • Family background and socio economic status, • Education level and activities involved in • Financial hardships etc
2.	How he came on board NAVTTC Training/ or got trained through any other source	<ul style="list-style-type: none"> • Information about course, apply and selection • Course duration, trade selection • Attendance, active participation, monthly tests, interest in lab work
3.	Post training activities	<ul style="list-style-type: none"> • How job / business (self-employment) was set up • How capital was managed (loan (if any) etc). • Detail of work to share i.e. where is job or business being done; how many people employed (in case of self-employment/ business) • Monthly income or earnings and support to family • Earning a happy life than before
4.	Message to others (under training)	<ul style="list-style-type: none"> • Take the training opportunity seriously • Impose self-discipline and ensure regularity • Make Hard work pays in the end so be always ready for the same.

Note: Success story is a source of motivation for the trainees and can be presented in a number of ways/forms in a NAVTTC skill development course as under:-

1. To call a passed out successful person of institute. He/she will narrate his/her success story to the trainees in his/her own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful person Audio video recording that has to cover the above mentioned points.
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning per month etc.) and narrates his/her story in teacher's own motivational words.