VIETNAM TOURISM OCCUPATIONAL STANDARDS

FOOD
PREPARATION

VTOS

Tiêu chuẩn nghề Du lịch Việt Nam
Vietnam Tourism Occupational Standards

MINISTRY OF CULTURE, SPORTS AND TOURISM
VIETNAM NATIONAL ADMINISTRATION OF TOURISM

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Hanoi, 2015

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GLOSSARY

ITEM	DEFINITION
Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit
Assessment criteria	Assessment criteria list the performance/skills and knowledge and understanding that need to be assessed
Assessment methods	VTOS allows a variety of assessment methods that are appropriate for different types of performance or knowledge
Assessor	An experienced person who is qualified to assess the performance of the candidate and usually from the same area of work, e.g. Front Office Supervisor
Assessor guide	A guide for assessors on how to assess the candidate and how to record and document the candidate performance and knowledge
Attitudes/behaviours	Attitudes and behaviours impact on the quality of work performance and so these are important aspects of 'being competent.' Attitudes and behaviours describe the general ways in which individuals go about achieving the outcomes
Certification	The award of a certificate or diploma to a candidate based on assessment of performance
Competency	Competency is the ability to apply specific skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily
Core units	Core units include basic competencies that all employees must possess (e.g. communication skills)
Functional units	Functional (technical/professional) units relate to the hospitality or tourism job itself
Generic units	Generic competencies are those competencies that are common to a group of jobs such as cookery or travel
Management units	These are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way.
Standards	Occupational standards define the knowledge, skills and attitudes/behaviours (competence) required for effective workplace performance
Unit of competence	A unit is the smallest part of a qualification can be certified individually
VTOS	Vietnam Tourism Occupational Standards

CONTENTS

I. INTRODUCTION

With the aim to help meet the needs for a qualified workforce for the tourism industry in Vietnam, the EU-funded, Environmentally & Socially Responsible Tourism Capacity Development Programme (ESRT) was tasked to revise the Vietnam Tourism Occupational Skills Standards (VTOS) which were originally developed under the EU-funded Human Resource Development in Tourism Project (HRDT). The revised VTOS have been developed and benchmarked against international occupational standards and ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) and will satisfy the requirements of the ASEAN Mutual Recognition Arrangement for Tourism Professionals (MRA-TP).

Occupational Standards refer to the agreed minimum best practice for jobs in the tourism/hospitality industry, and include the statutory (legal, health, safety, security) requirements. They specify what a person should know and do, as well as the way they do their work, in order to carry out the functions of a particular job in the context of the work environment.

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key occupational areas in line with ASEAN: **Hospitality Division** (Front Office Operations, Housekeeping Operations, Food & Beverage Service, Food Preparation) and **Travel Division** (Travel & Tour Operations, Tour Guiding). VTOS also includes four specialist areas (Hotel Management, Small Accommodation Operations, On-site Tour Guiding, and Tourist Boat Service) to meet the unique requirements of Vietnam tourism industry.

VTOS units of competence have been grouped to provide a range of **industry-relevant qualifications/job titles** from basic to advanced levels and also a number of diplomas suitable for college teaching, therefore making it relevant for the industry and the formal education sector.

VTOS can be used by:

Hospitality and travel companies to set a standard for how the work of their employees should be completed. VTOS units can be used for training staff in the key skills and job functions for a range of skills. In addition VTOS can be used to assess the performance of staff against the standards. Organizations can arrange to register their staff with an assessment centre to formally recognise or assess their skills and gain a certificate.

Colleges and training organisations to design their hospitality or tourism curriculum. VTOS clearly specifies the skills, knowledge and behaviours required for particular jobs in the industry. VTOS units can be compiled to provide a curriculum for a range of education and training courses or programmes.

VTOS DEVELOPMENT METHODOLOGY

VTOS was prepared by conducting a detailed functional analysis of hospitality and tourism jobs with a technical working group of industry experts to identify the key competencies needed for jobs for the tourism sector. The functional analysis provides an accurate and detailed separation of the functions which have to be carried out in order to achieve the key purpose of the sector, occupation or area of work.

A review of Vietnam tourism qualifications and occupational standards has been conducted via a national Training Needs Assessment (TNA). The outcome of the TNA identified areas of skills shortages and defined skills requirements and competencies that will be required of tourism professionals.

Six occupational areas identified by ASEAN and the previous Vietnam Tourism Occupational Skills Standards were then used as a baseline to verify the findings of the functional analysis, and the competencies identified by the Technical Working Groups were then benchmarked against international standards to ensure any gaps were filled.

The VTOS were then developed using an international occupational standards approach which developed the contents of the standards as competencies in a format compatible with ASEAN. The units of competence include a unit title, the performance criteria, knowledge requirements, conditions of performance and variables, assessment criteria, assessment methods and references to ACCSTP. These competencies were then grouped into levels according to the ASEAN definition.

VTOS units of competence were prepared by a team of international and Vietnamese subject experts. The units were reviewed by Technical Working Groups comprising industry practitioners and vocational trainers from local institutions. Feedback from these consultations have been incorporated, revised into the standards, and a selection of units have been piloted with trainees to ensure the level and content was appropriate for the job areas identified.

VTOS LEVELS AND QUALIFICATIONS

VTOS consists of five qualification levels in six key occupational areas	
Level 5 (Advanced Diploma 5)	Sophisticated, broad and specialised competence with senior management skills; Technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.
Level 4 (Diploma 4)	Specialised competence with managerial skills; Assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.
Level 3 (Certificate 3)	Greater technical competence with supervisory skills; More sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and increased responsibility for outcomes.
Level 2 (Certificate 2)	Broad range of skills in more varied context with more responsibilities; Skilled operator who applies a broad range of competencies within a more varied work context and capable for working in groups, working independently in some cases and taking a significant responsibility for their own work results and products.
Level 1 (Certificate 1)	Basic, routine skills in a defined context; A base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.

VTOS COMPETENCY UNITS

VTOS is structured in units of competence using a modular format so that it is flexible and easily adapted for different jobs, personnel and qualifications. It is suitable for use in small to medium enterprises, large hotels, tour operator and travel companies, as well as for use in colleges and educational institutions. It can be used as the basis for curriculum in colleges. In addition, VTOS includes units on Responsible Tourism suitable for a range of jobs from all occupations. In this way, VTOS has been developed with the flexibility required for a fast-growing tourism industry as well as the breadth required for a range of technical and highly professional jobs at a number of levels from entry level up to Senior Management level.

VTOS consists of a range of units of competence that specify particular skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily. Each job will consist of a blend of functional, core and generic units.

- **Functional (technical/professional)** competencies are specific to roles or jobs within the tourism industry, and include the specific skills and knowledge (know-how) to perform effectively (e.g. food service, tour guiding etc.).

- **Core (common) competencies** include the basic skills that most employees should possess (e.g., working with others, language and IT skills). These competencies are essential for anyone to do their job competently.

- **Generic (job related) competencies** are those competencies that are common to a group of jobs. They often include general job competencies that are required in a number of occupations (e.g., health & safety), as well as job specific competencies that apply to certain occupations more than others (e.g., close the shift).

- **Management competencies** are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way. They may be specific to a job role (supervise housekeeping operations) or general to any supervisory/management role (arrange purchase of goods and services etc.).

- **Responsible tourism competencies** are the specific skills required for the operation and management in the organisation for the enhancement of the quality of services and products towards a sustainable tourism development, operations and products of responsible tourism.

Abbreviations for group of units			
COS	Core Standards	**FBS**	Food & Beverage Service Standards
GES	Generic Standards	**FOS**	Front Office Operations Standards
RTS	Responsible Tourism Standards	**FPS**	Food Preparation Standards
CMS	Customer Service & Marketing Management Standards	**HKS**	Housekeeping Operations Standards
FMS	Financial Management Standards	**TBS**	Tourist Boat Service Standards
GAS	General Administration Management Standards	**TGS**	Tour Guiding Standards
HRS	Human Resource Management Standards	**TOS**	Travel & Tour Operation Standards
SCS	Security Management Standards		

UNIT STRUCTURE

The VTOS units of competence comprise the following:

Unit Section	Description	Example
Unit Number	• Number of the unit e.g. FOS1.3 is Front Office Operations Standard, Level 1, Unit 3	FOS1.3
Unit Title	• Title of the Unit	PROVIDE GUEST SERVICES
Unit Descriptor	• Summary or overview of the unit	This unit describes the competencies required by front office staff to interface of with guests in a number of varied situations, responding to their requirements and expectations with cultural and professional sensitivity to satisfy needs and resolve problems.
Elements	• Units are divided into two or more elements that describe the activities the person has to carry out. • Elements can provide structure to a complex function and break up long lists of Performance Criteria by presenting them in logical sections	E1. Handle questions and requests E2. Process safety deposit boxes E3. Exchange foreign currency E4. Handle guest disbursements
Performance Criteria	• Performance Criteria should be observable and measurable so they can be accurately assessed. • Performance (skills) will normally be assessed by observation (levels 1-3) or by documentary evidence of performance from the workplace, especially at management level (levels 4-5).	*E1. Handle questions and requests* P1. Answer guest questions and enquiries promptly and courteously and take personal responsibility for finding the answers P2. Assist guests in making bookings for restaurants, conferences or banquets etc P3. Compile a dossier of information commonly requested or likely to be asked for P4. Prepare local contact numbers and contact details for guest use P5. .....
Knowledge Requirements	• Units of competence include essential underpinning knowledge that enables the work to be done with understanding. • Knowledge includes understanding of facts, principles and methods which ensure that the person who measures up to the standard can be effective in other organisations, related job roles and work contexts and be better placed to deal with the unusual or unexpected. • Each knowledge item will normally be assessed by oral or written questioning.	K1. Explain the benefits and alternatives for airline travel and associated travel means such as trains, buses and taxis K2. Explain the procedure for travel reservations, confirmations and how to enquire about regarding flight status K3. Describe the procedures for issuing, allowing access to and closing a safety deposit box K4. Describe the steps in exchanging currency for a guest

Unit Section	Description	Example
Conditions of performance and variables	• Conditions of performance and variables takes account of the fact that the real world contains many variables, and the units should cover these (e.g. in a hotel, a receptionist may encounter many different types of customer and different hotels may provide different facilities). • Rather than include these differences in the performance criteria, the range of variables will identify different types of activities and conditions under which the performance could take place.	*4. Cash disbursements may include:* • Paid-out as a reverse cash transaction in the cash account folio debiting the guest account • A cash receipt docket signed by the guest and retained in the folio bin • In certain establishment supervisory authorisation may be required for such transactions with limits applying
Assessment Guide	This section specifies the **amount and type of evidence needed** to show that the trainee/learner has met the standards specified in the performance criteria and in all the circumstances defined in the evidence of achievement. • Evidence of the candidate's performance, knowledge, understanding and skills needs to be recorded and examined for quality control purposes. • This is often presented in a folder known as a portfolio of evidence or in a passbook. • Assessment needs to be cost effective and time efficient to be sustainable. • All assessment needs to be internally verified by an assessment centre to ensure it is valid, current, rigorous and objective.	*Evidence of the following is required:* 1. At least three different requests or issues handled accurately and satisfactorily 2. At least two safety deposit boxes issued according to procedures 3. At least three foreign currency transactions handled accurately according to procedures 4. At least two guest disbursements made according to procedures *Assessment must ensure:* • Access to an actual workplace or simulated environment • Access to office equipment and resources • Documentation of guest transactions as evidence of performance
Assessment Methods	The main assessment methods for VTOS include: • Assessors observing trainees at work (or, in some cases, under realistic simulated conditions) • Trainees supplying examples of records and documents that show they work to the standard • Line managers and supervisors providing statements about the trainee's work • Candidate answering questions from their assessors or completing written tests	This unit may be assessed on or off the job • Assessment can include evidence and documentation from the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individual's work area or area of responsibility The following methods may be used to assess: • Case studies • Observation of practical candidate performance • Oral and written questions • Documentation from the workplace • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work
Relevant Occupations	• The relevant job roles/job titles for which the unit is appropriate	Front Desk Officer, FO Clerk, Guest Service Agent, Receptionist, Front Office Supervisor
ACCSTP References	• Cross-reference to the relevant standard from (ASEAN Common Competency Standards for Tourism Professionals), if available	DH1.HFO.CL2.03 1.8, 3.6, 4.2

II. FOOD PREPARATION OCCUPATIONS

The Vietnam Tourism Occupational Standards (VTOS) for Food Preparation cover all cookery jobs from Food Preparation Worker (Level 1) to Head Chef (Level 4). The VTOS food preparation standards have also taken account of local restaurant and hotel operations.

Food preparation includes the preparation, cooking and finishing of hot and cold dishes and covers specialist areas such as baking and patisserie, desserts and other dishes.

Food preparation workers perform many routine tasks under the guidance of cooks, chefs or food supervisors. They prepare cold foods, slice meat, peel and cut vegetables and do many other tasks. Food preparation workers often perform routine, repetitive tasks under the direction of cooks or food supervisors. To help cooks and other kitchen staff, they prepare ingredients for complex dishes by slicing and dicing vegetables and by making salads and cold items.

Assistant or line cooks, work at assigned stations equipped with the necessary types of stoves, grills, pans, and ingredients. The responsibilities of cooks vary depending on where they work, the size of the facility, and the complexity and level of service offered. Restaurant cooks usually prepare a wide selection of dishes and cook most orders individually.

Restaurant cooks may order supplies, set menu prices, and plan the daily menu. Short-order cooks prepare foods in restaurants and coffee shops that emphasize fast service and quick food preparation.

Bakers and pastry cooks mix and bake ingredients according to recipes to make a variety of breads, pastries, and other baked goods.

Sous chefs are a kitchen's second-in-command. They supervise the restaurant's cooks, do some meal preparation tasks, and report results to the head chefs. In the absence of the head chef, sous chefs run the kitchen.

Chefs and head cooks oversee the daily food preparation at restaurants or other places where food is served. They direct kitchen staff and handle any food-related concerns. Cooks prepare, season, and cook a wide range of foods, such as soups, salads, entrees, and desserts.

Executive chefs, head cooks, and chefs de cuisine are primarily responsible for overseeing the operation of a kitchen. They coordinate the work of sous chefs and other cooks, who prepare most of the meals. Executive chefs also have many duties beyond the kitchen. They design the menu, review food and beverage purchases, and often train employees. Some executive chefs are primarily occupied by administrative tasks and spend little time in the kitchen.

LIST OF UNITS OF COMPETENCE

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	FPS1.1	PREPARE AND MAKE PRIMARY STOCK(S)	✓						
2	FPS1.2	PREPARE, COOK AND FINISH PRIMARY GRAVIES AND HOT SAUCES	✓						
3	FPS1.3	PREPARE, COOK AND FINISH PRIMARY SOUPS	✓						
4	FPS1.4	PREPARE VEGETABLES FOR UNCOOKED DISHES	✓						
5	FPS1.5	PREPARE FISH FOR PRIMARY FISH DISHES	✓						
6	FPS1.6	PREPARE SHELLFISH FOR PRIMARY DISHES	✓						
7	FPS1.7	PREPARE MEAT FOR PRIMARY DISHES	✓						
8	FPS1.8	PREPARE POULTRY FOR PRIMARY DISHES	✓						
9	FPS1.9	PREPARE OFFAL FOR PRIMARY DISHES	✓						
10	FPS1.10	COOK AND FINISH PRIMARY FISH DISHES	✓						
11	FPS1.11	COOK AND FINISH PRIMARY SHELLFISH DISHES	✓						
12	FPS1.12	COOK AND FINISH PRIMARY MEAT DISHES	✓						
13	FPS1.13	COOK AND FINISH PRIMARY POULTRY DISHES	✓						
14	FPS1.14	COOK AND FINISH PRIMARY OFFAL DISHES	✓						
15	FPS1.15	PREPARE, COOK AND FINISH PRIMARY RICE DISHES	✓						
16	FPS1.16	PREPARE, COOK AND FINISH PRIMARY PASTA DISHES	✓						
17	FPS1.17	PREPARE AND COOK PRIMARY EGG DISHES	✓						
18	FPS1.18	PREPARE, COOK AND FINISH GRAIN DISHES	✓						
19	FPS1.19	PREPARE VEGETABLES FOR PRIMARY DISHES	✓						
20	FPS1.20	PREPARE AND PRESENT HOT AND COLD SANDWICHES	✓						
21	FPS1.21	PREPARE AND PRESENT FOOD FOR COLD PRESENTATION	✓						
22	FPS1.22	PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES	✓						
23	FPS1.23	PREPARE, COOK AND FINISH PRIMARY PASTRY DISHES	✓						
24	FPS1.24	PREPARE, COOK AND PRESENT PRIMARY BREAD AND BUN DOUGH PRODUCTS	✓						
25	FPS1.25	PREPARE, COOK AND FINISH PRIMARY CAKES, SPONGES, BISCUITS AND SCONES	✓						
26	FPS1.26	PREPARE, COOK AND FINISH PRIMARY COLD AND HOT DESSERTS	✓						
27	FPS2.1	PREPARE, COOK AND FINISH A RANGE OF HOT SAUCES		✓					
28	FPS2.2	PREPARE, COOK AND FINISH A RANGE OF SOUPS		✓					
29	FPS2.3	PREPARE FISH FOR A RANGE OF DISHES		✓					
30	FPS2.4	PREPARE SHELLFISH FOR A RANGE OF DISHES		✓					
31	FPS2.5	PREPARE MEAT FOR A RANGE OF DISHES		✓					
32	FPS2.6	PREPARE POULTRY FOR A RANGE OF DISHES		✓					
33	FPS2.7	COOK AND FINISH A RANGE FISH DISHES		✓					
34	FPS2.8	COOK AND FINISH A RANGE SHELLFISH DISHES		✓					

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
35	FPS2.9	COOK AND FINISH A RANGE OF MEAT DISHES		✓					
36	FPS2.10	COOK AND FINISH A RANGE OF POULTRY DISHES		✓					
37	FPS2.11	PREPARE, COOK AND FINISH A RANGE OF FRESH PASTA DISHES		✓					
38	FPS2.12	COOK AND FINISH A RANGE OF VEGETABLE DISHES		✓					
39	FPS2.13	PREPARE, COOK AND FINISH DRESSINGS AND COLD SAUCES		✓					
40	FPS2.14	PREPARE, COOK AND FINISH HEALTHIER DISHES		✓					
41	FPS2.15	PREPARE, COOK AND FINISH PASTRY PRODUCTS		✓					
42	FPS2.16	PREPARE, COOK AND FINISH A RANGE OF BREAD AND DOUGH PRODUCTS		✓					
43	FPS2.17	PREPARE, COOK AND FINISH CAKES, SPONGES, AND BISCUITS		✓					
44	FPS2.18	PREPARE, COOK AND PRODUCE SAUCES, FILLINGS AND COATINGS FOR A RANGE OF DESSERTS		✓					
45	FPS2.19	PREPARE, COOK AND FINISH COLD DESSERTS		✓					
46	FPS2.20	PREPARE, COOK AND FINISH A RANGE OF HOT DESSERTS		✓					
47	FPS3.1	PREPARE, FINISH AND PRESENT ADVANCED CANAPÉS AND COCKTAIL PRODUCTS			✓				
48	FPS3.2	PREPARE, COOK AND PRESENT ADVANCED/ COMPLEX COLD PREPARATIONS			✓				
49	FPS3.3	PREPARE, PROCESS AND FINISH MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS			✓				
50	FPS3.4	PREPARE, PROCESS AND FINISH CHOCOLATE PRODUCTS			✓				
51	FPS3.5	MAINTAIN KITCHEN FOOD PRODUCTION OPERATIONS			✓				
52	FPS3.6	SUPERVISE A CATERING FUNCTION			✓				
53	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
54	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
55	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
56	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
57	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
58	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
59	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
60	FPS4.1	PLAN, DEVELOP AND ENGINEER MENUS				✓			
61	FPS4.2	MONITOR FOOD PRODUCTION REVENUE AND COSTS				✓			
62	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
63	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
64	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
65	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
66	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
67	RTS4.7	APPLY RESPONSIBLE TOURISM TO FOOD AND BEVERAGE OPERATIONS				✓			

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
68	GAS4	MONITOR, CONTROL AND ORDER NEW STOCK				✓			
69	GAS6	MANAGE DAILY OPERATIONS				✓			
70	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
71	FMS1	PREPARE BUDGETS				✓			
72	HRS2	PLAN THE WORKFORCE					✓		
73	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
74	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
75	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
76	COS6	PROVIDE BASIC FIRST AID						✓	
77	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
78	GES1	PREPARE FOR WORK							✓
79	GES5	ORDER AND RECEIVE NEW STOCKS							✓
80	GES14	PREVENT, CONTROL AND FIGHT FIRES							✓
81	GES17	HANDLE AND MAINTAIN KNIVES AND CUTTING EQUIPMENT							✓
82	GES18	PREPARE, OPERATE AND MAINTAIN KITCHEN EQUIPMENT							✓
83	GES19	ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS							✓
84	GES20	SET UP AND CLOSE DOWN THE KITCHEN							✓
85	GES21	UNIT TITLE: APPLY RESPONSIBLE FOOD AND BEVERAGE PRACTICES							✓

FOOD PREPARATION QUALIFICATIONS

Cert No	Occupational Qualifications (aimed at industry)	Level
CFPL1	Certificate in Food Preparation (Larder/Cold Preparation)	1
CFPC1	Certificate in Food Preparation (Cooking/Finishing)	1
CPB1	Certificate in Pastry and Baking	1
CFP2	Certificate in Food Preparation	2
CPB2	Certificate in Pastry and Baking	2
CFPS3	Certificate in Food Preparation Supervision	3
DFPM4	Diploma in Food Preparation Management	4

CFPL1 - Certificate in Food Preparation (Larder/Cold Preparation) Level 1 (21 units)

Ref	Unit No	Unit Title	1	2	3	4	5	Core	Generic
			Levels						
1	FPS1.4	PREPARE VEGETABLES FOR UNCOOKED DISHES	✓						
2	FPS1.5	PREPARE FISH FOR PRIMARY FISH DISHES	✓						
3	FPS1.6	PREPARE SHELLFISH FOR PRIMARY DISHES	✓						
4	FPS1.7	PREPARE MEAT FOR PRIMARY DISHES	✓						
5	FPS1.8	PREPARE POULTRY FOR PRIMARY DISHES	✓						
6	FPS1.9	PREPARE OFFAL FOR PRIMARY DISHES	✓						
7	FPS1.19	PREPARE VEGETABLES FOR PRIMARY DISHES	✓						
8	FPS1.20	PREPARE AND PRESENT HOT AND COLD SANDWICHES	✓						
9	FPS1.21	PREPARE AND PRESENT FOOD FOR COLD PRESENTATION	✓						
10	FPS1.22	PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES	✓						
11	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
12	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
13	COS6	PROVIDE BASIC FIRST AID						✓	
14	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
15	GES1	PREPARE FOR WORK							✓
16	GES14	PREVENT, CONTROL AND FIGHT FIRES							✓
17	GES17	HANDLE AND MAINTAIN KNIVES AND CUTTING EQUIPMENT							✓
18	GES18	PREPARE, OPERATE AND MAINTAIN KITCHEN EQUIPMENT							✓
19	GES19	ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS							✓
20	GES20	SET UP AND CLOSE DOWN THE KITCHEN							✓
21	GES21	UNIT TITLE: APPLY RESPONSIBLE FOOD AND BEVERAGE PRACTICES							✓

CFPC1 - Certificate in Food Preparation (Cooking/Finishing) Level 1 (22 units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	FPS1.1	PREPARE AND MAKE PRIMARY STOCK(S)	✓						
2	FPS1.2	PREPARE, COOK AND FINISH PRIMARY GRAVIES AND HOT SAUCES	✓						
3	FPS1.3	PREPARE, COOK AND FINISH PRIMARY SOUPS	✓						
4	FPS1.10	COOK AND FINISH PRIMARY FISH DISHES	✓						
5	FPS1.11	COOK AND FINISH PRIMARY SHELLFISH DISHES	✓						
6	FPS1.12	COOK AND FINISH PRIMARY MEAT DISHES	✓						
7	FPS1.13	COOK AND FINISH PRIMARY POULTRY DISHES	✓						
8	FPS1.14	COOK AND FINISH PRIMARY OFFAL DISHES	✓						
9	FPS1.15	PREPARE, COOK AND FINISH PRIMARY RICE DISHES	✓						
10	FPS1.16	PREPARE, COOK AND FINISH PRIMARY PASTA DISHES	✓						
11	FPS1.17	PREPARE AND COOK PRIMARY EGG DISHES	✓						
12	FPS1.18	PREPARE, COOK AND FINISH GRAIN DISHES	✓						
13	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
14	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
15	COS6	PROVIDE BASIC FIRST AID						✓	
16	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
17	GES1	PREPARE FOR WORK							✓
18	GES17	HANDLE AND MAINTAIN KNIVES AND CUTTING EQUIPMENT							✓
19	GES18	PREPARE, OPERATE AND MAINTAIN KITCHEN EQUIPMENT							✓
20	GES19	ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS							✓
21	GES20	SET UP AND CLOSE DOWN THE KITCHEN							✓
22	GES21	UNIT TITLE: APPLY RESPONSIBLE FOOD AND BEVERAGE PRACTICES							✓

CPB1 - Certificate in Pastry and Baking Level 1 (14 units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	FPS1.23	PREPARE, COOK AND FINISH PRIMARY PASTRY DISHES	✓						
2	FPS1.24	PREPARE, COOK AND PRESENT PRIMARY BREAD AND BUN DOUGH PRODUCTS	✓						
3	FPS1.25	PREPARE, COOK AND FINISH PRIMARY CAKES, SPONGES, BISCUITS AND SCONES	✓						
4	FPS1.26	PREPARE, COOK AND FINISH PRIMARY COLD AND HOT DESSERTS	✓						
5	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
6	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
7	COS6	PROVIDE BASIC FIRST AID						✓	
8	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
9	GES1	PREPARE FOR WORK							✓
10	GES17	HANDLE AND MAINTAIN KNIVES AND CUTTING EQUIPMENT							✓
11	GES18	PREPARE, OPERATE AND MAINTAIN KITCHEN EQUIPMENT							✓
12	GES19	ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS							✓
13	GES20	SET UP AND CLOSE DOWN THE KITCHEN							✓
14	GES21	UNIT TITLE: APPLY RESPONSIBLE FOOD AND BEVERAGE PRACTICES							✓

CFP2 - Certificate in Food Preparation Level 2 (26 units)

Ref	Unit No	Unit Title	1	2	3	4	5	Core	Generic
			Levels						
1	FPS2.1	PREPARE, COOK AND FINISH A RANGE OF HOT SAUCES		✓					
2	FPS2.2	PREPARE, COOK AND FINISH A RANGE OF SOUPS		✓					
3	FPS2.3	PREPARE FISH FOR A RANGE OF DISHES		✓					
4	FPS2.4	PREPARE SHELLFISH FOR A RANGE OF DISHES		✓					
5	FPS2.5	PREPARE MEAT FOR A RANGE OF DISHES		✓					
6	FPS2.6	PREPARE POULTRY FOR A RANGE OF DISHES		✓					
7	FPS2.7	COOK AND FINISH A RANGE FISH DISHES		✓					
8	FPS2.8	COOK AND FINISH A RANGE SHELLFISH DISHES		✓					
9	FPS2.9	COOK AND FINISH A RANGE OF MEAT DISHES		✓					
10	FPS2.10	COOK AND FINISH A RANGE OF POULTRY DISHES		✓					
11	FPS2.11	PREPARE, COOK AND FINISH A RANGE OF FRESH PASTA DISHES		✓					
12	FPS2.12	COOK AND FINISH A RANGE OF VEGETABLE DISHES		✓					
13	FPS2.13	PREPARE, COOK AND FINISH DRESSINGS AND COLD SAUCES		✓					
14	FPS2.14	PREPARE, COOK AND FINISH HEALTHIER DISHES		✓					
15	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
16	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
17	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
18	COS6	PROVIDE BASIC FIRST AID						✓	
19	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
20	GES1	PREPARE FOR WORK							✓
21	GES5	ORDER AND RECEIVE NEW STOCKS							✓
22	GES17	HANDLE AND MAINTAIN KNIVES AND CUTTING EQUIPMENT							✓
23	GES18	PREPARE, OPERATE AND MAINTAIN KITCHEN EQUIPMENT							✓
24	GES19	ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS							✓
25	GES20	SET UP AND CLOSE DOWN THE KITCHEN							✓
26	GES21	UNIT TITLE: APPLY RESPONSIBLE FOOD AND BEVERAGE PRACTICES							✓

CPB2 - Certificate in Pastry and Baking Level 2 (18 units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	FPS2.15	PREPARE, COOK AND FINISH PASTRY PRODUCTS		✓					
2	FPS2.16	PREPARE, COOK AND FINISH A RANGE OF BREAD AND DOUGH PRODUCTS		✓					
3	FPS2.17	PREPARE, COOK AND FINISH CAKES, SPONGES, AND BISCUITS		✓					
4	FPS2.18	PREPARE, COOK AND PRODUCE SAUCES, FILLINGS AND COATINGS FOR A RANGE OF DESSERTS		✓					
5	FPS2.19	PREPARE, COOK AND FINISH COLD DESSERTS		✓					
6	FPS2.20	PREPARE, COOK AND FINISH A RANGE OF HOT DESSERTS		✓					
7	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
8	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
9	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
10	COS6	PROVIDE BASIC FIRST AID						✓	
11	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
12	GES1	PREPARE FOR WORK							✓
13	GES5	ORDER AND RECEIVE NEW STOCKS							✓
14	GES17	HANDLE AND MAINTAIN KNIVES AND CUTTING EQUIPMENT							✓
15	GES18	PREPARE, OPERATE AND MAINTAIN KITCHEN EQUIPMENT							✓
16	GES19	ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS							✓
17	GES20	SET UP AND CLOSE DOWN THE KITCHEN							✓
18	GES21	UNIT TITLE: APPLY RESPONSIBLE FOOD AND BEVERAGE PRACTICES							✓

CFPS3 - Certificate in Food Preparation Supervision Level 3 (25 units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	FPS3.1	PREPARE, FINISH AND PRESENT ADVANCED CANAPÉS AND COCKTAIL PRODUCTS			✓				
2	FPS3.2	PREPARE, COOK AND PRESENT ADVANCED/ COMPLEX COLD PREPARATIONS			✓				
3	FPS3.3	PREPARE, PROCESS AND FINISH MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS			✓				
4	FPS3.4	PREPARE, PROCESS AND FINISH CHOCOLATE PRODUCTS			✓				
5	FPS3.5	MAINTAIN KITCHEN FOOD PRODUCTION OPERATIONS			✓				
6	FPS3.6	SUPERVISE A CATERING FUNCTION			✓				
7	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
8	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
9	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
10	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
11	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
12	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
13	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
14	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
15	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
16	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
17	COS6	PROVIDE BASIC FIRST AID						✓	
18	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
19	GES1	PREPARE FOR WORK							✓
20	GES5	ORDER AND RECEIVE NEW STOCKS							✓
21	GES17	HANDLE AND MAINTAIN KNIVES AND CUTTING EQUIPMENT							✓
22	GES18	PREPARE, OPERATE AND MAINTAIN KITCHEN EQUIPMENT							✓
23	GES19	ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS							✓
24	GES20	SET UP AND CLOSE DOWN THE KITCHEN							✓
25	GES21	UNIT TITLE: APPLY RESPONSIBLE FOOD AND BEVERAGE PRACTICES							✓

DFPM4 - Diploma in Food Preparation Management Level 4 (28 units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	FPS3.1	PREPARE, FINISH AND PRESENT ADVANCED CANAPÉS AND COCKTAIL PRODUCTS			✓				
2	FPS3.2	PREPARE, COOK AND PRESENT ADVANCED/ COMPLEX COLD PREPARATIONS			✓				
3	FPS3.3	PREPARE, PROCESS AND FINISH MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS			✓				
4	FPS3.4	PREPARE, PROCESS AND FINISH CHOCOLATE PRODUCTS			✓				
5	FPS3.5	MAINTAIN KITCHEN FOOD PRODUCTION OPERATIONS			✓				
6	FPS3.6	SUPERVISE A CATERING FUNCTION			✓				
7	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
8	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
9	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
10	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
11	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
12	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
13	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
14	FPS4.1	PLAN, DEVELOP AND ENGINEER MENUS				✓			
15	FPS4.2	MONITOR FOOD PRODUCTION REVENUE AND COSTS				✓			
16	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
17	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
18	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
19	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
20	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
21	RTS4.7	APPLY RESPONSIBLE TOURISM TO FOOD AND BEVERAGE OPERATIONS				✓			
22	GAS4	MONITOR, CONTROL AND ORDER NEW STOCK				✓			
23	GAS6	MANAGE DAILY OPERATIONS				✓			
24	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
25	FMS1	PREPARE BUDGETS				✓			
26	HRS2	PLAN THE WORKFORCE					✓		
27	GES19	ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS							✓
28	GES20	SET UP AND CLOSE DOWN THE KITCHEN							✓

III. DETAILED STANDARDS

FPS1.1. UNIT TITLE: PREPARE AND MAKE PRIMARY STOCK(S)

UNIT DESCRIPTOR

This unit describes the competencies required for preparing and making primary stocks.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select ingredients and tools
P1. Check that the ingredients meet the stock requirements
P2. Choose and use the tools and equipment correctly

E2. Prepare and cook stock(s)
P3. Prepare and cook the stock to meet product requirements
P4. Ensure the stock is the correct colour, has the correct flavour and is the correct quantity

E3. Present and store stock(s)
P5. Present the stock to show it meets the correct requirements
P6. Store stock not required for immediate use safely and hygienically

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ELEMENTS AND PERFORMANCE CRITERIA

K1. Describe how to check the ingredients meet dish requirements
K2. Explain what quality points to look for in the stock ingredients
K3. Explain what you should do if there are problems with the ingredients
K4. List the correct techniques, tools and equipment to carry out the following preparation and cooking methods: weighing/measuring, browning/roasting/boiling, simmering, skimming and straining

K5. Describe how to carry out the following preparation and cooking methods according to dish requirements: weighing/measuring, browning/roasting, boiling, simmering, skimming and straining
K6. Explain why it is important to use the correct tools, equipment and techniques
K7. List the correct temperatures for cooking stocks
K8. List the different cooking times for various stocks

ELEMENTS AND PERFORMANCE CRITERIA

1. Types of stock(s) Western:
• Beef (white/brown)
• Chicken (white/brown)
• Fish
• Vegetable

2. Types of stock(s) Vietnamese:
• Pork
• Beef
• Chicken
• Shrimp

3. Preparation and cooking methods:
• Weighing/Measuring
• Chopping/cutting
• Browning/roasting
• Simmering
• Boiling
• Skimming
• Straining

ASSESSMENT GUIDE	ASSESSMENT METHODS
Evidence for assessment: 1. At least five from preparation and cooking methods. 2. Learners must demonstrate through their performance that they can make a fish stock and at least two other stocks; 3. The other performance criteria may be assessed through questioning or witness statements if there is no naturally occurring evidence available.	The assessor must assess performance criteria 1-6 by directly observing the trainee's work. The assessor may assess knowledge through written questions or documented oral questioning

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Chef	D1.HCC.L2.17

FPS1.2. UNIT TITLE: PREPARE, COOK AND FINISH PRIMARY GRAVIES AND HOT SAUCES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing primary gravies and hot sauces.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Check that the sauce ingredients meet the sauce requirements
P2. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish sauces
P3. Prepare cook and finish the sauce to meet the correct requirements
P4. Make sure the sauce has the correct flavour, colour, consistency
P5. Ensure the sauce is of the correct quantity

E3. Present and store hot sauces
P6. Present the sauce to meet requirements
P7. Make sure the sauce is at the correct temperature for holding and serving
P8. Safely store and cooked sauce not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Describe how to check the ingredients meet the product requirements.
K2. List the quality points to look for in sauce ingredients?
K3. Explain what to do if there are problems with any of the ingredients.
K4. Describe the correct techniques, tools and equipment to carry out the following preparation, cooking and finishing methods: weighing/measuring, chopping, sweating, adding liquid, simmering, boiling, 'making a roux', passing/straining/blending, skimming, whisking, adding cream.
K5. Describe how to carry out the following methods according to sauce requirements: weighing/measuring, chopping, sweating, adding liquid, simmering, boiling, 'make roux', passing/straining/blending, skimming, whisking, adding cream.

K6. Explain why it is important to use the correct tools, equipment and techniques.
K7. List the correct temperatures for cooking sauces
K8. Describe how to identify when sauces have the correct colour, flavour consistency and will produce the correct quantity.
K9. Explain how to finish and present cooked gravies and sauces
K10. List the correct temperatures for holding and storing sauces
K11. Describe how to safely and hygienically store prepared and cooked sauces and gravies.

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of sauces and gravies, (Western):
- Béchamel based (mornay/parsley/egg/onion)
- Espagnole
- Demi-glace based (piquant/chasseur)
- Tomato
- Veloute based (caper/supreme/allemande)
- Roast gravy (jus roti)
- Thickened gravy (jus-lie)
- Miscellaneous (curry/puree)

2. Preparation and cooking methods:
- Weighing/measuring
- Chopping
- Simmering
- Boiling
- Making a "Roux"
- Passing/straining/blending
- Skimming
- Whisking
- Adding cream
- Holding/storage

ASSESSMENT GUIDE

Performance evidence should include:
1. At least six gravies and hot sauces prepared, cooked and finished.
2. Three of the following sauces and derivatives must be prepared.
   - White sauce (Béchamel)
   - Brown sauce (Espagnole)
   - Veloute
   - Gravy (jus lie/roti)
   - Miscellaneous

ASSESSMENT METHODS

The assessor must assess performance criteria 1-5 by directly observing the learners work.

For Performance Criteria 6-7, where there is no naturally occurring evidence the assessor may assess the learner through questioning or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis chef/Sauce Chef/chef

ACCSTP REF

D1.HCC.CL2.17

FPS1.3. UNIT TITLE: PREPARE, COOK AND FINISH PRIMARY SOUPS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing basic soups, such as: Potage, Puree, Cream and Broth.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Check the ingredients meet the named soup requirements

P2. Select the correct tools and equipment for the preparation, cooking and finishing of the soup

E2. Prepare and Cook soups

P3. Prepare and cook the soup

P4. Ensure the soup meets the dish requirements in relation to colour, consistency, flavour, and quantity

E3. Present and Store soups

P5. Present the soup with any appropriate garnish/accompaniments

P6. Ensure the soup is "held" at the correct temperature for ready to serve

P7. Store soup that is not required for immediate use correctly and hygienically

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KNOWLEDGE REQUIREMENTS

K1. Explain how to check the quality of the ingredients to meet the soup requirements

K2. List the quality points to look for in the soup ingredients

K3. Describe what to do should any of the ingredients not be to the required quality standard

K4. List the correct tools and equipment to carry out the following preparation, cooking and finishing methods: weighing/measuring, chopping, boiling, simmering, 'make roux', passing and straining, blending/liquidising, sweating vegetable ingredients, skimming, adding cream

K5. State how to carry out the following methods according to dish requirements: weighing/measuring, chopping, boiling, simmering, 'make roux', passing/straining, blending/liquidising, sweating vegetable ingredients, skimming, adding cream, garnishing

K6. Explain why it is important to use the correct tools, equipment and techniques

K7. Give the correct temperatures for cooking soups

K8. Describe how to identify when the soups have the correct colour, flavour, consistency

K9. Explain how to achieve the correct quantity when preparing and cooking the soup

K10. Describe how to finish and present the cooked soups

K11. Give the correct temperature for "Holding" and serving soups

K12. Explain how to safely and hygienically store soup not for immediate use

K13. Identify the definitions of the following soup classification: Broth, Potage, Puree, and Cream, thicken.

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Soup preparation and cooking methods:
- Weighing/measuring
- Chopping
- Boiling
- Simmering
- Passing/Straining
- Blending/liquidising
- "Sweating" vegetable ingredients.
- Making a "Roux"
- Adding stock
- Skimming
- Adding cream
- Garnishing

ASSESSMENT GUIDE

Performance evidence should include:
1. At least seven from preparation and cooking methods.
2. Trainees must demonstrate through performance that they can make three of the following soups, the remaining may be assessed through questioning or witness statements:
   - Broth
   - Potage
   - Cream
   - Puree
   - Thicken

ASSESSMENT METHODS

The assessor must assess Performance Criteria 1-5/10 by direct observation.

For other Performance Criteria the assessor may assess the trainee through questions or witness statement.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Chef

ACCSTP REF

D1.HCC.CL2.16

FPS1.4. UNIT TITLE: PREPARE VEGETABLES FOR UNCOOKED DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparation of vegetables for use in uncooked dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Select vegetables and tools
P1.   Check the selected vegetable(s) meets the quality requirements
P2.   Choose the correct tools and equipment for preparation

E2.   Prepare and store vegetables
P3.   Prepare the vegetables to meet the requirements of the dish/use
P4.   Store prepared vegetables safely and hygienically ready for use

KNOWLEDGE REQUIREMENTS

K1.   Explain how to store fresh and frozen vegetables before preparation
K2.   List the quality points to look for in different types of vegetables
K3.   Describe what actions to take if there are problems with the quality of the vegetables
K4.   State the correct tools and equipment to carry out the following preparations: de-frosting, washing, peeling, re-washing and cutting (to include slicing, chopping, shredding), blanching.

K5.   Explain how to carry out the following preparation methods correctly: de-frosting, washing, peeling, re-washing and cutting (to include slicing, chopping, shredding), blanching.
K6.   Explain why it is important to use the correct tools and equipment and techniques.
K7.   Explain how to safely and hygienically store prepared vegetables for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Vegetables include:
• Tubers - e. g. celery, kohrabi, jicama
• Roots - e. g. carrots, radish
• Flower heads - e. g. broccoli
• Leaves - e. g. cabbage
• Vegetable fruits - e. g. tomatoes, aubergine and cucumber
• Stems - e. g. celery
• Bulbs - e. g. onions and fennel
• Fungi (basic) - e. g. button/open mushrooms

2. Preparation includes:
• De-frosting
• Washing
• Peeling
• Re-washing
• Cutting (slicing, chopping and shredding)
• Blanching

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least four from vegetables 2. At least four from preparation that must include two from cutting.	The assessor must assess Performance Criteria 1-3 by direct observation. For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Vegetable Chef/Chef	HCC.CL2.18

FPS1.5. UNIT TITLE: PREPARE FISH FOR PRIMARY FISH DISHES

UNIT DESCRIPTOR

This unit describes the competencies required in preparing fish for primary dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select fish and tools
P1. Check that the fish type meets the quality points
P2. Choose the correct tools and equipment to prepare the fish

E2. Prepare and store fish
P3. Prepare the fish to meet the requirements of the dish
P4. Ensure that the prepared fish is safely and hygienically stored for use

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KNOWLEDGE REQUIREMENTS

K1. Identify the different types of commonly used flat, round and oily fish
K2. List the quality points to look for in fresh fish: bright eyes (not sunken), pink gills, plentiful scales, resilient flesh, fresh smell
K3. State the action to take if the quality of the fish is not acceptable
K4. List the correct tools and equipment to carry out the following preparation methods: filleting, removing "Pin-bones", rib-bones and spine, skinning, cutting for darne, troncon, delice, paupiette, goujon, plait, trimming, coating, marinating

K5. State the reasons for marinating and for coating fish (pane)
K6. Describe the texture of different types of fish and what this means in terms of handling the fish in preparation
K7. Explain how to correctly, hygienically and safely store prepared fish

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of fish. (Fresh/seawater) include:
   • White fish –round
   • White fish –flat
   • Oily fish

2. Preparation methods include:
   • Removing fin
   • Filleting
   • Removing pin-bones
   • Removing rib-bones
   • Removing skin from fillet
   • Removing spine

3. Cutting includes:
   • Darne
   • Troncon
   • Supreme
   • Delice
   • Paupiette
   • Plait
   • Trimming
   • Skinning

4. Other methods include:
   • Marinating
   • Coating/pane

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least two from fish 2. At least four from preparation which must include a minimum of three from cutting	The assessor must assess Performance Criteria 1-4 by direct observation. For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Fish Chef/Chef	D1.HCC.2CL.10

FPS1.6. UNIT TITLE: PREPARE SHELLFISH FOR PRIMARY DISHES

UNIT DESCRIPTOR

This unit describes the competences required for preparing shellfish for primary dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select shellfish and tools
P1. Check the shellfish meets the quality requirements
P2. Choose the correct tools and equipment for preparation

E2. Prepare and store shellfish
P3. Prepare the shellfish to meet the requirements of the dish
P4. Store the prepared shellfish safely and hygienically for use

KNOWLEDGE REQUIREMENTS

K1. Describe how to check that the shellfish meets the quality requirements
K2. List the quality points to look for in fresh shellfish: prawns, shrimps, mussels, clams, cockles
K3. State the actions to take if there are problems with the shellfish
K4. Identify the correct tools and equipment to carry out the following preparations: trimming, shelling, cutting, washing, and coating

K5. Explain how to carry out the following preparation methods correctly: trimming, shelling, cutting, washing and coating
K6. State why it is important to use the correct tools and equipment and techniques
K7. List the quality points to look for in prepared shellfish
K8. Describe how to safely and hygienically store prepared shellfish for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of shellfish include:
- Prawns
- Shrimps
- Mussels
- Cockles
- Clam
- Snail

2. Preparation includes:
- Trimming
- Shelling
- Washing
- Coating

3. Cutting includes:
- Chopping
- Slicing

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least two from shellfish 2. At least three from preparation	The assessor must assess Performance Criteria 1- 4 by direct observation. For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Fish Chef/Chef	D1.HCC.CL2.10

FPS1.7. UNIT TITLE: PREPARE MEAT FOR PRIMARY DISHES

UNIT DESCRIPTOR

This unit describes the competencies required in preparing meat for primary dishes

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select meat and tools
P1.   Check the selected meat meets the quality requirements
P2.   Choose the correct tools and equipment for preparation

E2. Prepare and store meat
P3.   Prepare the meat to meet the requirements of the dish
P4.   Store prepared meat safely and hygienically for use

KNOWLEDGE REQUIREMENTS

K1.   Explain how to check that the meat meets the quality requirements
K2.   List the quality points to look for in fresh red meat
K3.   State the quality points to look for in fresh white meat
K4.   State what actions to take if there are problems with the quality of the fresh meat
K5.   List the correct tools and equipment to carry out the following preparations: trimming, cutting, portioning, slicing, dicing, mincing, seasoning, and marinating, pre-cook

K6.   Explain how to carry out the following preparation methods correctly: trimming, cutting, portioning, slicing, dicing, mincing, seasoning, and marinating, pre-cook
K7.   Explain why it is important to use the correct tools and equipment and techniques
K8.   Explain how to safely and hygienically store prepared meats for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Meat includes:
   • Red meat- beef/lamb
   • White meat-pork/veal

2. Preparation includes:
   • Cutting –dicing, slicing, portioning
   • Mincing
   • Trimming
   • Seasoning/marinating
   • Pre-cooking

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least two from meat 2. At least Three from cutting 3. At least two from preparation.	The assessor must assess Performance Criteria 1-4 by direct observation For other Performance Criteria the assessor may use questioning and/or witness statements

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Larder Chef/Chef	D1.HCC.CL2.09

FPS1.8. UNIT TITLE: PREPARE POULTRY FOR PRIMARY DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing of poultry for primary dishes

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select poultry and tools
P1. Check the selected poultry meets the quality requirements
P2. Choose the correct tools and equipment for preparation

E2. Prepare present and store poultry
P3. Prepare the poultry to meet the requirements of the dish
P4. Store prepared poultry safely and hygienically ready for use

KNOWLEDGE REQUIREMENTS

K1. Describe how to check that the selected poultry meets the quality requirements
K2. List the quality points to look for in chicken, duck, turkey
K3. State the actions to take if there are problems with the quality of the poultry
K4. List the correct tools and equipment to carry out the following preparations: checking and preparing the cavity, cut for sauté, trussing, trimming, portioning, dicing, coating, stuffing and seasoning

K5. Explain how to carry out the following preparation methods correctly: checking and preparing the cavity, cut for sauté, trussing, trimming, portioning, dicing, coating, stuffing and seasoning
K6. Explain why it is important to use the correct tools and equipment and techniques
K7. Explain how to safely and hygienically store prepared poultry for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Poultry includes:
- Chicken
- Duck
- Ostrich
- Pigeon and other game birds

2. Preparation includes:
- Checking and preparing the cavity
- Trimming
- Cutting
- Portioning
- Dicing
- Cut for sautes
- Coating
- Trussing

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least two from poultry. 2. At least three from preparation that must include trussing.	The assessor must assess Performance Criteria 1-4 by direct observation. For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Larder Chef/Chef	D1.HCC.CL2.09

FPS1.9. UNIT TITLE: PREPARE OFFAL FOR PRIMARY DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing of various types of offal for primary dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select offal and tools
P1. Check the selected offal meets the quality requirements
P2. Choose the correct tools and equipment for preparation

E2. Preparation and storage of prepared offal
P3. Prepare the selected offal to meet the requirements of the dish
P4. Store the prepared offal safely and hygienically for use

KNOWLEDGE REQUIREMENTS

K1. Describe how to check that the selected offal meets the quality requirements
K2. List the quality points to look for in fresh offal: liver, kidney, and sweetbread
K3. State the actions to take if there are problems with the type of offal
K4. List the correct tools and equipment to carry out the following preparations: cutting, slicing, skinning, trimming, seasoning/coating in flour, blending and mincing

K5. Explain how to carry out the following preparation methods correctly: cutting, slicing, skinning, trimming, seasoning/coating in flour, blending and mincing
K6. Explain why it is important to use the correct tools and equipment and techniques
K7. How to safely and hygienically store prepared offal for use

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Offal includes:
- Liver
- Kidney
- Sweetbread

2. Preparation includes:
- Cutting
- Slicing
- Marinating and seasoning
- Coating/dusting with flour
- Skinning
- Trimming
- Blending and mincing

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least two from offal 2. At least four from preparation	The assessor must assess Performance Criteria 1-4 by direct observation. For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Chef	D1.HCC.CL2.09

FPS1.10. UNIT TITLE: COOK AND FINISH PRIMARY FISH DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the cooking and finishing of primary fish dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select fish and tools
P1. Check the fish meets the dish requirements
P2. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare fish dishes
P3. Combine the fish with the other ingredients for the named dish
P4. Cook the fish to meet the requirements of the dish
P5. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Present and store fish dishes
P6. Garnish correctly as required and present for service
P7. Ensure the dish is held at the correct temperature for serving and holding
P8. Store any cooked fish safely and hygienically if not for immediate use

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KNOWLEDGE REQUIREMENTS

K1. Explain how to check that the fish meets the dish requirements
K2. List the quality points to look for in fish: white fish (round), white fish (flat) and oily fish
K3. List the actions to take if there are problems with the dish ingredients
K4. State the correct tools and equipment to carry out the following cooking methods: frying (deep/shallow), grilling, poaching, baking and steaming, stewing, braising
K5. Explain how to carry out the following cooking methods: frying (deep/shallow), grilling, poaching, baking and steaming, stewing, braising

K6. Describe why it is important to use the correct tools and equipment and techniques
K7. State the correct temperatures for cooking fish: flat, round, oily; and why this is important
K8. Describe why it is important to use the correct cooking methods for each type of fish
K9. Explain how to ensure that the named dish has the right flavour, colour and consistency
K10. Explain how to correctly finish and present the dish for service
K11. State the correct temperatures for serving and holding the dishes
K12. Explain how to safely and hygienically store cooked fish dishes not required for us

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Fish Sea and Freshwater includes:**
   - White fish – round
   - White fish – flat
   - Oily fish

2. **Examples of dishes (Western) includes:**
   - Grilled salmon
   - Pan fried trout
   - Fish cakes
   - Fish pie
   - Battered fish
   - Sole meuniere

3. **Examples of dishes (Vietnamese) include:**
   - Stewed fish in clay pot
   - Steamed snack head fish
   - Deep fried red snapper
   - Braised fish in galanga and sour rice paste

4. **Cooking methods include:**
   - Frying – deep/shallow
   - Grilling
   - Poaching
   - Baking
   - Steaming
   - Stewing
   - Braising

5. **Finishing methods include:**
   - Garnishing
   - Presentation

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least two from fish. 2. At least three from cooking methods. 3. Both from finishing methods	The assessor must assess Performance Criteria 2-8 by direct observation. For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Fish Chef/Chef	D1.HCC.CL2.10

FPS1.11. UNIT TITLE: COOK AND FINISH PRIMARY SHELLFISH DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the cooking and finishing of primary shellfish dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select shellfish and tools
P1. Check the shellfish meets the dish requirements
P2. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare shellfish dishes
P3. Combine the shellfish with the other ingredients for the named dish
P4. Cook the shellfish to meet the requirements of the dish
P5. Ensure the named dish has the correct flavour, taste, colour, consistency, quantity and quality of appearance

E3. Present and store shellfish dishes
P6. Garnish, sauce correctly as required and present for service
P7. Ensure the dish is held at the correct temperature for serving and holding
P8. Store any cooked shellfish safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check that the shellfish meets the dish requirements
K2. List the quality points to look for in shellfish: prawns, shrimps, mussels, cockles, clams, lobsters, scallops, snails, oyster
K3. List the actions to take if there are problems with the dish ingredients
K4. State the correct tools and equipment to carry out the following cooking methods: frying (deep/shallow), grilling, poaching, baking and steaming, boiling, stir-frying
K5. Explain how to carry out the following cooking methods according to dish requirement: frying (deep/shallow), grilling, poaching, baking and steaming, boiling, stir frying

K6. Describe why it is important to use the correct tools and equipment and techniques
K7. State the correct temperatures and time for cooking shellfish: prawns, shrimps, mussels, cockles, clams
K8. Describe why it is important to use the correct cooking methods for each type of shellfish
K9. Explain how to ensure that the named dish has the right flavour, colour and consistency
K10. Explain how to correctly finish and present the dish for service
K11. State the correct temperatures for serving and holding the dishes
K12. Explain how to safely and hygienically store cooked shellfish not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Shellfish include:
- Prawns
- Shrimps
- Mussels
- Cockles
- Clams
- Lobsters
- Scallops
- Snails
- Oyster
- Snout otter clam

2. Examples of dishes (Western)
- Prawn kebab (brochette)
- Prawn toast
- Clam chowder
- Deep fried scampi

3. Examples of dishes (Vietnamese)
- Steamed stuffing tube with meat and ginger leave
- Deep fried salty shrimp
- Sweet and sour clam soup
- Grilled scallop with shallot and fat
- Braised snails with green banana and tofu

4. Cooking methods
- Frying – deep/shallow
- Grilling
- Boiling
- Steaming
- Braising
- Deeping
- Stir - frying

5. Finishing methods
- Saucing
- Garnishing
- Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least two from shellfish.
2. At least three from cooking methods.
3. All from finishing methods.

ASSESSMENT METHODS

The assessor must assess Performance Criteria 2-8 by direct observation.

For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Fish Chef/Chef

ACCSTP REF

D1.HCC.CL2.10

FPS1.12. UNIT TITLE: COOK AND FINISH PRIMARY MEAT DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the cooking and finishing of primary meat dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select meat and tools

P1. Check that the (type/cut/quantity/quality) meets the dish requirements

P2. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare meat dishes

P3. Combine the meat with the other ingredients for the named dish

P4. Cook the meat to meet the requirements of the named dish

P5. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Present and store meat dishes

P6. Garnish/sauce correctly as required and present for service

P7. Ensure the dish is held at the correct temperature for serving and holding

P8. Store any cooked meat safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check that the meat is of the correct quality, type, cut and quantity meets the dish requirements

K2. List the quality points to look for in prepared red/white meat

K3. List the actions to take if there are problems with the dish ingredients

K4. State the correct tools and equipment to carry out the following cooking methods: grilling (over/under-heat), griddling, frying (shallow/stir), boiling, braising, steaming, stewing, roasting, combining cooking methods

K5. Explain how to correctly carry out the following cooking methods: grilling (over/under-heat), griddling, frying (shallow/stir), boiling, braising, steaming, stewing, roasting, combining cooking methods

K6. State the most effective and appropriate cooking method to apply to various cuts of meat

K7. Describe why it is important to "sear" meat and the benefits to the dish

K8. Describe why it is important to use the correct tools and equipment and techniques

K9. State the correct temperatures for cooking meats using the cooking methods stated

K10. Describe why it is important to use the correct cooking methods for various types of meat/cuts

K11. Explain how to ensure that the named dish has the right flavour, colour and consistency

K12. Explain how to correctly garnish, sauce, finish and present the dish for service

K13. State the correct temperatures for serving and holding the dishes

K14. Explain how to safely and hygienically store cooked meats not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Meats include:
- Red meat – beef/lamb
- White meat – pork/veal

2. Example dishes (Western)
- Meat pies
- Navarin of lamb

3. Cooking methods
- Frying – shallow/stir
- Grilling – over/under heat
- Boiling
- Braising
- Steaming
- Stewing
- Roasting
- Baking
- Deep frying
- Combined cooking methods.

4. Finishing methods
- Garnishing
- Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least two from meat
2. At least three from cooking methods.
3. Both from finishing methods.

ASSESSMENT METHODS

The assessor must assess Performance Criteria 4-5 by direct observation.

For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Rocust/Sauce Chef

ACCSTP REF

D1.HCC.CL2.09

FPS1.13. UNIT TITLE: COOK AND FINISH PRIMARY POULTRY DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the cooking and finishing of primary poultry dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select poultry and tools

P1. Check the poultry type meets the dish requirements

P2. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare poultry dishes

P3. Combine the poultry with the other ingredients for the named dish

P4. Cook the poultry to meet the requirements of the dish

P5. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Present and store poultry dishes

P6. Garnish, sauce correctly as required and present for service

P7. Ensure the dish is held at the correct temperature for serving and holding

P8. Store any cooked poultry safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check that the poultry type meets the dish requirements

K2. List the quality points to look for in poultry: chicken, duck, and turkey

K3. List the actions to take if there are problems with the dish ingredients

K4. State the correct tools and equipment to carry out the following cooking methods: grilling, roasting, poaching, frying (deep/shallow/stir), steaming, stewing, combined cooking methods

K5. Explain how to correctly apply the following cooking methods according to dish requirements: grilling, roasting, poaching, frying (deep/shallow/stir), steaming, stewing, combined cooking methods

K6. Describe why it is important to use the correct tools and equipment and techniques

K7. State the correct temperatures for cooking poultry cuts, types

K8. Describe why it is important to apply the most appropriate cooking methods for each type of poultry

K9. Explain how to ensure that the named dish has the right flavour, colour and consistency

K10. Explain how to correctly garnish, sauce, finish and present the dish for service

K11. State the correct temperatures for serving and holding the dishes

K12. Explain how to safely and hygienically store cooked poultry not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Poultry includes:
- Chicken
- Duck
- Turkey
- Pigeon and game birds

2. Examples of dishes (Western)
- Sautéed chicken
- Chicken Kiev
- Roast duck
- Chicken Maryland

3. Examples of dishes (Vietnamese)
- Roasted pigeon with honey
- Grilled skewer chicken with leaves
- Braised duck with pineapple
- Steamed chicken

4. Cooking methods
- Frying – deep/shallow/stir
- Grilling
- Roasting
- Steaming
- Stewing
- Braising
- Boiling

5. Finishing methods
- Saucing
- Garnishing
- Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least two from poultry.
2. At least three from cooking methods.
3. All from finishing methods

ASSESSMENT METHODS

The assessor must assess Performance Criteria 1-5 by direct observation.

For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Sauce Chef/Chef

ACCSTP REF

D1.HCC.CL2.09

FPS1.14. UNIT TITLE: COOK AND FINISH PRIMARY OFFAL DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the cooking and finishing of primary offal dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select offal and tools

P1. Check that the (type/cut/quantity/quality) meets the dish requirements

P2. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare and cook the named offal dish

P3. Combine the offal with the other ingredients for the named dish

P4. Cook the meat to meet the requirements of the named dish

P5. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Presentation and Storage

P6. Garnish/sauce correctly as required and present for service

P7. Ensure the dish is held at the correct temperature for serving and holding

P8. Store any cooked offal safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check that the offal is of the correct quality, type, cut and quantity meets the dish requirements

K2. List the quality points to look for in prepared offal

K3. List the actions to take if there are problems with the dish ingredients

K4. State the correct tools and equipment to carry out the following cooking methods: grilling (over/under-heat), griddling, frying (shallow/stir), braising, sautéing, roasting, and combining cooking methods

K5. Explain how to correctly carry out the following cooking methods: grilling (over/under-heat), griddling, frying (shallow/stir), braising, sautéing, roasting, combining cooking methods

K6. State the most effective and appropriate cooking method to apply to various types/cuts

K7. Describe why it is important to "sear" offal and the benefits to the dish

K8. Describe why it is important to use the correct tools and equipment and techniques

K9. State the correct temperatures for cooking offal using the cooking methods stated

K10. Describe why it is important to use the correct cooking methods for various types of offal types

K11. Explain how to ensure that the named dish has the right flavour, colour and consistency

K12. Explain how to correctly garnish, sauce, finish and present the dish for service

K13. State the correct temperatures for serving and holding the dishes

K14. Explain how to safely and hygienically store cooked offal not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Offal dishes (Western):
- Devilled kidneys
- Braised tongue
- Grilled liver
- Braised sweetbreads

2. Cooking methods:
- Frying – shallow/stir
- Grilling – over/under heat
- Braising
- Roasting
- Combined cooking methods

3. Finishing methods:
- Garnishing
- Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from offal
2. At least three from cooking methods.
3. Both from finishing methods.

ASSESSMENT METHODS

The assessor must assess Performance Criteria 4-5 by direct observation.

For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Sauce/Grill Chef/Chef

ACCSTP REF

D1.HCC.CL2.03

FPS1.15. UNIT TITLE: PREPARE, COOK AND FINISH PRIMARY RICE DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing, cooking and finishing primary rice dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select rice and tools

P1. Check that the rice and other ingredients meet the dish requirements

P2. Choose the correct tools and equipment to prepare and cook the dish

E2. Prepare and cook rice dishes

P3. Correctly prepare the ingredients for the dish

P4. Cook the required dish ensuring flavour, colour and texture standards are met

P5. Correctly strain, mould the rice for the dish if specified

E3. Present and store rice dishes

P6. Correctly present the dish for serving

P7. Ensure the dish is held at the correct temperature for serving

P8. Store rice dishes safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check the rice and other ingredients for the specified dish

K2. List the quality points to look for in rice: long, short, round or brown

K3. List the correct tools and equipment to carry out the following preparation and cooking methods: washing/soaking, boiling, frying, braising, steaming, stewing, baking, microwaving

K4. Explain how to carry out the following cooking methods according to dish requirements: washing/soaking, boiling, frying, braising, steaming, stewing, baking, microwaving

K5. Describe why it is important to use the correct tools, equipment and techniques

K6. Explain how to identify when the rice dishes have the correct colour, flavour, texture

K7. Explain how to present the dish and the correct amount(s) of rice to serve

K8. State the correct temperature for holding and serving rice dishes

K9. Explain how to safely and hygienically store cooked rice/rice dishes

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of rice:
- Long
- Short
- Round
- Brown
- Sticky rice
- Ordinary rice

2. Preparation and cooking techniques include:
- Washing/soaking
- Boiling
- Frying
- Braising
- Steaming
- Stewing
- Baking
- Microwaving

3. Basic rice dishes (Western):
- Risotto
- Pilaff/Pilau
- Kedgeree
- Stir-fry
- Fried rice
- Rice pudding.

4. Basic rice dishes (Vietnamese):
- Steamed glutinous rice
- Mixed fried rice
- Steamed rice with chicken and lotus seeds
- Chicken congee.

ASSESSMENT GUIDE

For the trainee to reach the required VTOS there should be evidence of performance gathered through:

1. At least three from rice dishes (Western)
2. At least two from rice dishes (Vietnamese)
3. At least five from preparation and cooking methods

ASSESSMENT METHODS

The assessor must assess Performance Criteria 1, 2, 3, 5 and 6 by direct observation.

For other Performance Criteria, the assessor may assess through questioning and/or witness statements

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Chef

ACCSTP REF

D1.HCC.CL2.18

FPS1.16. UNIT TITLE: PREPARE, COOK AND FINISH PRIMARY PASTA DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing, cooking and finishing primary pasta dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select pasta and tools
P1. Check that the pasta and other ingredients meet the dish requirements
P2. Choose the correct tools and equipment to prepare and cook the pasta dish

E2. Prepare and cook pasta dishes
P3. Prepare and cook the pasta and other ingredients to meet the dish specifications
P4. Ensure that the pasta has the correct texture, colour, flavour and quantity

E3. Present and store pasta dishes
P5. Present the pasta dish with the correct garnish for the named dish
P6. Ensure that the pasta is at the correct temperature for holding and serving
P7. Store pasta safely and hygienically if not required for immediate use

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KNOWLEDGE REQUIREMENTS

K1. Describe why it is important to know the ingredients in the pasta dish
K2. Explain how to check the pasta and other ingredients meet the dish requirements
K3. List the quality points to look for in pasta and other ingredients
K4. What they should do if there are problems with the pasta or other ingredients
K5. State the correct tools and equipment for the following preparation and cooking methods: blanching, straining, mixing, boiling, baking, combining cooking methods

K6. Explain how to carry out the following preparation and cooking methods: blanching, straining, mixing, boiling, baking, combining cooking methods
K7. Describe why it is important to use the correct tools, equipment and techniques
K8. Explain how to identify when pasta dishes have the correct colour, flavour, texture, quality and quantity for service
K9. State the correct temperatures for holding and serving pasta dishes
K10. Explain how to safely and hygienically store cooked pasta not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of pasta covered:
- Shaped pasta
- Flat pasta
- Dried pasta
- Fresh pasta
- Stuffed/filled pasta
- Lasagne

2. Preparation and cooking methods:
- Blanching
- Straining
- Mixing
- Boiling
- Baking
- Combining of cooking methods

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from pasta dishes
2. At least four from preparation and cooking.

Knowledge may be assessed through questioning or witness statements.

ASSESSMENT METHODS

The assessor must assess Performance Criteria 1-7 by direct observation.

For other Performance Criteria 1-10 the assessor may assess the trainee through questioning or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Chef

ACCSTP REF

D1.HCC.CL2.18

FPS1.17. UNIT TITLE: PREPARE AND COOK PRIMARY EGG DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing, cooking and finishing of primary egg dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Check that the eggs and other ingredients meet the dish requirements
P2. Choose the correct tools and equipment to prepare and cook the egg dish

E2. Preparation and cooking of egg dishes
P3. Prepare and cook the egg(s) and other ingredients to meet the dish specifications
P4. Ensure that the egg(s) have the correct texture, colour, flavour and quantity

E3. Presentation and storage of egg dishes
P5. Present the egg dish with the correct garnish for the named dish
P6. Ensure that the egg(s) are the correct temperature for holding and serving
P7. Store materials safely and hygienically if not required for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check the eggs and other ingredients to meet dish requirements
K2. List the quality points to look for in eggs and other ingredients
K3. What they should do if there are problems with the eggs or other ingredients
K4. State the correct tools and equipment for the following preparation and cooking methods: boiling, frying, griddling, poaching, baking, scrambling, bain-marie
K5. Explain how to carry out the following preparation and cooking methods: boiling, frying, griddling, poaching, baking, scrambling, bain-marie

K6. Describe why it is important to use the correct tools, equipment and techniques
K7. Explain how to identify when egg dishes have the correct colour, flavour, texture and quantity
K8. Explain how to finish basic egg dishes
K9. State the correct temperatures for holding and serving egg dishes
K10. Explain how to safely and hygienically store cooked eggs not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following egg preparation and cooking methods for basic egg dishes such as:

1. Basic egg dishes (Western):
- Scrambled eggs
- Poached eggs
- Omelettes
- Scotch eggs
- Baked eggs
- Sweet egg dishes

2. Basic egg dishes (Vietnamese):
- Fried eggs (Trứng tráng)
- Boiled eggs
- Omelettes (ốp lết)

3. Preparation and cooking methods:
- Boiling
- Whisking
- Cracking/opening
- Frying
- Griddling
- Poaching
- Baking
- Scrambling
- Bain-marie

ASSESSMENT GUIDE

Performance evidence should include:
1. At least five from preparation and cooking methods
2. Trainees must also demonstrate through performance that they can make:
   - Omelettes
   - Poached eggs.

ASSESSMENT METHODS

The assessor must assess Performance Criteria 1-7 by direct observation.

For remaining Performance Criteria the assessor may assess the trainee through questioning or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Chef	D1.HCC.CL2.19

FPS1.18. UNIT TITLE: PREPARE, COOK AND FINISH GRAIN DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the cooking and finishing of grain dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select grains and tools

P1. Check the grain type meets the dish requirements

P2. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare and cook grain dishes

P3. Prepare and cook the grain type with the other ingredients for the named dish

P4. Strain and mould the grain as required

P5. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Present and store grain dishes

P6. Garnish correctly as required and present for service

P7. Ensure the dish is held at the correct temperature for serving and holding

P8. Store any cooked grains safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. List other foods for which grains can be used as a substitute

K2. Explain how to check that grains and other ingredients meet dish requirements.

K3. List the quality points to look for in grain(s): barley (pearl and pot), buckwheat, corn/maize, polenta, oats, millet, wheat (bulgar), semolina, cous-cous, quinola

K4. List the actions to take if there are problems with the dish ingredients

K5. State the correct tools and equipment to carry out the following cooking methods: soaking, boiling, straining and moulding, leaving covered, baking

K6. Explain how to carry out the following cooking methods: soaking, boiling, straining and moulding, leaving covered, baking

K7. Describe why it is important to use the correct tools and equipment and techniques

K8. Explain how to finish grain dishes according to dish requirements

K9. Explain how to identify and ensure that the named dish has the right flavour, texture and quantity

K10. Explain how to correctly finish and present the dish for service

K11. State the correct temperatures for serving and holding the dishes

K12. Explain how to safely and hygienically store cooked grain(s) not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Types of grains:**
   - Barley
   - Buckwheat
   - Corn/maize
   - Polenta
   - Oats
   - Millet
   - Wheat
   - Quinoa

2. **Examples of dishes (Western):**
   - Buckwheat pancakes
   - Polenta dishes
   - Bulgar Tabouleh
   - Cous-cous side dishes
   - Crumble toppings using oats
   - Quinoa salads, toppings, baked layers.

3. **Examples of dishes (Vietnamese):**
   - Glutinous steamed rice
   - Vietnamese pancake
   - Steamed glutinous rice mixed with French beans

4. **Preparation and cooking techniques:**
   - Soaking
   - Boiling
   - Leaving covered
   - Baking
   - Steaming
   - Frying

ASSESSMENT GUIDE

Performance evidence should include:
1. At least four from grain.
2. At least three from preparation cooking techniques.

ASSESSMENT METHODS

The assessor must assess Performance Criteria 2-8 by direct observation.

For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Chef

ACCSTP REF

N/A

FPS1.19. UNIT TITLE: PREPARE VEGETABLES FOR PRIMARY DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing of vegetables for primary dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select vegetables and tools
P1. Check the selected vegetables meet the quality requirements
P2. Choose the correct tools and equipment for preparation

E2. Prepare and store vegetables
P3. Prepare the selected vegetables to meet the requirements of the dish
P4. Store prepared vegetables safely and hygienically for later use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check that the selected vegetables meet the quality requirements
K2. List the quality points to look for in fresh vegetables: roots, flowers heads, bulbs, pods, tubers, leaves, stems, vegetable fruits, fungi, and seaweed
K3. List the actions to take if there are problems with the quality of the type of vegetable
K4. State the correct tools and equipment to carry out the following preparations: washing, peeling, re-washing, traditional French cuts, slicing, trimming, and grating

K5. Explain how to carry out the following preparation methods correctly: washing, peeling, re-washing, traditional French cuts, slicing, trimming, and grating
K6. Describe why it is important to use the correct tools and equipment and techniques
K7. Explain how to maintain the appearance and texture of vegetables during preparation
K8. Explain how to safely and hygienically store prepared vegetables for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Vegetables include:
- Roots
- Bulbs
- Flower heads
- Fungi
- Pods
- Tubers
- Leaves
- Stems
- Vegetable fruits
- Seaweed

2. Preparation:
- Washing
- Peeling
- Re-washing
- Chopping
- Traditional French cuts: Jardinière/Brunoise/ Macedoine/Mirepoix/Julienne/Paysanne
- Slicing
- Trimming

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least eight from vegetables 2. At least six from preparation that must include all the traditional French cuts.	The assessor must assess Performance Criteria 1-5 by direct observation. For other Performance Criteria the assessor may use questioning and/or witness statements

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Vegetable Chef/Chef	D1.HCC.CL2.18

FPS1.20. UNIT TITLE: PREPARE AND PRESENT HOT AND COLD SANDWICHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing and presenting hot and cold sandwiches – including burgers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Check the bread and selected filling ingredients meet the quality requirements
P2. Choose the correct tools and equipment for making the sandwiches

E2. Prepare and make sandwiches
P3. Prepare named sandwiches as required

E3. Present and store sandwiches
P4. Present the sandwiches with appropriate garnish/decoration for service
P5. Store any sandwiches safely and hygienically if not for immediate use

---

KNOWLEDGE REQUIREMENTS

K1. Explain how to check that bread and sandwich filling meet the requirements
K2. List the action to take if quality of ingredients is not to standard
K3. List the selection of tools and equipment to carry out the following actions: cutting, slicing, spreading, filling, toasting, grilling, seasoning and presenting
K4. Explain how to correctly make a range of sandwiches using the following actions: cutting, slicing, spreading, filling, toasting, grilling, seasoning and presenting

K5. Describe why it is important to use the correct tools and equipment
K6. Explain how to present a range of sandwiches attractively
K7. Describe why it is important to ensure no cross-contamination occurs
K8. Correct temperature for serving/holding a range of sandwiches
K9. Explain how to store sandwiches and sandwich fillings for future use

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Breads:
  • Sliced bread
  • Unsliced bread
  • Buns/rolls
  • Baguettes
  • Other types of bread

2. Fillings:
  • Fats/pastes/spreads
  • Cooked meats
  • Cooked poultry
  • Cooked/smoked fish
  • Dairy products
  • Salads/vegetables/fruit/pickle
  • Sauces/dressing/relishes

3. Preparation:
  • Slicing
  • Preparation of fillings
  • Garnishing
  • Heating/toasting
  • Grilling

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least three from breads. 2. At least five from fillings. 3. At least four from preparation.	The assessor must assess Performance Criteria 1-4 by direct observation. For other Performance Criteria the assessor may use questioning and/or witness statements

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Larder Chef/Chef	D1.HCC.CL2.08

FPS1.21. UNIT TITLE: PREPARE AND PRESENT FOOD FOR COLD PRESENTATION

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing and presenting of cold products, and holding such foods under hygienic conditions.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Check the food product and garnish ingredients to make sure they meet the dish requirements

P2. Choose the correct tools and equipment to prepare the cold product for presentation

E2. Prepare the cold products

P3. Prepare the food products using the correct preparation methods

P4. Ensure food products have the correct texture, colour, flavour and quantity

E3. Present and store cold products

P5. Garnish and present the food products to the required standards

P6. Store any prepared cold food products and garnish ingredients safely and hygienically if not required for immediate consumption or use

KNOWLEDGE REQUIREMENTS

K1. Explain how to ensure that the food product and garnish ingredients meet the requirements

K2. List the quality and quantity points to look for in the presentation of cooked, cured and prepared foods.

K3. Describe what you should do if there are problems with the cold food products and garnish ingredients?

K4. State the correct tools and equipment for the following preparation methods: cutting, slicing, dressing, garnishing, portioning, whisking, combining ingredients

K5. Describe why it is important to use the correct tools, equipment and techniques.

K6. Explain how to prepare the food product and garnish ingredients for cold presentation

K7. Explain how to produce basic vinaigrette and cold sauces

K8. Explain how to finish and garnish food products for cold presentation

K9. Explain how to identify when food products have the correct colour, flavour, texture and quantity

K10. Describe why time and temperature are important when preparing cooked, cured and prepared products for cold presentation.

K11. Describe why cooked, cured and prepared foods should be stored at the correct temperatures for holding and serving.

K12. Explain how to safely and hygienically store cold food products not required for immediate use.

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Food products (Western):
- Bread products
- Salads
- Pre-prepared pies
- Pre prepared pates
- Pre-prepared terrines
- Cured meats
- Smoked items
- Fish
- Shellfish
- Poultry
- Cooked red/white meats
- Vinaigrettes
- Cold sauces

2. Food products (Vietnamese):
- Sweet and sour salad
- Fresh spring roll
- Rare meat
- Mix seafood
- Green papaya salad
- Dipping sauce
- Salad dressing

3. Garnish ingredients:
- Fruit
- Vegetables
- Herbs
- Preparation methods
- Cutting
- Slicing
- Dressing
- Garnishing
- Portioning
- Whisking
- Combining ingredients

ASSESSMENT GUIDE

Performance evidence should include:
1. At least six from food products
2. At least two from garnish ingredients
3. At least four from preparation methods

ASSESSMENT METHODS

The assessor must assess Performance Criteria 2-6 by direct observation.

For other Performance Criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Larder Chef/Chef

ACCSTP REF

D1.HCC.CL2.19

FPS1.22. UNIT TITLE: PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing and finishing of simple salad and fruit dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Check the selected ingredients meet the quality requirements
P2. Choose the correct tools and equipment for preparation

E2. Prepare, finish and store simple salads and fruit dishes
P3. Prepare the ingredients correctly to meet the requirements of the dish/use
P4. Store prepared salads and fruit safely and hygienically ready for later use

KNOWLEDGE REQUIREMENTS

K1. Explain how to store salad items and fruit before preparation
K2. List the quality points to look for in salad items and fruit
K3. List the actions to take if there are problems with the quality of the salad items and fruit
K4. State the correct tools and equipment to carry out the following preparation methods: peeling, trimming, washing, soaking, cutting and mixing

K5. Explain how to carry out the following preparation methods correctly: peeling, trimming, washing, soaking, cutting and mixing
K6. Describe why it is important to use the correct tools and equipment and techniques
K7. Describe why it is important to avoid cross-contamination with meat, poultry and fish products
K8. Explain how to safely and hygienically store prepared salads and fruits for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Ingredients:
• Fresh fruit
• Fresh salad
• Prepared fruit
• Prepared salad

2. Preparation:
• Peeling
• Trimming
• Washing
• Soaking
• Cutting
• Mixing

ASSESSMENT GUIDE

Performance evidence should include:
1. At least four from ingredients
2. At least two from preparation

ASSESSMENT METHODS

The assessor must assess Performance Criteria 1-4 by direct observation.

For other Performance Criteria the assessor may use questioning and/or witness statements

RELEVANT OCCUPATIONS	ACCSTP REF
Commis Chef/Larder Chef/Chef	D1.HCC.CL2.07

FPS1.23. UNIT TITLE: PREPARE, COOK AND FINISH PRIMARY PASTRY DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing, cooking and finishing primary pastry dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Storage and Selection of materials and tools

P1. Store dry/raw ingredients correctly

P2. Check that the ingredients meet the dish requirements

P3. Choose the correct tools and equipment to prepare and cook the pastry product

E2. Preparation and cooking of pastry dishes

P4. Prepare and cook the pastry and other ingredients to meet the product specifications

P5. Ensure that the pastry product has the correct texture, colour, flavour and quantity

E3. Presentation and storage of cooked pastry dishes

P6. Present the pastry product with the correct decoration/finish for the named product

P7. Ensure that the pastry product is at the correct temperature for holding and serving

P8. Store and pastry products safely and hygienically if not required for immediate use

---

KNOWLEDGE REQUIREMENTS

K1. Explain how to check the ingredients meet the dish requirements

K2. State what you should do if there are problems with the ingredients

K3. Describe why it is important to follow a recipe when preparing pastry products

K4. State the correct tools and equipment for the following preparation and cooking methods: weighing/measuring, sifting, rubbing-in, creaming, resting, piping, rolling, lining, lamination, folding, cutting, shaping, trimming, baking, combining cooking methods

K5. Explain how to carry out the following preparation and cooking methods: weighing/measuring, sifting, rubbing-in, creaming, resting, piping, rolling, lining, lamination, folding, cutting, shaping, trimming, baking, combining cooking methods

K6. Describe why it is important to use the correct tools, equipment and techniques

K7. Explain how to identify when pastry products have the correct colour, flavour, texture and finish

K8. State the correct temperatures for holding and serving pastry products

K9. Explain how to store pastry products after preparation, cooking and finish

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of pastry products (Western):
- Chocolate éclairs
- Apple/fruit tarts/pies
- Jam roly-poly
- Savoury quiche
- Savoury pies
- Apple/fruit turnover

2. Types of pastry products (Vietnamese):
- Grapes aga-aga
- Orange aga-aga
- Black sweetened porridge
- Pomelo sweetened porridge
- Vietnamese traditional snack (bánh mật, etc)

3. Preparation and cooking methods:
- Weighing/measuring
- Sifting
- Rubbing-in
- Creaming
- Resting
- Piping
- Rolling
- Lining
- Laminating/folding
- Cutting
- Shaping
- Trimming
- Baking
- Steaming
- Combined cooking methods

4. Types of Pastry:
- Short
- Sweet
- Suet
- Choux
- Puff
- Convenience/ready made

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least three from types of pastry to include choux 2. At least six from preparation methods 3. At least one from cooking methods	The assessor must assess Performance Criteria 1-7 by direct observation. For other Performance Criteria the assessor may assess through questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Pastry Chef/Baker/Chef	D1.HPA.CL4.10

FPS1.24. UNIT TITLE: PREPARE, COOK AND PRESENT PRIMARY BREAD AND BUN DOUGH PRODUCTS

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing, cooking and presentation of primary bun and bread dough products.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Check that the ingredients meet the dish specifications/requirements

P2. Choose the correct tools and equipment for the task

E2. Prepare and cook bread and dough products

P3. Prepare and cook the ingredients to meet the product requirements

P4. Ensure that the bread and dough product has the correct texture and finish

E3. Present and store bread and dough products

P5. Present the bread and dough product to meet the standards requirements

P6. Make sure the bread and dough product is at the correct temperature for holding and serving

P7. Store any cooked bread and dough product safely and hygienically if not required for immediate use

---

KNOWLEDGE REQUIREMENTS

K1. Explain how to check the ingredients to meet the dish requirements

K2. List the quality points in relation to the ingredients for the product

K3. Explain what to do if there are any problems with the ingredients

K4. List the selection of tools and equipment to carry out the following actions: Weighing/measuring, sieving, mixing/kneading, proving, knocking-back, shaping, baking, frying

K5. Explain how to apply correctly the following cooking methods according to product: Weighing/measuring, sieving, mixing/kneading, proving, knocking-back, shaping, baking, frying

K6. Describe why it is important to use the correct tools, equipment and techniques

K7. Explain how to identify when the bred and dough products have the correct colour, texture and finish

K8. Explain how to carry out the following finishing methods: glazing with egg-wash/syrup, icing, filling, decorating

K9. State the correct temperatures for holding and serving bread and dough products

K10. Explain how to store bread and dough products

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Dough Western Products:
- Bread dough
- Bun dough
- Nan dough/Pitta dough
- Pizza dough

2. Dough Vietnamese Products:
- Dumpling dough (Bánh bao)
- Rolled rice pancake dough (bánh cuốn)
- Pyramidal rice dumpling dough (bánh giò)
- Pie dough (bánh nướng)
- Floating cake dough (bánh trôi)

3. Preparation and cooking methods:
- Weighing/measuring
- Sieving
- Mixing/kneading
- Proving
- Knocking-back
- Shaping
- Baking
- Frying
- Steaming
- Baking
- Boiling

4. Finishing Methods:
- Glazing with egg wash
- Glazing with sugar syrup
- Icing, sesame, coconut thread
- Filling/decorating

ASSESSMENT GUIDE

Performance evidence should include:
1. At least two from bread and dough products (Western)
2. At least two from bread and dough products (Vietnamese)
3. At least seven from preparation and cooking methods
4. At least one from finishing methods

ASSESSMENT METHODS

The Assessor must assess Performance Criteria 1-5 by direct observation.

For Performance Criteria 6-7 the Assessor may assess through questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Baker

ACCSTP REF

D1.HPA.CL4.09

FPS1.25. UNIT TITLE: PREPARE, COOK AND FINISH PRIMARY CAKES, SPONGES, BISCUITS AND SCONES

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing, cooking and finishing primary cakes, sponges, biscuits and scones.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Store raw/dry ingredients correctly
P2. Check that the ingredients meet the baked product requirements
P3. Choose the correct tools and equipment to prepare and cook the baked product

E2. Prepare and cook cakes, sponges, biscuits and scones
P4. Prepare and cook the ingredients to meet the product specifications
P5. Ensure that the baked product has the correct texture, colour, flavour and quantity

E3. Present and store cakes, sponges, biscuits and scones
P6. Present the product to meet the baked product requirements
P7. Ensure that the baked product is at the correct temperature for holding and serving
P8. Store any baked product safely and hygienically if not required for immediate use

---

KNOWLEDGE REQUIREMENTS

K1. Explain how to store the raw/dry ingredients
K2. Explain how to check the ingredients meet requirements
K3. What they should do if there are problems with the ingredients
K4. State the correct tools and equipment for the following preparation and cooking methods: weighing/measuring, using "ready-mix", creaming/beating, whisking, folding, rubbing-in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, trimming, spreading/smoothing, dusting, dredging/sprinkling, mixing baking, boiling, steaming, frying

K5. Explain how to carry out the following preparation and cooking methods: weighing/measuring, using "ready-mix", creaming/beating, whisking, folding, rubbing-in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, trimming, spreading/smoothing, dusting, dredging/sprinkling, mixing baking, boiling, steaming, frying
K6. Describe why it is important to use the correct tools, equipment and techniques
K7. Explain how to identify when cakes, sponges, biscuits and scones have the correct colour, flavour, texture and quality
K8. Explain how to finish baked products and "hold" for service
K9. Explain how to safely and hygienically store unused cakes, sponges, biscuits and scones

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Cake types (Western):
- Fruit cake
- Shortcake
- Rock cakes
- Victoria sandwich
- Sponge biscuits
- Swiss roll
- Scones – sweet/savoury

2. Cake types (Vietnamese):
- "Gai" cake
- Deep fried sesames ball cake (Bánh rán vừng)
- Glutinous rice cake (Bánh trôi)
- Banana cake (Bánh chuối rán)

3. Preparation and cooking methods:
- Using "ready-mix"
- Weighing/measuring
- Creaming/beating
- Whisking
- Folding
- Rubbing-in
- Greasing
- Glazing
- Portioning
- Piping
- Rolling
- Shaping
- Filling
- Trimming
- Spreading/smoothing
- Dusting/dredging/sprinkling
- Mixing
- Baking
- Frying
- Boiling
- Steaming

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from types
2. At least twelve from preparation and cooking methods

ASSESSMENT METHODS

The assessor must assess Performance Criteria 2-7 by direct observation.

Knowledge may be assessed through questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Baker

ACCSTP REF

D1.HPA.CL4.08

FPS1.26. UNIT TITLE: PREPARE, COOK AND FINISH PRIMARY COLD AND HOT DESSERTS

UNIT DESCRIPTOR

This unit describes the competencies required for the preparing and cooking of primary cold and hot desserts.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Check that the ingredients meet the dish requirements

P2. Check the ingredients to ensure they are of an acceptable quality

P3. Respond correctly if the ingredients are not acceptable/know what to do

P4. Choose and use the correct techniques, tools and equipment

E2. Prepare and cook cold and hot desserts

P5. Prepare the ingredients using the correct preparation methods

P6. Cook ingredients using the correct cooking methods

P7. Make sure the dessert has the correct colour texture and finish

E3. Finish Present and store cold and hot desserts

P8. Finish the dessert to meet required standard

P9. Present the dessert and ensure that it is at the correct temperature for holding and serving

P10. Safely and hygienically store any prepared desserts not required for immediate use

---

KNOWLEDGE REQUIREMENTS

K1. Explain how to store raw ingredients prior to preparation

K2. Explain how to check the ingredients meet the dish requirements

K3. Explain what to do if there are problems with any of the ingredients

K4. Describe why time and temperature are important when preparing, cooking and finishing hot desserts

K5. List the quality aspects to consider when preparing hot/cold desserts

K6. State correct tools and equipment to carry out the following preparation methods: slicing, creaming, folding, moulding, mixing, aeration, addition of flavours/colours, pureeing, combining flavours, whipping, portioning, chilling

K7. List the correct tools and equipment to carry out the following cooking methods: poaching/boiling, stewing, baking, combination cooking, steaming, frying, bain-marie

K8. Describe why it is important to use the correct tools, equipment and techniques

K9. Explain how to carry out the follow finishing methods: filling, glazing, piping, decorating/garnishing

K10. Explain how to identify when cold and hot desserts have the correct colour, texture, finish and quantity

K11. List the type of problems may occur when preparing and cooking hot and cold desserts and how to correct them

K12. Explain how to present hot and cold desserts and how to "Hold" them at the correct temperature for serving

K13. Explain how to safely and hygienically store hot and cold desserts not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Desserts (Western):
- Ice-cream
- Mousse/bavaroise
- Egg based
- Batter based
- Sponge based
- Fruit based

2. Desserts (Vietnamese):
- Green bean compote
- Flan cake
- Dumpling
- Fried banana cake

3. Preparation methods:
- Slicing
- Creaming
- Folding
- Moulding
- Mixing
- Aeration
- Addition of flavours/colours
- Pureeing
- Combining
- Portioning
- Chilling

4. Cooking methods:
- Poaching/boiling
- Stewing
- Baking
- Combination cooking
- Steaming
- Braising
- Bain-marie
- Frying

5. Finishing methods
- Filling
- Glazing
- Piping
- Decorating

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from dessert
2. At least five from preparation methods
3. At least two from cooking methods
4. At least one from finishing methods

ASSESSMENT METHODS

The assessor must assess Performance Criteria 2-10 by direct observation.

For Performance Criteria 1 the assessor may assess through questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Baker

ACCSTP REF

D1. HPA.Cl4.04

FPS2.1. UNIT TITLE: PREPARE, COOK AND FINISH A RANGE OF HOT SAUCES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing hot sauces.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity of ingredients needed for the sauce

P2. Check the ingredients to make sure they meet the quality standard required for the named sauce

P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish hot sauces

P4. Prepare cook and finish the sauce to meet the correct requirements

P5. Make sure the sauce has the correct flavour, colour, consistency

P6. Ensure the sauce is of the correct quantity

E3. Present and store hot sauces

P7. Present the sauce to meet requirements

P8. Ensure the sauce is at the correct temperature for holding and serving

P9. Safely store and cooked sauce not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct quality, quantity of ingredients to meet the sauce requirements

K2. List the quality points to look for in sauce ingredients

K3. Explain what to do if there are problems with any of the ingredients

K4. Describe the correct techniques, tools and equipment and the reasons for using them when carrying-out the following preparation, cooking and finishing methods: weighing/measuring, chopping, simmering, boiling, 'making a roux', passing/straining/blending, skimming, reducing, emulsifying, whisking, adding cream

K5. Explain how to carry out the following methods according to sauce requirements: weighing/measuring, chopping, simmering, boiling, 'make roux', passing/straining/blending, reducing, emulsifying, skimming, whisking, adding cream

K6. Describe why it is important to use the correct tools, equipment and techniques

K7. State the correct temperatures for cooking sauces

K8. Explain how to identify when sauces have the correct colour, flavour consistency and will produce the correct quantity

K9. Explain how to balance the flavour, texture, colour, consistency and quantity of sauces

K10. Explain how to adjust the taste and flavour of sauces, gravies

K11. Explain how to present cooked sauces

K12. State correct temperatures for holding and storing sauces

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Preparation methods/techniques:
- Weighing/measuring
- Chopping
- Simmering
- Boiling
- Making a "Roux"
- Passing/straining/blending
- Skimming
- Whisking
- Emulsifying
- Adding cream
- Holding/storage

2. Types of sauces:
- "Roux" based – derivatives of béchamel/veloute/demi-glace
- Emulsified – Hollandaise and derivatives
- Butter thickened – beurre blanc/monte au beurre
- Deeping sauce – Sweet and sour sauce

ASSESSMENT GUIDE

Performance evidence should include:
1. At least six from preparation, cooking and finishing methods
2. At least four of the following sauces:
   - White sauce (Béchamel) – one derivative
   - Brown sauce (Espagnole) – to demi-glace and one derivative
   - Veloute sauce
   - Hollandaise sauce – one derivative

Knowledge should be assessed through written or oral questioning or witness statements.

ASSESSMENT METHODS

The assessor must assess performance by directly observing the learners work.

Where there is no naturally occurring evidence the assessor may assess the learner through questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Sauce Chef/Chef	D1.HCC.CL2.17

FPS2.2. UNIT TITLE: PREPARE, COOK AND FINISH A RANGE OF SOUPS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing a range of soups.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Select the type and quantity of ingredients needed for the required soup
P2. Check the ingredients to make sure they meet the quality standard required for the named soup
P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish soups
P4. Prepare cook and finish the soup to meet the correct requirements
P5. Make sure the soup has the correct flavour, colour, consistency
P6. Ensure the sauce is of the correct quantity

E3. Present and Store soups
P7. Present the soup to meet requirements
P8. Ensure the sauce is at the correct temperature for holding and serving
P9. Safely and hygienically store any cooked sauce not for immediate use

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KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct quality, quantity of ingredients to meet the soup requirements
K2. List the quality points to look for in soup ingredients
K3. State what to do if there are problems with any of the ingredients
K4. Describe the correct techniques, tools and equipment and the reasons for using them when carrying-out the following preparation, cooking and finishing methods: weighing/ measuring, chopping, simmering, boiling, 'making a roux', passing/straining/blending, skimming, reducing, clarifying, whisking, adding cream, adding liaison, chilling
K5. Explain how to carry out the following methods for cooking and finishing according to soup requirements: weighing/measuring, chopping, simmering, boiling, 'making a roux', passing/ straining/blending, skimming, reducing, clarifying, whisking, adding cream, adding liaison, chilling

K6. Describe why it is important to use the correct tools, equipment and techniques
K7. State the correct temperatures for cooking soups
K8. Explain how to identify when soups have the correct colour, flavour consistency and will produce the correct quantity
K9. Explain how to balance the flavour, texture, colour, consistency and quantity of soups
K10. Explain how to adjust the taste and flavour of soups
K11. Explain how to present cooked and finished soups
K12. State the correct temperatures for holding and storing soup
K13. Explain how to safely and hygienically store finished soups

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Preparation methods/techniques:
- Weighing/measuring
- Chopping
- Simmering
- Boiling
- Making a "Roux"
- Passing/straining/blending
- Skimming
- Whisking
- Clarifying
- Adding liaison
- Adding cream
- Chilling
- Holding/storage

2. Types of soups:
- Consommé
- Bisque
- Veloute
- Chowder
- Cold soups

ASSESSMENT GUIDE

Performance evidence should include:
1. At least seven from preparation, cooking and finishing methods
2. At least two of the following soup types:
   - Consomme
   - Veloute
   - Bisque
   - Cold

Knowledge should be assessed through written or oral questioning or witness statements.

ASSESSMENT METHODS

The assessor must assess performance by directly observing the learners work.

Where there is no naturally occurring evidence the assessor may assess the learner through questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Soup Chef/Chef

ACCSTP REF

D1.HCC.Cl2.16

FPS2.3. UNIT TITLE: PREPARE FISH FOR A RANGE OF DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing of fish for a range of dishes

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select fish and tools
P1. Select the type and quantity of fish to meet the dish requirements
P2. Check the quality points of the fish to ensure it meets the accepted standard
P3. Choose the correct tools and equipment for preparation method required

E2. Prepare fish and store
P4. Correctly use the tools and equipment for each task
P5. Prepare the fish to meet the requirements of the dish
P6. Store the prepared fish safely and hygienically for later use

KNOWLEDGE REQUIREMENTS

K1. State the approximate yields of prepared fish
K2. Explain how to control portions to minimise waste
K3. List the suitable cuts for each type of fish
K4. State the nutritional values of each type of fish
K5. Explain the preparation methods for a range of fish dishes
K6. Explain how to select the correct type, quality, quantity of fish to meet dish requirements
K7. List the quality points to look for in fresh fish: flat, round, oily, exotic

K8. Explain what to do if there are problems with the fish or other ingredients
K9. Describe the correct tools and equipment are and the reasons for using them when carrying out the following preparation methods: gutting, filleting, cutting (darne, troncon, goujons, plait, supreme, paupiette, delice), cold smoking, trimming, skinning, portioning, marinating, coating, topping, covering and en papillote
K10. Explain how to carry out the following preparation methods correctly: gutting, filleting, cutting (darne, troncon, goujons, plait, supreme, paupiette, delice), cold smoking, trimming, skinning, portioning, marinating, coating, topping, covering and en papillote
K11. Explain how to safely and hygienically store prepared fish for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of fish (Sea/Freshwater):
- White fish – round
- White fish – flat
- Oily fish

2. Preparation methods:
- Gutting
- Filleting (removing of pin bones/rib bones/spine)
- Cutting – darne/troncon/supreme/paupiette/delice/plait/goujons
- Cold smoking
- Trimming
- Skinning
- Portioning
- Marinating
- Coating
- Topping (e. g. herb crust)
- Covering (e. g. en croute)
- En Papillote

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least three from types of fish 2. At least seven from preparation methods that must include cutting	The assessor must assess performance by directly observing the learners work. Where there is no naturally occurring evidence the assessor may assess the learner through questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Fish Cook/Chef	D1.HCC.CL2.10

FPS2.4. UNIT TITLE: PREPARE SHELLFISH FOR A RANGE OF DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing of shellfish for a range of dishes

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select shellfish and tools

P1. Select the type and quantity of shellfish to meet the dish requirements

P2. Check the quality points of the shellfish to ensure it meets the accepted standard

P3. Choose the correct tools and equipment for preparation method required

E2. Prepare and store shellfish

P4. Use the tools and equipment for each task correctly and safely

P5. Prepare the shellfish to meet the requirements of the dish

P6. Store the prepared shellfish safely and hygienically for later use

KNOWLEDGE REQUIREMENTS

K1. State the approximate yields of prepared shellfish

K2. Explain how to control portions to minimise waste

K3. Explain how to select the correct type, quality, quantity of shellfish to meet dish requirements

K4. List the quality points to look for in fresh shellfish: oysters, crabs, prawns, shrimps, langoustines, lobster, crawfish, scampi, mussels, scallops, clams, cockles

K5. Explain how to detect live shellfish

K6. Describe what to do if there are problems with the shellfish or other ingredients

K7. Describe the correct tools and equipment are and the reasons for using them when carrying out the following preparation methods: trimming, shelling, opening, cleaning, splitting, coating, washing, marinating, skewering, cutting and storage

K8. Explain how to carry out the following preparation methods correctly: trimming, shelling, opening, cleaning, splitting, coating, washing, marinating, skewering, cutting and storage

K9. Describe the most suitable methods of preparation and cooking for each type of shellfish

K10. Explain how to safely and hygienically store prepared shellfish for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of shellfish:
- Oysters
- Crabs/river crab
- Prawns/shrimps
- Langoustines
- Lobsters
- Crayfish
- Scampi/Dublin bay prawns
- Mussels
- Scallops
- Cockles/clams
- Snail

2. Preparation methods:
- Trimming
- Shelling
- Opening
- Cleaning
- Splitting
- Coating
- Washing
- Marinating
- Skewering
- Cutting
- Slicing

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least six from types of shellfish 2. At least seven from preparation methods	The assessor must assess performance by directly observing the learners work. Where there is no naturally occurring evidence the assessor may assess the learner through questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Fish Cook/Chef	D1.HCC.CL2.10

FPS2.5. UNIT TITLE: PREPARE MEAT FOR A RANGE OF DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing of meat for a range of dishes

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ELEMENTS AND PERFORMANCE CRITERIA

E1. Select meat and tools

P1. Select the type cut and quantity of meat to meet the dish requirements

P2. Check the quality points of the meat to ensure it meets the accepted standard

P3. Choose the correct tools and equipment for preparation method required

E2. Prepare meat and store

P4. Use the tools and equipment correctly for each task

P5. Prepare the meat to meet the requirements of the dish

P6. Store the prepared meat safely and hygienically for later use

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KNOWLEDGE REQUIREMENTS

K1. State the approximate yields of prepared meat and how to make use of by-products

K2. Explain how to control portions to minimise waste

K3. State the nutritional value of meat

K4. Describe the main characteristics of the main types of meat dishes

K5. Explain how to select the correct type, cut, quality, quantity of meat to meet dish requirements

K6. List the quality points to look for in fresh meat: red/white meat

K7. Explain what to do if there are problems with the meat or other ingredients

K8. Describe the correct tools and equipment are and the reasons for using them when carrying out the following preparation methods: boning, trimming, rolling, tenderising, chining, tying, larding/barding, portioning by weight, portioning for dish, slicing, mincing, seasoning/marinading

K9. Explain how to carry out the following preparation methods correctly: boning, trimming, rolling, tenderising, chining, tying, larding/barding, portioning by weight, portioning for dish, slicing, mincing, seasoning/marinading

K10. State the most suitable methods of preparation and cooking for various types of meat

K11. Explain how to safely and hygienically store prepared meat for use

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of meats:
- Red meat – beef/lamb
- White meat – pork/veal

2. Preparation methods:
- Boning
- Trimming
- Rolling
- Tenderising
- Chining
- Tying
- Larding/barding
- Portioning by weight
- Portioning for dish
- Slicing
- Mincing
- Seasoning/marinating

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least two from types of meat 2. At least six from preparation methods	The assessor must assess performance by directly observing the learners work. Where there is no naturally occurring evidence the assessor may assess the learner through questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Commis Chef/Butcher/Chef	D1.HCC.CL2.03

FPS2.6. UNIT TITLE: PREPARE POULTRY FOR A RANGE OF DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing of poultry for a range of dishes

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select poultry and tools

P1. Select the type and quantity of poultry to meet the dish requirements

P2. Check the quality points of the poultry to ensure it meets the accepted standard

P3. Choose the correct tools and equipment for preparation method required

E2. Prepare and store

P4. Use the tools and equipment for each task correctly

P5. Prepare the poultry to meet the requirements of the dish

P6. Store the prepared poultry safely and hygienically for later use

KNOWLEDGE REQUIREMENTS

K1. State the approximate yields of prepared poultry and how to make use of by-products

K2. Explain how to control portions to minimise waste

K3. Describe the nutritional value of poultry

K4. Identify the main characteristics of the main types of poultry dishes

K5. Explain how to select the correct type, quality, quantity of poultry to meet dish requirements

K6. List the quality points to look for in fresh poultry: duck, goose, chicken, turkey

K7. Describe what to do if there are problems with the poultry or other ingredients

K8. List the correct tools and equipment are and the reasons for using them when carrying out the following preparation methods: checking and preparing the cavity, boning, dissecting, cutting for sauté, raising the supreme's, skinning, trimming, blending, sieving, stuffing and filling, tying/trussing, seasoning/marinating

K9. Explain how to carry out the following preparation methods correctly: checking and preparing the cavity, boning, dissecting, cutting for sauté, raising the supreme's, skinning, trimming, blending, sieving, stuffing and filling, tying/trussing, seasoning/marinating

K10. State the most suitable methods of preparation and cooking for various types of poultry

K11. Explain how to safely and hygienically store prepared poultry for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of poultry:
- Duck
- Goose
- Chicken
- Turkey

2. Preparation methods:
- Checking/preparing the cavity
- Boning
- Dissecting
- Cutting for sauté
- Raising the supreme's
- Skinning
- Trimming
- Blending
- Sieving
- Stuffing/filling
- Tying/trussing
- Seasoning/marinating

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. At least three from types of poultry 2. At least seven from preparation methods	The assessor must assess performance by directly observing the learners work. Where there is no naturally occurring evidence the assessor may assess the learner through questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Butcher/Chef	D1.HCC.CL2.09

FPS2.7. UNIT TITLE: COOK AND FINISH A RANGE FISH DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for cooking and finishing of a range fish dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select fish and tools

P1. Select the type and quantity of fish need for the dish

P2. Check the fish to make sure meets the dish requirements

P3. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare and cook fish dishes

P4. Combine the fish with the other ingredients for the named dish

P5. Cook the fish to meet the requirements of the dish

P6. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Present and store fish dishes

P7. Garnish and sauce correctly as required and present for service

P8. Ensure the dish is held at the correct temperature for serving and holding

P9. Store any cooked fish safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check that the fish meets the dish requirements

K2. List the quality points to look for in fish: white fish (round), white fish (flat), oily and exotic fish

K3. Describe what actions to take if there are problems with the fish or dish ingredients

K4. Describe the correct tools, equipment, and explain reasons for using them to carry out the following cooking methods: frying (deep/shallow/dry), grilling, poaching (deep/shallow), baking, steaming, en papillote, en croute and combining cooking methods

K5. Explain how to combine fish with other ingredients to create balanced fish dishes

K6. Explain how to carry out the following cooking methods according to dish requirements: frying (deep/shallow/dry), grilling, poaching (deep/shallow), baking, steaming, en papillote encroute and combining cooking methods

K7. State the correct temperatures for cooking fish: flat, round, oily; and why this is important

K8. Identify the appropriate garnishes, dressings, sauces and glazes for a range of fish dishes

K9. Explain how to minimise and correct common faults in cooking fish dishes

K10. Explain how to adjust the flavour, colour and consistency in fish dishes

K11. Explain how to correctly garnish, finish and present the dish for service

K12. State the correct temperatures for serving and holding the dishes

K13. Explain how to safely and hygienically store cooked fish dishes not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of fish:
- White fish – round
- White fish – flat
- Oily fish
- Exotic

2. Examples of dishes (Western):
- Fish en croute
- Dressed salmon
- Salmon roulade
- Mousseline
- Sole Bonne Femme

3. Examples of dishes (Vietnamese):
- Vietnamese sour fish soup
- Fish roll in sweet and sour sauce
- Stewed fish in clay pot
- Grilled fish fillet "Chả cá" style

4. Cooking methods:
- Frying (deep/shallow/dry)
- Grilling
- En papillote
- Steaming
- En croute
- Poaching (deep/shallow)
- Baking
- Combining cooking methods
- Boiling
- Stewing
- Frying

5. Finishing methods:
- Garnishing
- Saucing
- Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from fish
2. At least five from cooking methods
3. All from finishing methods

ASSESSMENT METHODS

The assessor must assess performance by directly observing the learners work.

Where there is no naturally occurring evidence the assessor may assess the learner through questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Butcher/Chef

ACCSTP REF

D1.HCC.CL2.10

FPS2.8. UNIT TITLE: COOK AND FINISH A RANGE SHELLFISH DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for cooking and finishing of a range shellfish dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select shellfish and tools

P1. Select the type and quantity of shellfish need for the dish

P2. Check the shellfish to make sure meets the dish requirements

P3. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare and cook shellfish dishes

P4. Combine the shellfish with the other ingredients for the named dish

P5. Cook the shellfish to meet the requirements of the dish

P6. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Present and store shellfish dishes

P7. Garnish, dress and sauce correctly as required and present for service

P8. Ensure the dish is held at the correct temperature for serving and holding

P9. Store any cooked shellfish safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to check that the shellfish meets the dish requirements

K2. List the quality points to look for in shellfish: oysters, crabs, prawn/shrimps, langoustines, lobster/crawfish, crayfish, scampi/Dublin bay prawns, mussels, scallops, cockles/clams

K3. List the actions to take if there are problems with the shellfish or dish ingredients

K4. Describe the correct tools, equipment, and explain the reasons for using them to carry out the following cooking methods: frying (deep/shallow), grilling, boiling, steaming, sautéing, en papillote, combined cooking methods

K5. Explain how to combine shellfish with other ingredients to create balanced shellfish dishes

K6. Explain how to carry out the following cooking methods according to dish requirements: frying (deep/shallow), grilling, boiling, steaming, sautéing, en papillote, combined cooking methods

K7. State the correct temperatures for cooking shellfish: oysters, crabs, prawn/shrimps, langoustines, lobster/crawfish, crayfish, scampi/Dublin bay prawns, mussels, scallops, cockles/clams, and why this is important

K8. Identify the appropriate garnishes, dressings, sauces and glazes for a range of shellfish dishes

K9. Explain how to minimise and correct common faults in cooking shellfish dishes

K10. Explain how to adjust the flavour, colour and consistency in shellfish dishes

K11. Explain how to correctly garnish, finish and present the dish for service

K12. State the correct temperatures for serving and holding the dishes

K13. Explain how to safely and hygienically store cooked shellfish dishes not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Types of shellfish:**
   - Oysters
   - Crabs
   - Prawns/shrimps
   - Langoustines
   - Lobster/crawfish
   - Crayfish
   - Scampi/Dublin Bay prawns
   - Mussels
   - Scallops
   - Cockles/Clams

2. **Examples of dishes (Western):**
   - Dressed crab
   - Lobster Thermidor
   - Shellfish soufflé
   - Deep-fried scampi

3. **Examples of dishes (Vietnamese):**
   - Deep fried shrimp
   - Shrimp ball
   - Crab in garlic and pepper
   - Crispy soft shell crabs
   - Chilli lobster with lemon grass

4. **Cooking methods:**
   - Frying (deep/shallow/dry)
   - Grilling
   - Steaming
   - Sautéing
   - Baking
   - En papillote
   - Stewing
   - Combining cooking methods

5. **Finishing methods:**
   - Dressing
   - Garnishing
   - Saucing
   - Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least five from shellfish
2. At least five from cooking methods
3. All from finishing methods

ASSESSMENT METHODS

The assessor must assess performance criteria 3-9 by direct observation.

For other performance criteria the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Fish Chef/Chef

ACCSTP REF

D1.HCC.CL2.10

FPS2.9. UNIT TITLE: COOK AND FINISH A RANGE OF MEAT DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for cooking and finishing of a range meat dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select meat and tools

P1. Select the type, cut and quantity of meat needed for the dish

P2. Check the meat to make sure it meets the dish requirements

P3. Choose the correct tools and equipment to cook and finish the dish

E2. Prepare and cook meat dishes

P4. Combine the meat with the other ingredients for the named dish

P5. Cook the meat to meet the requirements of the dish

P6. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Present and store meat dishes

P7. Garnish and sauce correctly as required and present for service

P8. Ensure the dish is held at the correct temperature for serving and holding

P9. Store any cooked meat safely and hygienically if not for immediate use

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KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct type, quality and quantity for the dish requirements

K2. List the quality points to look for in meat: Red/White meats

K3. List the actions to take if there are problems with the meat or dish ingredients

K4. Describe the correct tools, equipment, and explain the reasons for using them to carry out the following cooking methods: grilling (over/under heat), frying (deep/shallow/stir), boiling, braising, steaming, stewing, roasting, pot-roasting (poele), and combining cooking methods

K5. State the correct temperatures for red/white meat using all the cooking methods listed

K6. Explain how to check that the meat is cooked correctly

K7. Explain how to carry out the following cooking methods according to dish requirements: grilling (over/under heat), frying (deep/shallow/stir), boiling, braising, steaming, stewing, roasting, pot-roasting (poele), and combining cooking methods

K8. Describe the appropriate garnishes, dressings, sauces and glazes for a range of meat dishes

K9. Explain how to minimise and correct common faults in cooking meat dishes

K10. Explain how to adjust the flavour, colour and consistency in meat dishes

K11. Explain how to correctly garnish, sauce, finish and present the dish for service

K12. State the correct temperatures for serving and holding the dishes

K13. Explain how to safely and hygienically store cooked meat dishes not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Types of meats:**
   - Red meats – beef/lamb
   - White meats – pork/veal

2. **Examples of dishes (Western):**
   - Braised lamb shank
   - Beef/lamb stew
   - Osso bucco
   - Roast rib of beef

3. **Examples of dishes (Vietnamese):**
   - Braised beef in black pepper sauce
   - Stewed beef in curry sauce
   - Stewed chicken in curry sauce
   - Veal salad with lemon
   - Grilled pork in lemongrass
   - Roast pork leg

4. **Cooking methods:**
   - Frying (deep/shallow/stir)
   - Grilling
   - Steaming
   - En croute
   - Braising
   - Roasting
   - Pot roasting (poele)
   - Boiling
   - Stewing
   - Mixing
   - Combining cooking methods

5. **Finishing methods:**
   - Garnishing
   - Saucing
   - Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least two from meat
2. At least five from cooking methods
3. All from finishing methods

ASSESSMENT METHODS

The assessor must assess performance criteria by direct observation.

For knowledge, the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Roast/Grill/Sauce Chef/Chef

ACCSTP REF

D1.HCC.CL2.09

FPS2.10. UNIT TITLE: COOK AND FINISH A RANGE OF POULTRY DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for cooking and finishing a range of poultry dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select poultry and tools
P1. Select the type and quantity of poultry needed for the dish.
P2. Check the poultry for quality and to make sure it meets the dish requirements.
P3. Choose the correct tools and equipment to cook and finish the dish.

E2. Prepare and cook poultry dishes
P4. Combine the poultry with the other ingredients for the named dish.
P5. Cook the poultry to meet the requirements of the dish.
P6. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance.

E3. Present and store poultry dishes
P7. Garnish and sauce correctly as required and present for service
P8. Ensure the dish is held at the correct temperature for serving and holding.
P9. Store any cooked poultry safely and hygienically if not for immediate use.

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct type, quality and quantity for the dish requirements
K2. List the quality points to look for in poultry: duck, goose, chicken, turkey
K3. List the actions to take if there are problems with the poultry or dish ingredients
K4. Describe the correct tools, equipment, and explain the reasons for using them to carry out the following cooking methods: grilling (over/under heat), frying (deep/shallow/stir), boiling, poaching, en papillote, braising, steaming, stewing, roasting, pot-roasting (poele), and combining cooking methods
K5. State the correct temperatures for poultry using all the cooking methods listed
K6. Explain how to check that the poultry is cooked correctly

K7. Explain how to carry out the following cooking methods according to dish requirements: grilling (over/under heat), frying (deep/shallow/stir), boiling, braising, steaming, poaching, en papillote, stewing, roasting, pot-roasting (poele), and combining cooking methods
K8. List the appropriate garnishes, dressings, sauces and glazes for a range of poultry dishes
K9. Explain how to minimise and correct common faults in cooking poultry dishes
K10. Explain how to adjust the flavour, colour and consistency in poultry dishes
K11. Explain how to correctly garnish, sauce, finishes and presents the dish for service
K12. State the correct temperatures for serving and holding the dishes
K13. Explain how to safely and hygienically store cooked dishes not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Types of Poultry:**
   - Duck
   - Goose
   - Chicken
   - Turkey
   - Quail

2. **Examples of dishes (Western):**
   - Ballotine
   - Poeled chicken
   - Supeme of chicken (various garnishes)
   - Saute of chicken
   - Chicken spatchcock

3. **Examples of dishes (Vietnamese):**
   - Roast whole duck
   - Roasted quail
   - Grilled chicken leg with chilli and lemon
   - Fried chicken wings

4. **Cooking methods:**
   - Frying (deep/shallow/stir)
   - Sautéing
   - Grilling
   - Steaming
   - Roasting
   - Pot roasting (poele)
   - Boiling
   - Poaching
   - Frying
   - En papillote
   - Combining cooking methods

5. **Finishing methods:**
   - Garnishing
   - Saucing
   - Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from poultry
2. At least five from cooking methods
3. All from finishing methods

ASSESSMENT METHODS

The assessor must assess all performance criteria by direct observation.

For knowledge assessment, the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Chef

ACCSTP REF

D1.HCC.CL2.09

FPS2.11. UNIT TITLE: PREPARE, COOK AND FINISH A RANGE OF FRESH PASTA DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing a range of fresh pasta dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1.   Select the type and quantity of pasta ingredients needed for the required dish

P2.   Check the ingredients to make sure they meet the quality standard required for the named pasta dish

P3.   Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish

P4.   Prepare the fresh pasta ingredients to meet the dish requirements

P5.   Cook and finish the pasta dish to meet the correct requirements

P6.   Make sure the pasta dish has the correct flavour, colour, consistency

P7.   Ensure the pasta is of the correct quantity

E3. Present and Store fresh pasta dishes

P8.   Present the pasta dish for service to meet requirements

P9.   Ensure the pasta dish is at the correct temperature for holding and serving

P10. Store any cooked pasta safely and hygienically if not for immediate use

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KNOWLEDGE REQUIREMENTS

K1.   Explain how to select the correct quality, quantity of ingredients for the named pasta dish

K2.   List the quality points to look for in pasta ingredients

K3.   What to do if there are problems with any of the ingredients

K4.   Describe the correct techniques, tools and equipment and explain the reasons for using them when carrying-out the following preparation, cooking and finishing methods: weighing/measuring, sieving, mixing, pulling/kneading, resting, rolling, shaping, portioning, boiling, refreshing, re-heating, combining cooking methods

K5.   Explain how to carry out the following methods for cooking and finishing according to soup requirements: weighing/measuring, sieving, mixing, pulling/kneading, resting, rolling, shaping, portioning, boiling, refreshing, re-heating, combining cooking methods

K6.   Describe why it is important to use the correct tools, equipment and techniques

K7.   Explain how to identify when freshly made pasta has the correct qualities

K8.   Explain how to combine pasta and other ingredients to make specific dishes

K9.   Explain how to identify when pasta has the correct colour, flavour consistency and will produce the correct quantity

K10. Explain how to balance the flavour, taste, texture, colour, consistency and quantity of pasta dishes

K11. Explain how to present cooked and finished pasta

K12. State the correct temperatures for holding and serving pasta dishes

K13. Explain how to safely and hygienically store cooked pasta not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Preparation methods/techniques:
- Weighing/measuring
- Sieving
- Mixing
- Pulling/kneading
- Resting
- Rolling
- Shaping
- Portioning
- Boiling
- Re-heating
- Combining cooking methods
- Holding
- Storage

2. Types of pasta:
- Fresh
- Dry
- Filled

ASSESSMENT GUIDE

Performance evidence should include:
1. At least seven from preparation, cooking methods.
2. At least three of the following pasta types:
   - Fresh – tagliatelle/noodles
   - Filled – ravioli/tortellini

ASSESSMENT METHODS

The assessor must assess performance criteria 1- 8 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Chef

ACCSTP REF

D1.HCC CL2.18

FPS2.12. UNIT TITLE: COOK AND FINISH A RANGE OF VEGETABLE DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for cooking and finishing of a range of vegetable dishes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select vegetables and tools

P1. Select the type and quantity of vegetables needed for the dish

P2. Check the selected vegetables to make sure they meet the dish requirements

P3. Choose the correct tools and equipment to cook and finish the dish

E2. Cook and finish vegetable dishes

P4. Combine the vegetables with the other ingredients for the named dish

P5. Cook the vegetables and other ingredients to meet the requirements of the dish

P6. Ensure the named dish has the correct flavour, colour, consistency, quantity and quality of appearance

E3. Present and Store vegetable dishes

P7. Garnish and finish correctly as required and present for service

P8. Ensure the dish is held at the correct temperature for serving and holding

P9. Store any cooked vegetables safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct vegetable type, quality and quantity for the dish requirements

K2. List the quality points to look for in vegetables: roots, bulbs, flower heads, exotic fungi, pods, leaves, tubers, stems, vegetable fruits, exotic vegetables (truffles/Okra)

K3. List the actions to take if there are problems with the vegetable or dish ingredients

K4. Describe the correct tools, equipment, and explain the reasons for using them to carry out the following cooking methods: blanching, boiling, roasting, baking, grilling, braising, stewing, steaming, frying (deep/shallow/stir) and combined cooking methods

K5. Explain how to combine vegetables and other ingredients to create balanced vegetable dishes

K6. State the correct temperatures for cooking different varieties of vegetables

K7. Explain how to carry out the following cooking methods according to dish requirements: blanching, boiling, roasting, baking, grilling, braising, stewing, steaming, frying (deep/shallow/stir) and combined cooking methods

K8. Explain how to minimise and correct common faults in cooking vegetable dishes

K9. Explain how to adjust the flavour, colour and consistency in vegetable dishes

K10. Explain how to correctly garnish, sauce, finish and present the dish for service

K11. State the correct temperatures for serving and holding the dishes

K12. Explain how to safely and hygienically store cooked vegetable dishes not required for use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Vegetables:**
   - Roots
   - Bulbs
   - Flower heads
   - Seeds
   - Pods
   - Tubers
   - Leaves
   - Stems
   - Vegetable fruits
   - Exotic vegetables

2. **Examples of dishes (Western):**
   - Ratatouille
   - Rosti/gallette potatoes
   - Vegetable terrine
   - Cabbage farcie

3. **Examples of dishes (Vietnamese):**
   - Stuffed tomato tofu
   - Steamed Vietnamese dumpling with vegetables
   - Mixed vegetables with oyster sauce
   - Braised mix vegetables
   - Vegetables curry

4. **Cooking methods:**
   - Frying (deep/shallow/stir)
   - Blanching
   - Boiling
   - Steaming
   - Stewing
   - Baking
   - Roasting
   - Braising
   - Grilling
   - Combining cooking methods

5. **Finishing methods:**
   - Garnishing
   - Saucing
   - Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least eight from vegetables
2. At least seven from cooking methods
3. All from finishing methods

ASSESSMENT METHODS

The assessor must assess performance criteria by direct observation.

Knowledge can be assessed using questioning and/or witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Vegetable Chef/Chef

ACCSTP REF

D1.HCC.CL2.18

FPS2.13. UNIT TITLE: PREPARE, COOK AND FINISH DRESSINGS AND COLD SAUCES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing a range of dressings and cold sauces.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity of ingredients needed for the required sauce

P2. Check the ingredients to make sure they meet the quality standard required for the named sauce

P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish dressings and cold sauces

P4. Prepare cook and finish the sauce/dressing to meet the correct requirements

P5. Ensure the sauce/dressing is of the correct flavour, colour and consistency

P6. Ensure the sauce is of the correct quantity

E3. Present and store dressings and cold sauces

P7. Present the sauce to meet requirements

P8. Ensure the sauce/dressing is at the correct temperature for holding and serving

P9. Store any prepared dressing/sauce safely and hygienically if not for immediate use

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KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct quality, quantity of ingredients to meet the sauce/dressing requirements

K2. List the quality points to look for in sauce/dressing ingredients

K3. Explain to do if there are problems with any of the ingredients

K4. Describe the correct techniques, tools and equipment and the reasons for using them when carrying-out the following preparation, cooking and finishing methods: weighing/measuring, chopping, simmering, boiling, 'making a roux', passing/straining/blending, skimming, reducing, clarifying, whisking, adding cream, chilling

K5. Explain how to carry out the following methods for cooking and finishing according to soup requirements: weighing/measuring, chopping, simmering, boiling, 'making a roux', passing/straining/blending, skimming, reducing, clarifying, whisking, adding cream, chilling

K6. Describe why it is important to use the correct tools, equipment and techniques

K7. State the correct temperatures for cooking sauces/dressing

K8. Explain how to identify when sauces/dressings have the correct colour, flavour consistency and will produce the correct quantity

K9. Explain how to balance the flavour, texture, colour, consistency and quantity of sauces/dressings

K10. Explain how to adjust the taste and flavour of cold sauces/dressings

K11. Explain how to present prepared cooked and finished cold sauces/dressings

K12. State the correct temperatures for holding and storing dressings and cold

K13. Explain how to safely and hygienically store finished dressings and cold sauces

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Preparation and cooking methods:
- Weighing/measuring
- Chopping
- Simmering
- Boiling
- Making a "Roux"
- Passing/straining/blending
- Skimming
- Whisking
- Clarifying
- Blanching
- Emulsifying
- Processing –liquidising/blending
- Adding cream
- Chilling
- Holding/storage

2. Types of sauces (Western):
- Mayonnaise derivatives tartare/marie-rose
- Cumberland
- Oil based dressing
- Coulis
- English horseradish
- Fruit sauces
- Sour cream/yoghurt based

3. Types of sauces (Vietnamese):
- Fish sauce – Deeping sauce
- Sweet and sour dressing
- Garlic ginger sauce
- Ginger bean sauce
- Peanut sauce - Nước lèo

ASSESSMENT GUIDE

Performance evidence should include:
1. At least seven from preparation, cooking and finishing methods.
2. At least five from the following sauces/dressings types
   - Derivatives of mayonnaise
   - Coulis
   - Oil based dressing
   - Sour cream/yoghurt based

ASSESSMENT METHODS

The assessor must assess performance criteria 1- 5 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Larder Chef/Chef

ACCSTP REF

D1.HCC.CL.14

FPS2.14. UNIT TITLE: PREPARE, COOK AND FINISH HEALTHIER DISHES

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing which use healthier ingredients, cooking and finishing techniques.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity of ingredients needed for the required healthier dishes

P2. Check that the ingredients meet the dish requirements

P3. Choose the correct tools and equipment and use correctly for healthier dishes

E2. Prepare and cook healthier dishes

P4. Prepare the ingredients in a way that minimises fat, salt and sugar content and maximises fibre content

P5. Cook the dish in a way that maximises its nutritional value

P6. Minimise the use of salt or sugar in flavourings

E3. Present healthier dishes

P7. Present the dish in a way that will be attractive to the customer

P8. Allow the customer to choose what sauces, dressings, toppings or condiments to accompany the dish

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KNOWLEDGE REQUIREMENTS

K1. Explain the concept of a balanced diet and why this is important to good health

K2. List the types and combinations of ingredients that make up a healthy dish

K3. Describe the nutritional benefits of minimising the salt, fat and sugar content of dishes

K4. Describe the nutritional benefits of starchy foods, fruit, vegetables and pulses

K5. Explain how to read and interpret food labelling

K6. Identify the techniques that can be used to prepare ingredients in a healthier way

K7. Identify the techniques you can use to cook dishes in a way that maximises its nutritional value.

K8. Identify healthier flavourings that can be used as alternatives to salt and sugar

K9. Describe why it is important to provide the customer with their choice of sauces, dressings, toppings and condiments

K10. Identify healthier types of sauces, dressings, toppings and condiments that the customer may use as an alternative

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of food:
- Fish
- Meat/poultry
- Vegetables/fruit
- Eggs
- Pasta/rice/grain
- Soups/sauces
- Pastry
- Bread/dough
- Sponges/cakes/biscuits/scones
- Lasagne

2. Cooking methods:
- Blanching
- Boiling
- Steaming
- Stewing
- Baking
- Roasting
- Braising
- Grilling
- Combining cooking methods

3. Finishing methods
- Garnishing
- Saucing
- Presentation

ASSESSMENT GUIDE

Performance evidence should include:
1. At least four from the types of food
2. At least seven from cooking methods.
3. All from finishing methods.

ASSESSMENT METHODS

The assessor must assess performance criteria 1- 6 by direct observation.

For performance criteria 7 - 8 the assessor may assess through questioning and/or witness statements.

RELEVANT OCCUPATIONS

Chef

ACCSTP REF

N/A

FPS2.15. UNIT TITLE: PREPARE, COOK AND FINISH PASTRY PRODUCTS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing a range of pastry products.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity ingredients needed for the required product

P2. Check the ingredients to make sure they meet the quality standards

P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish

P4. Prepare and cook the ingredients to meet the product requirements

P5. Ensure the product has the correct flavour, colour, texture and finish

E3. Present and store pastry products

P6. Present the pastry product for service to meet requirements

P7. Ensure the pastry product is at the correct temperature for holding and serving

P8. Store any cooked pastry product safely and hygienically if not for immediate use

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KNOWLEDGE REQUIREMENTS

K1. Explain how to correctly store raw ingredients before preparation and cooking

K2. Explain how to select the correct quality, quantity of ingredients for the named product

K3. Describe what to do if there are problems with any of the ingredients

K4. Describe the correct techniques, tools and equipment and the reasons for using them when carrying-out the necessary preparation and cooking methods

K5. Explain how to carry out the following methods for cooking and finishing according to product recipe requirements

K6. Describe why it is important to use the correct tools, equipment and techniques

K7. State the correct temperature for cooking each type of product required

K8. Explain how to identify when the pastry products have the correct colour, flavour, texture and quality required

K9. Explain how to minimise and correct common faults with pastry products

K10. Explain how the use of different ingredients can affect the flavour of pastry

K11. Explain how to control and minimise waste

K12. State the ideal holding/storage requirements for pastry products for service

K13. Explain how to safely and hygienically store pastry products not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of paste:
- Short
- Sweet
- Suet
- Choux
- Strudel
- Puff
- Hot-water

2. Preparation finishing methods/techniques:
- Weighing/measuring
- Sieving/sifting
- Creaming/beating
- Rubbing-in
- Kneading
- Resting
- Chilling
- Piping
- Laminating
- Aerating
- Rolling
- Folding
- Cutting/trimming
- Lining/moulding
- Baking
- Steaming
- Glazing
- Coating
- Spreading/smoothing
- Dusting/dredging/sprinkling
- Slicing
- Filling
- Portioning
- Combining cooking methods

3. Types of pastry products (Western):
- Apple strudel
- Fruit tarts
- Barquettes
- Shortbread
- Paris brest
- Custard tarts
- Mille-feuille

4. Types of pastry products (Vietnamese):
- Green rice flake cake (bánh cốm)
- Yellow-coloured wedding pastry (bánh xu xê)
- Sticky rice cake (bánh dẻo)

ASSESSMENT GUIDE

Performance evidence should include:
1. At least four from pastry type
2. At least twelve from preparation, cooking/ finishing methods

ASSESSMENT METHODS

The assessor must assess performance criteria 1- 5 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Chef

ACCSTP REF

D1.HPA.CL4.08

FPS2.16. UNIT TITLE: PREPARE, COOK AND FINISH A RANGE OF BREAD AND DOUGH PRODUCTS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing a range of bread and dough products.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity ingredients needed for the required dish

P2. Check the ingredients to make sure they meet the quality standards

P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish bread and dough products.

P4. Prepare and cook the ingredients to meet the product requirements

P5. Ensure the bread and dough product has the correct colour, texture and finish

E3. Present and store products

P6. Present the bread and dough product for service to meet requirements

P7. Ensure the bread and dough product is at the correct temperature for holding and serving

P8. Store any cooked bread and dough safely and hygienically if not for immediate use

---

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct quality, quantity of ingredients for the named bread/dough product

K2. Explain what to do if there are problems with any of the ingredients

K3. Describe the correct techniques, tools and equipment and the reasons for using them when carrying-out the following preparation, cooking and finishing methods: weighing/measuring, sieving, mixing, pulling/kneading, resting, rolling, proving, knocking-back, portioning, shaping, folding, laminating, baking, glazing

K4. Explain how to carry out the following methods for cooking and finishing according to product requirements: weighing/measuring, sieving, mixing, pulling/kneading, resting, rolling, proving, knocking-back, portioning, shaping, folding, laminating, baking, glazing

K5. Describe why it is important to use the correct tools, equipment and techniques

K6. State the quality points relating to fermented dough products

K7. Explain how to control portions and minimise waste

K8. Describe the effects of various temperatures and humidity on the ingredients used

K9. State the holding/storage requirements and ideal conditions for processed dough products

K10. List the processing methods appropriate to each type of fermented dough product

K11. State the quality points relating to finished bread and dough products

K12. State the correct temperatures for holding and serving bread and dough products

K13. Explain how to safely and hygienically store bread/dough not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Preparation methods/techniques:
- Weighing/measuring
- Sieving
- Mixing
- Proving
- Knocking-back
- Pulling/kneading
- Resting
- Laminating
- Rolling
- Shaping
- Portioning
- Baking
- Glazing
- Combining cooking methods
- Holding/storage

2. Types of bread/dough products (Western):
- Ciabatta
- Croissants
- Pain aux chocolat
- Danish pastries
- Focaccia

3. Types of bread/dough products (Vietnamese):
- Grid pie (Bánh nướng)
- Deep fried crepe cake (Bánh gối)
- Round sticky rice cake (Bánh dày)
- Glutin rice doughnut (Bánh rán)
- Pyramidal rice dumpling (Bánh giò)

ASSESSMENT GUIDE	ASSESSMENT METHODS

Performance evidence should include:
1. At least nine from preparation, cooking methods
2. At least three dough products and two bread products:
   • Fresh – tagliatelle/noodles
   • Filled – ravioli/tortellini
	The assessor must assess all performance criteria by directly observing the learners work.
	
	Knowledge should be assessed through questioning of witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
Assistant/Commis Chef/Pastry Chef/Baker/Chef	N/A

FPS2.17. UNIT TITLE: PREPARE, COOK AND FINISH CAKES, SPONGES, AND BISCUITS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing a range of cakes, sponge's biscuits and scones.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Select the type and quantity ingredients needed for the required product
P2. Check the ingredients to make sure they meet the quality standards
P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish
P4. Prepare and cook the ingredients to meet the product requirements
P5. Ensure the product has the correct flavour, colour, texture and finish

E3. Present and store a range of cakes, sponges and biscuits
P6. Present the product for service to meet requirements
P7. Ensure the product is at the correct temperature for holding and serving
P8. Store any cooked product safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct quality, quantity of ingredients for the named product
K2. Explain what to do if there are problems with any of the ingredients
K3. Describe the correct techniques, tools and equipment and the reasons for using them when carrying-out the following preparation, cooking and finishing methods: weighing/measuring, sieving, mixing, whisking, folding-in, piping, flouring/greasing/sugaring, baking, soaking, coating, glazing
K4. Explain how to carry out the following methods for cooking and finishing according to product requirements: weighing/measuring, sieving, mixing, whisking, creaming/beating, folding-in, piping, rubbing-in, flouring/greasing/sugaring, baking, soaking, coating, glazing
K5. Describe why it is important to use the correct tools, equipment and techniques

K6. Identify the effects of various preparations and aeration methods on various cake, sponge and biscuit products
K7. List the preparation and cooking methods that are most appropriate for each type of product required
K8. State the correct temperature for cooking each type of product required
K9. Explain how to identify when the cake, sponge and biscuit product have the correct colour, flavour, texture and quality required
K10. Explain how to minimise and correct common faults with cake, sponge and biscuit products
K11. Explain how to control and minimise waste
K12. State the ideal holding/storage requirements for cake, sponge and biscuit products
K13. Explain how to safely and hygienically store cake, sponge and biscuit products not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Preparation finishing methods/techniques:
- Weighing/measuring
- Sieving
- Creaming/beating
- Whisking
- Rubbing-in
- Flouring/greasing/sugaring
- Lining
- Baking
- Glazing
- Coating
- Spreading/smoothing
- Dusting/dredging/sprinkling
- Slicing
- Filling
- Portioning
- Combining cooking methods
- Holding/storage

2. Types of bread/dough products (Western):
- Fruit cake
- Sable biscuits
- Chocolate torte
- Black Forest gateau
- Tuiles biscuits

ASSESSMENT GUIDE

Performance evidence should include:
1. At least twelve from preparation and finishing methods.

ASSESSMENT METHODS

The assessor must assess performance criteria 1-6 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Chef

ACCSTP REF

D1.HPA.CL4.07

FPS2.18. UNIT TITLE: PREPARE, COOK AND PRODUCE SAUCES, FILLINGS AND COATINGS FOR A RANGE OF DESSERTS

UNIT DESCRIPTOR

This unit describes the competencies required for producing a range of sauces, fillings and coatings for a range of desserts.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity ingredients needed for the named sauces, fillings and coatings

P2. Check the ingredients to make sure they meet the quality standards

P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish products

P4. Prepare and process the ingredients to meet the requirements

P5. Ensure the sauce, filling and coating has the correct flavour, colour, texture and finish

P6. Finish the sauce, filling and coating to meet the requirements/specifications

E3. Present and store a range of sauces, fillings and coating

P7. Ensure the sauce, filling or coating is at the correct temperature for holding and use

P8. Store any sauce, filling or coating safely and hygienically if not for immediate use

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KNOWLEDGE REQUIREMENTS

K1. Describe the quality points are relating to finished sauces, fillings and coatings

K2. Explain how to select the correct quality, quantity of ingredients for the required sauce, filling or coating

K3. Explain what to do if there are problems with any of the ingredients

K4. Describe the correct techniques, tools and equipment and the reasons for using them when carrying-out the necessary preparations for sauces, fillings and coating for hot/cold desserts

K5. Explain how to carry out the methods for preparation, cooking and finishing according to product recipe requirements

K6. Describe why it is important to use the correct tools, equipment and techniques

K7. State the correct temperature for cooking each type of product required

K8. Explain how to identify when sauces, fillings or coatings have the correct colour, flavour, texture, consistency and quality required

K9. Explain how to minimise and correct common faults when preparing, cooking and finishing sauces, fillings and coatings for cold/hot desserts

K10. Explain how to control and minimise waste

K11. State the ideal holding/storage requirements for sauces, fillings and coatings prior to use

K12. Explain how to safely and hygienically store sauces, fillings and coatings not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Sauces fillings and coatings:
- Crème anglaise
- Sabayon
- Fruit coulis
- Ganache
- Crème Chantilly
- Fruit glazes
- Crème patisserie
- Syrups
- Butter cream
- Icing
- Fondant
- Jams
- Preserves

2. Preparation and processing methods/ techniques:
- Mixing
- Whisking
- Boiling
- Separating
- Creaming
- Reducing
- Liquidising
- Blending
- Addition of colour/flavour
- Emulsifying

ASSESSMENT GUIDE

Performance evidence should include:
1. At least eight from preparation and processing methods.
2. At least ten from sauces, fillings and coatings.

ASSESSMENT METHODS

The assessor must assess performance criteria 2-6 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Chef

ACCSTP REF

D1.HPA.CL4.06

FPS2.19. UNIT TITLE: PREPARE, COOK AND FINISH COLD DESSERTS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing a range of cold desserts.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Select materials and tools
P1.   Select the type and quantity ingredients needed for the named dessert
P2.   Check the ingredients to make sure they meet the quality standards
P3.   Choose the correct tools and equipment and use correctly

E2.   Prepare, cook and finish cold desserts
P4.   Prepare and cook the ingredients to meet the requirements of the cold dessert
P5.   Ensure the product has the correct flavour, colour, texture and finish
P6.   Finish the cold dessert to meet the dish specifications

E3.   Present and Store cold desserts
P7.   Present the cold dessert for service to meet requirements
P8.   Ensure the cold dessert is at the correct temperature for holding and serving
P9.   Store any cold dessert safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1.   Explain how to correctly store raw ingredients before preparation and cooking
K2.   Explain how to select the correct quality, quantity of ingredients for the named dessert
K3.   Explain what to do if there are problems with any of the ingredients
K4.   Describe the correct techniques, tools and equipment and the reasons for using them when carrying-out the necessary preparation and cooking methods
K5.   Explain how to carry out the methods for preparation, cooking and finishing according to product recipe requirements
K6.   Describe why it is important to use the correct tools, equipment and techniques

K7.   State the correct temperature for cooking each type of product required
K8.   Explain how to identify when cold desserts have the correct colour, flavour, texture and quality required
K9.   Explain how to minimise and correct common faults when preparing, cooking and finishing cold desserts
K10.   Explain how to control and minimise waste
K11.   State the ideal holding/storage requirements for cold dessert for service
K12.   Explain how to safely and hygienically store cold desserts not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Preparation finishing methods/techniques:
- Weighing/measuring
- Creaming/beating
- Pureeing
- Chilling
- Freezing
- Refrigeration
- Piping
- Aerating
- Folding
- Cutting/trimming
- Lining/moulding
- De-moulding
- Soaking
- Straining
- Glazing
- Coating
- Spreading/smoothing
- Dusting/dredging/sprinkling
- Slicing
- Filling
- Portioning

2. Cooking methods:
- Poaching
- Baking
- Boiling
- Steaming

3. Types of products (Western):
- Bavaroise
- Mousse
- Sorbet
- Ice-cream
- Cheesecake
- Fruit conde

ASSESSMENT GUIDE

Performance evidence should include:
1. At least four from product type
2. At least twelve from preparation, cooking/finishing methods

ASSESSMENT METHODS

The assessor must assess performance criteria 1-5 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Chef

ACCSTP REF

HCC.CL2.14

FPS2.20. UNIT TITLE: PREPARE, COOK AND FINISH A RANGE OF HOT DESSERTS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and finishing a range of hot desserts.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Select the type and quantity ingredients needed for the required desserts
P2. Check the ingredients to make sure they meet the quality standards
P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish a range of hot desserts
P4. Prepare and cook the ingredients to meet the named dessert requirements
P5. Ensure the dessert has the correct flavour, colour, texture and finish

E3. Present and Store a range of hot desserts
P6. Present the dessert for service to meet requirements
P7. Ensure the dessert is at the correct temperature for holding and serving
P8. Store any dessert safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct quality, quantity of ingredients for the named dessert
K2. Describe what to do if there are problems with any of the ingredients
K3. Identify the correct techniques, tools and equipment and the reasons for using them for the required recipes
K4. List the most appropriate preparation and cooking methods for range hot desserts
K5. Explain how various temperatures and humidity can affect the ingredients to be used
K6. Describe why it is important to use the correct tools, equipment and techniques
K7. Describe the types of problems that may occur when preparing and cooking hot desserts and how to deal with them correctly

K8. State the correct temperature and time for cooking each type of product required
K9. Explain how to identify when the hot dessert(s) have the correct colour, flavour, texture and quality required
K10. Explain how to minimise and correct common faults in the preparation and cooking of hot desserts
K11. Explain how to control and minimise waste
K12. State the ideal holding/storage requirements for range hot desserts
K13. Explain how to safely and hygienically store any left-over hot dessert(s)

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Preparation methods:**
   - Weighing/measuring
   - Creaming
   - Folding
   - Aeration
   - Use of moulds
   - Separating/combining colours, flavours and ingredients
   - Incorporating fat
   - Greasing
   - Covering
   - Whisking

2. **Types of cooking methods:**
   - Steaming
   - Frying (deep/shallow)
   - Bain-marie
   - Baking
   - Microwaving
   - Grilling

3. **Finishing methods:**
   - Au Gratin
   - Cooling
   - Piping
   - De-moulding
   - Glazing
   - Portioning
   - Dusting

4. **Types of hot desserts (Western):**
   - Chocolate pudding
   - Soufflé pudding
   - Baked Alaska
   - Crème Brulee

5. **Types of hot dessert (Vietnamese):**
   - Violet glutinous rice compote with coconut milk (Chè nếp cẩm nước dừa)
   - Black bean compote (Chè đậu thập cẩm)
   - Taro and pearl compote (Chè khoai môn trân châu)
   - Floating cake (Bánh trôi)
   - Grilled banana in rice crust.

ASSESSMENT GUIDE

Performance evidence should include:
1. At least twelve from preparation, cooking/ finishing methods
2. At least four named desserts.

ASSESSMENT METHODS

The assessor must assess performance criteria 1-6 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Chef

ACCSTP REF

D1.HPA.CL4.06

FPS3.1. UNIT TITLE: PREPARE, FINISH AND PRESENT ADVANCED CANAPÉS AND COCKTAIL PRODUCTS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, finishing and presenting advanced canapés and cocktail products, for example: bouchees, canapés, cocktail brochettes, gourmands.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity ingredients needed for the required product

P2. Check the ingredients to make sure they meet the quality standards

P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish

P4. Prepare, cook and finish the ingredients to meet requirements

P5. Ensure that the canapés and cocktail products have the correct flavour, colour, texture and finish

P6. Decorate/garnish and finish the canapés and cocktail products as appropriate/required

E3. Present and store

P7. Present the canapés/cocktail products for service/display to meet requirements

P8. Ensure the canapés/cocktail products are at the correct temperature for holding and serving

P9. Store any prepared canapés/cocktail products safely and hygienically if not for immediate use

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KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct type, quality and quantity of ingredients to produce required advanced cold preparation

K2. Explain what to do if there are problems with any of the ingredients

K3. Describe the tools and equipment and the reasons for using them when carrying-out the following preparation and finishing techniques: slicing, filling, mixing, chilling, cutting, piping, spreading, skewering, aspicing/glazing, garnishing/decorating, dressing/plating and cooking methods

K4. Explain how to carry out the processing and preparation methods: slicing, filling, mixing, chilling, cutting, piping, spreading, skewering, aspicing/glazing, garnishing/decorating, dressing/plating and cooking methods

K5. Explain how to identify when canapés and cocktail preparations have the correct colour, flavour, texture and quality

K6. Identify the common faults found in canapé/cocktail preparations/products

K7. Explain how to correct the product in order to achieve required outcome

K8. What items can be used to garnish/decorate cold dishes

K9. Explain how to skilfully decorate/garnish a range of canapés and cocktail preparations

K10. Explain how to safely and hygienically store prepared/finished cold preparations not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types:
- Gourmandes
- Bouchees
- Cocktail éclairs
- Hot canapés
- Cold canapés
- Filled short paste tarts

2. Preparation, cooking and finishing techniques:
- Slicing
- Filling
- Mixing
- Chilling
- Cutting
- Piping
- Spreading
- Skewering
- Aspicing/glazing
- Garnishing/decorating
- Dressing/plating
- Cooking methods

ASSESSMENT GUIDE

Performance evidence should include:
1. At least ten from canapé/cocktail items type.
2. At least ten from preparation, cooking and finishing methods.

ASSESSMENT METHODS

The assessor must assess performance criteria 1-5 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Commis Chef/Larder Chef/Chef.

ACCSTP REF

N/A

FPS3.2. UNIT TITLE: PREPARE, COOK AND PRESENT ADVANCED/COMPLEX COLD PREPARATIONS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cooking and presenting more advanced cold preparations for buffets/competitions for example: Cooked red/white meats, cooked poultry/fish.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools
P1. Select the type and quantity ingredients needed for the required product
P2. Check the ingredients to make sure they meet the quality standards
P3. Choose the correct tools and equipment and use correctly

E2. Prepare, cook and finish
P4. Prepare, cook and finish the ingredients to meet requirements
P5. Ensure that the advanced cold preparations have the correct flavour, colour, texture and finish
P6. Decorate/garnish and finish the advanced cold preparations as appropriate/required

E3. Present and store
P7. Present the advanced cold preparations for service/display to meet requirements
P8. Ensure the cold preparations are at the correct temperature for holding and serving
P9. Store any cooked and prepared cold preparations safely and hygienically if not for immediate use

---

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct type, quality and quantity of ingredients to produce required advanced cold preparation
K2. Explain what to do if there are problems with any of the ingredients
K3. Describe the tools and equipment and the reasons for using them when carrying-out the following preparation and processing methods: trussing/tying, boiling, roasting, combination cooking methods, baking, steaming, poaching, pressing/reforming, shaping/moulding, filleting, de-boning, skinning/trimming, blending/liquidising, rolling, aspicing/glazing, carving, mincing/processing, sieving, straining
K4. Explain how to carry out the processing and preparation methods: trussing/tying, boiling, roasting, combination cooking methods, baking, steaming, poaching, pressing/reforming, shaping/moulding, filleting, de-boning, Skinning/trimming, blending/liquidising, rolling, aspicing/glazing, carving, mincing/processing, sieving, straining

K5. Explain how to identify when complex/advanced cold preparations have the correct colour, flavour, texture and quality
K6. Identify the common faults found in cold complex/advanced preparations
K7. Explain how to correct the product in order to achieve required outcome
K8. State what items can be used to garnish/decorate cold dishes
K9. Explain how to skilfully decorate/garnish a range of cold preparations
K10. Explain how to safely and hygienically store prepared/finished cold preparations not required for immediate use

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of advanced/complex cold items:
- Cooked: meats (red/white), poultry, fish
- Salads
- Vegetables and fruit
- Eggs
- Whole fish
- Pates
- Terrines
- Smoked/cured fish and meats
- Mousses

2. Preparation, cooking and finishing techniques:
- Boiling
- Roasting
- Poaching (deep/shallow)
- Baking
- Frying (deep/shallow)
- Combination cooking
- Trussing/tying
- Pressing/reforming
- Blending/liquidising
- Rolling
- Filleting
- Carving
- De-boning
- Sieving
- Aspicing/glazing
- Decorating/garnishing

ASSESSMENT GUIDE

Performance evidence should include:
1. At least six from cold items type
2. At least ten from preparation, cooking and finishing methods

ASSESSMENT METHODS

The assessor must assess performance criteria 1-6 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Commis Chef/Larder Chef/Chef.

ACCSTP REF

D1.HCC.CL2.19

FPS3.3. UNIT TITLE: PREPARE, PROCESS AND FINISH MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, processing and finishing marzipan, pastillage and sugar products, for example cake decoration, nougatine/croquants, Italian meringue, fudge.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity ingredients needed for the required product

P2. Check the ingredients to make sure they meet the quality standards

P3. Choose the correct tools and equipment and use correctly

E2. Prepare, process and finish

P4. Prepare and process the ingredients to meet requirements

P5. Ensure the pastillage and sugar products have the correct flavour, colour, texture and finish

P6. Decorate and finish the sugar and pastillage products as appropriate/required

E3. Present and store

P7. Present the pastillage and sugar products for service/display to meet requirements

P8. Ensure the pastillage and sugar products are at the correct temperature for holding and serving

P9. Store any processed sugar and pastillage products safely and hygienically if not for immediate use

---

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct type, quality and quantity of ingredients to produce required pastillage and sugar product

K2. Explain what to do if there are problems with any of the ingredients

K3. Describe the tools and equipment and the reasons for using them when carrying-out the following preparation and processing methods: boiling, dipping, moulding, pouring, mixing, conditioning, piping, pulling, manipulating, blending (colour/flavour) cutting, spreading, spinning

K4. Explain how to carry out the processing and preparation methods: boiling, dipping, moulding, pouring, mixing, conditioning, piping, pulling, manipulating, blending (colour/flavour) cutting, spreading, spinning

K5. Explain how to identify when pastillage and sugar products have the correct colour, flavour, texture and quality

K6. Identify the common faults with sugar and pastillage products

K7. Explain how to correct the product in order to achieve required outcome

K8. List the items that can be used to decorate product

K9. Explain how to decorate sugar and pastillage products

K10. State current trends in relation sugar and pastillage products

K11. Explain how to safely and hygienically store chocolate products not required for immediate use

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of materials:
- Sugar/cover paste
- Marzipan
- Pastillage
- Royal icing
- Pulled/blown sugar
- Poured sugar
- Spun sugar
- Rock sugar
- Dipped fruit
- Italian meringue
- Fudge

2. Preparation, processing and finishing techniques:
- Boiling
- Dipping
- Moulding
- Pouring
- Rolling
- Mixing
- Drying
- Piping
- Pulling
- Manipulating
- Blending (colour/flavour)
- Cutting
- Spreading
- Spinning

3. Types of marzipan pastillage products (Western):
- Cake decoration
- Italian meringue
- Nougatine/croquante
- Fudge

4. Types of sugar products (Vietnamese):
- Snow-flaked cake (bánh in)
- Sesame candy (kẹo mè xửng)
- Peanut candy (kẹo lạc)

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from sugar type
2. At least ten from preparation, processing and finishing methods

ASSESSMENT METHODS

The assessor must assess performance criteria 1-5 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Commis Chef/Pastry Chef/Chef.

ACCSTP REF

D1.HPA.CL4.04

FPS3.4. UNIT TITLE: PREPARE, PROCESS AND FINISH CHOCOLATE PRODUCTS

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, processing and finishing chocolate products.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select materials and tools

P1. Select the type and quantity ingredients needed for the required product

P2. Check the ingredients to make sure they meet the quality standards

P3. Choose the correct tools and equipment and use correctly

E2. Prepare, process and finish chocolate products

P4. Prepare and process the ingredients to meet requirements

P5. Ensure the chocolate product has the correct flavour, colour, texture and finish

P6. Decorate the chocolate product as appropriate/required

E3. Present and store chocolate products

P7. Present the chocolate product for service/display to meet requirements

P8. Ensure the chocolate product is at the correct temperature for holding and serving

P9. Store any processed chocolate product safely and hygienically if not for immediate use

KNOWLEDGE REQUIREMENTS

K1. Explain how to select the correct type, quality and quantity of ingredients to produce required chocolate product

K2. Explain what to do if there are problems with any of the ingredients

K3. Describe the tools and equipment and the reasons for using them when carrying-out the following preparation and processing methods: rolling, mixing, drying, manipulating, blending, colour and flavouring, cutting, spreading, melting, tempering, modelling filling, caving

K4. Explain how to carry out the processing and preparation methods: rolling, mixing, drying, manipulating, blending, colour and flavouring, cutting, spreading, melting, tempering, modelling, filling, caving.

K5. Explain how to identify when chocolate products have the correct colour, flavour, texture and quality

K6. Explain when couverture can be used and how it can be tempered

K7. List the common faults with chocolate products

K8. Explain how to correct the product in order to achieve required outcome

K9. Identify the items that can be used to decorate chocolate products

K10. Explain how to decorate chocolate products

K11. State the current trends in relation to chocolate products

K12. Explain how to safely and hygienically store chocolate products not required for immediate use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Types of chocolate:
- Plain chocolate
- White chocolate
- Milk chocolate

2. Preparation, processing and finishing techniques:
- Rolling
- Mixing
- Drying
- Manipulating
- Blending, colour and flavour
- Cutting
- Spreading
- Melting
- Tempering
- Modelling
- Coating
- Setting
- Cooling
- Filling
- Caving

3. Types of chocolate products (Western):
- Truffles
- Assorted chocolates
- Easter eggs
- Centre piece decorations

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from chocolate type
2. At least twelve from preparation, processing and finishing methods

ASSESSMENT METHODS

The assessor must assess performance criteria 1-7 by directly observing the learners work.

For other performance criteria where there is no naturally occurring evidence the assessor may assess the learner through questioning of witness statements.

RELEVANT OCCUPATIONS

Assistant/Commis Chef/Pastry Chef/Chef.

ACCSTP REF

D1.HPA.CL4.05

FPS3.5. UNIT TITLE: MAINTAIN KITCHEN FOOD PRODUCTION OPERATIONS

UNIT DESCRIPTOR

This unit describes the competencies required for supporting and maintaining kitchen food production operations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Maintain Food Production in the Kitchen
P1. Ensure that food production follows organisational policies
P2. Provide colleagues with clear instructions and appropriate resources
P3. Encourage colleagues to ask questions if they are unclear about any instructions
P4. Take appropriate action to ensure effective food production

E2. Maintain the safety and quality of food
P5. Implement procedures to meet organisational control point policy
P6. Ensure colleagues understand the importance of control points and procedures
P7. Carry out recorded checks to ensure control point procedures are being followed
P8. Deal with any situations where control points are not being followed

E3. Identify problems and maintain safety and quality records
P9. Encourage colleagues to report any problems (actual/possible) with the control points
P10. Collect feedback from customers that may help identify possible problems with procedures
P11. Keep accurate and up-to-date records

KNOWLEDGE REQUIREMENTS

K1. Identify principles and procedures involved in safety systems such as Hazard Analysis Critical Control Points, (HACCP).
K2. Identify relevant legislation in relation to food production/industry practices.
K3. Explain the importance of quality in the success of food production operations and how to assess this
K4. Describe the different roles and responsibilities of people within the organisation relevant to food production
K5. Explain how to organise and motivate your team and manage their time efficiently
K6. State what the food production timescales are.
K7. List the skills are required to support the organisations food production and how to identify these skills within the workforce available for deployment?
K8. Describe the format for storing and presenting information with the kitchen organisation
K9. Explain the importance of confidentiality and how to ensure information is kept secure.
K10. List the measure to take to ensure prevention reaction to allergens
K11. Identify when to use spoken/written instructions, and/or diagrams and demonstration
K12. Explain how to identify the human resource(s) needed for food production operations.

K13. Explain how to obtain additional resources if required
K14. Explain how to make the most of available resources
K15. Explain how to monitor the effectiveness of resources against procedures, performance, standards and targets
K16. List the action to take when performance does not meet standards/targets.
K17. Explain how and when to provide information to management
K18. Identify the potential hazards related to food production.
K19. Explain the importance of Control Points in maintaining the quality and safety of the food production process
K20. Describe the staff responsibilities in relation to developing and maintaining systems to support Control Points.
K21. Explain how to develop and implement organisational systems to affect Control Points
K22. Describe the most appropriate methods for obtaining feedback from colleagues and customers to ensure Control Point methods are effective and working.
K23. Explain how to make value judgements on feedback received and how to present this to management for change consideration

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Maintaining Food Production:**
   - Normal Food Production activities
   - Special Food Production activities
   - Urgent Food Production activities

2. **Control Point Stages of Food Production:**
   - Receiving commodities/supplies
   - Storage of commodities/supplies
   - Food preparation
   - Cooking
   - Hot holding of cooked food
   - Cold holding of cooked food
   - Refrigeration of cooked food
   - Freezing and de-frosting of food
   - Blast chilling/freezing
   - Food regeneration
   - Presentation and portion control
   - Distribution
   - Disposal of waste food

3. **Staff/Resources for Food Production:**
   - Relevant equipment
   - Commodities and supplies.
   - Power (Gas/electricity)
   - Time
   - Appropriate range of skills

4. **Problem solving for Food Production:**
   - Equipment failure
   - Power failure
   - Staff availability
   - Commodities and supplies
   - Staff relationships
   - Unexpected changes in demand

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. This Unit may be assessed holistically by means of a portfolio of evidence or report on safety and quality control in food preparation operations.

Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Evidence must include:

1. Two examples of corporate food production policies
2. Two examples of procedures prepared to meet organisational control point policy
3. Two documented examples of briefing given to colleagues on quality and safety issues
4. Two documented records of checks to ensure control point procedures are being followed
5. Two examples of feedback collected from customers on possible problems with procedures
6. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Chef de Partie/Sous Chef/Head Chef/Kitchen Supervisor	D1.HGE.CL7.01 - 13

FPS3.6. UNIT TITLE: SUPERVISE A CATERING FUNCTION

UNIT DESCRIPTOR

This unit covers the competencies required for supervising a catering function.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Supervise the preparation of the function

P1. Gather information about the function, customer requirements and responsibilities

P2. Brief colleagues and staff about the function and their responsibilities

E2. Supervise the running of the function

P3. Liaise with colleagues, staff and customers throughout the function

P4. Ensure that the arrangements meet all organisational and legal requirements

P5. Take appropriate action(s) to deal with any problems that may arise during the function

E3. Supervise closing of the function

P6. Oversee closing down and clearing up after the function finishes

P7. De-brief colleagues and staff after the function

P8. Receive and collate feedback from all those involved in the function

P9. Complete all necessary records and forms relating to the function

KNOWLEDGE REQUIREMENTS

K1. Describe the organisation customer care policies are and how these relate to functions

K2. List the organisation record keeping policies in relation to functions

K3. Explain how to obtain the customer specific requirements for the function, e. g. food, drink, special diets, table plan, entertainment

K4. Describe the food and drinks available to support the function

K5. State who is responsible for ordering/organising the deliveries

K6. List the equipment, facilities and capacity the venue to support the function

K7. State who is responsible for allocation of staff and tasks

K8. State who is responsible for briefing staff in relation to their responsibilities

K9. Describe the Health & Safety/legal requirements that will affect the function and how this is to be communicated to all

K10. Explain why it is important for clear and transparent communication channels in relation to the function

K11. Explain the importance of anticipated any problems/challenges that may occur, prior, during and after the function

K12. Explain how to inspect the venue prior and during the preparations to ensure that all is in order in relation to customer/organisation requirements

K13. Explain how to effectively monitor the function at critical points

K14. Explain how to liaise with key individuals effectively during the function

K15. Describe the techniques to be adopted to clear function venues effectively

K16. Explain how to carry-out post function inspection(s) on equipment and facilities

K17. State who is responsible for reporting damage/loss and the storage of equipment after the function

K18. Describe the organisational/legal requirements are for clearing the venue after the function

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Type of functions:
- Single functions
- Multi functions - occurring at the same time.
- Outdoor functions

2. People involved include:
- Staff and colleagues
- Managers
- Customers
- Internal departments
- Other organisations

3. Problem solving for Functions could include:
- Equipment failure
- Power failure
- Staff availability
- Commodities and supplies
- Customer problems
- Unexpected changes in demand

ASSESSMENT GUIDE

Performance evidence should include:
1. At least two documented records of preparation and planning of functions
2. At least two functions successfully delivered
3. At least two problems resolved during a function(s)
4. At least two functions evaluated and reviewed with full documentation and feedback forms

ASSESSMENT METHODS

A variety of assessment methods can be used including:
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS

Head Chef/Kitchen Supervisor

ACCSTP REF

Cluster 6/10

HRS3. UNIT TITLE: CONDUCT A STAFF PERFORMANCE REVIEW

UNIT DESCRIPTOR

This unit covers the competencies required to monitor staff performance within the framework of established performance management systems. It requires the ability to monitor the day-to-day effectiveness of staff and to conduct structured performance reviews and formal counselling sessions.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Monitor staff performance

P1.   Consult with and inform staff about expected standards of performance using appropriate communication mechanisms

P2.   Monitor on-going performance by maintaining close contact with the workplace and staff members

E2.   Provide guidance, support & recognition

P3.   Regularly provide confirming and corrective feedback to staff

P4.   Provide staff with guidance and support

P5.   Provide recognition and reward for achievements and outstanding performance

E3.   Identify needs and provide solutions

P6.   Identify the need for further coaching or training and organise according to organisational policies

P7.   Recognise and resolve performance problems

P8.   Identify and investigate performance problems

P9.   Use feedback and coaching to address performance problems

P10.   Discuss and agree upon possible solutions with the staff

E4.   Conduct performance reviews

P11.   Follow-up outcomes of informal counselling through review in the workplace

P12.   Organise and conduct a formal counselling session when needed according to required procedures

P13.   Conduct individual performance evaluations openly and fairly

P14.   Complete and file performance management records

P15.   Agree on courses of action with staff and follow up in the workplace

KNOWLEDGE REQUIREMENTS

K1.   Describe the role and importance of monitoring staff performance and providing feedback and coaching

K2.   Describe the performance review practices, including:
   • Reasons for performance review
   • The format for and inclusions of performance review documents

K3.   Describe the methods of reviewing performance in your organisation

K4.   Explain the procedures for performance review interviews

K5.   Explain the procedures for formal counselling sessions

K6.   Explain grievance procedures

CONDITIONS OF PERFORMANCE AND VARIABLES

The variables relate to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

1. **Expected standards of performance and performance problems may relate to:**
   - Adherence to procedures
   - Cost minimisation
   - Customer service standards
   - Level of accuracy in work
   - Personal presentation
   - Productivity
   - Punctuality
   - Response times
   - Team interaction
   - Waste minimisation
   - Attitude and behaviours
   - Responsibility
   - Liability
   - Others

2. **Guidance and support may include:**
   - Advice on training and development opportunities
   - Confirmation of organisational objectives and key performance requirements
   - Ensuring adequate resources are applied
   - Opportunity to discuss work challenges
   - Representing staff interests in other forums
   - Support with difficult interpersonal situations

3. **Recognition and reward may include:**
   - Acknowledgment of individual good performance to the whole team
   - Informal acknowledgment
   - Presentation of awards
   - Written reports to management

4. **Possible solutions to performance may include:**
   - Additional training and coaching
   - Adjustment of workload
   - Agreement on short term goals for improvement
   - Assistance with problems outside of the workplace
   - Reorganisation of work practices

5. **Required procedures for a formal counselling session may include**:
   - Preparation:
     - Formal notification to staff member and management
     - Invited participation of appropriate people
     - Organisation of appropriate location for counselling session
   - Conducting the performance review:
     - Start and introduce the objectives
     - Discussions on achievements, improvement requirement
     - Set goals
     - Conclusions made
   - Complete documentation

6. **Performance management systems may include:**
   - Methods of collecting performance data
   - Methods of interpreting performance data
   - Processes for performance appraisal interviews

Important behaviours for supervisors/ managers include:

1. Communication skills to provide effective feedback, coaching and counselling to team members
2. Critical thinking skills to evaluate the reasons contributing to poor staff performance
3. Initiative and enterprise skills to proactively provide colleagues with appropriate guidance and support to enhance their work performance
4. Literacy skills to:
   a. Read and interpret staff records and performance management documents
   b. Write potentially complex and sensitive information about staff performance
5. Planning and organising skills to coordinate regular performance appraisals and coordinate and operate formal counselling sessions
6. Problem-solving skills to identify and respond to staff performance issues
7. Self-management skills to take responsibility for monitoring staff performance
8. Teamwork skills to monitor the performance of individuals, their effect on the team and take corrective action to enhance the whole of team performance

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing performance in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two documented examples or cases when the manager monitored staff performance and provided guidance, support and recognition and reward for achievements and outstanding performance
2. Two documented examples or cases when the manager identified needs and provided solutions to individuals in their team
3. One documented example of a successfully conducted performance review
4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of performance review meetings, etc (without named individuals)
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HHR.CL8.01-04

HRS7. UNIT TITLE: PROVIDE ON-THE-JOB COACHING

UNIT DESCRIPTOR

This unit covers the competencies required to helping individuals – either in your own team or from another work group – to develop and maintain their performance through coaching.

Coaching involves helping individuals improve their performance by:

- Identifying their strengths and how they can use these most effectively
- Analysing areas of their work where they are less than fully effective and developing a coaching plan to address weaknesses and gaps
- Coaching individuals in technical, practical skills, customer service, interpersonal/communication skills or other areas of the business operation

This standard is relevant to supervisors and managers who have a specific responsibility for coaching individuals.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify coaching requirements

P1. Work with individuals to identify and prioritise their needs for coaching

P2. Ensure that individuals' coaching requirements are in line with your organisation's objectives

P3. Establish with individuals what they expect from the coaching

P4. Confirm with individuals what coaching that will be provided

P5. Explore with individuals the knowledge and skills they need to develop, and the behaviours they need to change, in order to meet the desired standard of performance

P6. Explore with individuals obstacles which could hinder their progress and how to remove these obstacles

E2. Prepare and deliver the coaching sessions

P7. Plan with individuals how they can develop new skills and behaviours in a logical step-by-step sequence

P8. Prepare the coaching sessions and confirm the content and desired outcomes

P9. Deliver technical, practical or other coaching sessions to help individual develop new skills and behaviours or enhance existing skills and behaviours

E3. Monitor progress & provide feedback

P10. Monitor the individuals' progress in a systematic way

P11. Provide specific feedback designed to improve individuals' skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance

P12. Agree with individuals when they have achieved the desired standard of performance, or when they no longer require coaching

P13. Encourage and empower individuals to take responsibility for their continuing professional development

KNOWLEDGE REQUIREMENTS

K1. Describe relevant coaching models, tools and techniques, and how to apply these

K2. Define the skills effective coaches require, and how to apply these skills

K3. Review how to establish a coaching contract with individuals and what the contract should cover

K4. Describe how to help individuals identify the skills they need to develop and the behaviours they need to change

K5. Explain how to help individuals identify and remove obstacles that could hinder their progress

K6. Explain how to help individuals prepare a plan to develop their skills and/or adapt their behaviours

K7. Describe how to help individuals try out new skills and behaviours and how to reflect on their progress

KNOWLEDGE REQUIREMENTS

K8. Explain the importance of monitoring individuals' progress in developing new skills and behaviours and how to do this

K9. Discuss how to give individuals specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation

K10. Explain how to empower individuals to take responsibility for their own development

K11. Review industry requirements for supporting individuals to improve their performance

K12. Identify sources of information, resources and advice in your organisation

K13. Describe your organisation's policies and practices in relation to on-the-job coaching

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Identifying coaching requirements includes:**
   - Establishing the specific area(s) in which they want to develop their performance
   - Establishing their current standard of performance
   - Establishing the standard of performance they wish to achieve
   - Establishing why they want to develop their performance
   - Clarifying the support they can expect from you, and the commitment you expect from them
   - Confirming the coaching you will provide
   - Confirming the timescale
   - Confirming the location, frequency and duration of coaching sessions
   - Confirming points at which progress will be reviewed
   - Confirming how progress will be measured and assessed

2. **Obstacles which could hinder staff progress could include:**
   - Work pressures
   - Shift patterns
   - Resistance to change
   - Lack of facilities, equipment or resources
   - Lack of support from colleagues or others
   - Lack of proper training

3. **Skill deficiencies that could be addressed by coaching should include**:
   - Skills which do not require formal or extended training sessions for example:
     - Customer service or interpersonal/communication skills
     - Technical or practical skills such as operating equipment
     - Selling or promoting products and servicing

4. **Suitable time and place may include:**
   - On-the-job during work hours
   - Before or after work
   - In a simulated location away from the actual workplace

5. **Specific job skills may relate to:**
   - Skills required to support introduction of new equipment
   - Skills required to support introduction of new processes
   - Skills required to support introduction of new procedures
   - Skills required to complete a job or task effectively and efficiently

Important behaviours of coaches (supervisors/managers) include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
4. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
5. Support others to make effective use of their abilities
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Inspire others with the desire to learn
9. Address performance issues promptly and resolve them directly with the people involved
10. Check individuals' commitment to their roles and responsibilities
11. Communicate clearly the value and benefits of a proposed course of action
12. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on coaching activities for staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples of work records to show your work with individuals to identify and prioritise their needs for coaching and to confirm the coaching that will be provided, the skills or behaviours they need to change and any obstacles that might hinder their progress
2. Two examples or cases of the outlines or content of the coaching sessions and the delivery of the technical, practical or other coaching sessions to help individual develop new skills and behaviours or enhance existing skills and behaviours
3. Two examples or cases of the outcomes of coaching, the progress of individual staff and how they reached the desired standard of performance
4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HHR.CL8.06

HRS8. UNIT TITLE: DELIVER A GROUP TRAINING SESSION

UNIT DESCRIPTOR

This unit covers the competencies required to devise and implement training for your team members, balancing the developmental needs of the individual with the skills and knowledge needed by them to fulfil their role within the organisation.

Within many hospitality organisations, particularly those that are small, there may be little human resources support, therefore as a team manager you may identify and/or provide relevant training for staff yourself.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Establish training and development requirements
P1. Identify current competencies of trainees/staff
P2. Identify required competencies for trainees/staff
P3. Confirm the identified training gap with relevant personnel
P4. Determine support available for training provision

E2. Prepare training
P5. Plan training requirements
P6. Develop training content
P7. Develop training resources and materials

E3. Facilitate training session
P8. Prepare the training venue
P9. Introduce training and assessment activities
P10. Conduct training session
P11. Provide opportunities for trainees/staff to practice skills
P12. Provide feedback to trainees/staff

E4. Evaluate and follow up training session
P13. Complete evaluation with trainees/staff
P14. Ensure further training sessions incorporate feedback

KNOWLEDGE REQUIREMENTS

K1. Explain how the training needs of individuals and teams fit in with the needs of the organisation
K2. Explain how to carry out training needs analysis
K3. Explain how to identify appropriate training, and what learning outcomes are achieved via different types of training

K4. Describe how to ensure training outcomes meet identified training needs
K5. Explain what sort of feedback is required from the individual on the training, and how to evaluate the effectiveness of the training
K6. Explain why it is important to look at long-term goals as well as the short-term benefits

CONDITIONS OF PERFORMANCE AND VARIABLES

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

1. Identify current competencies may be related to:
- Observing workers' practices
- Reviewing data contained in workplace staff performance systems/databases
- Seeking input from managers, supervisors and co-workers
- Obtaining feedback from customers
- Checking currency of qualifications, certificates and licenses
- Identifying individual trainees/staff preferences for training delivery

2. Identify required competencies may include:
- Reviewing relevant training programs
- Verifying plans for the business
- Reviewing relevant policies and procedures
- Reviewing existing job analysis sheets
- Specifying product and service criteria
- Describing the workplace context, including the conditions under which tasks are to be completed

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Describe the training gap may include:

- Specifying the difference between organisational expectations of staff/trainees' performance
- Actual level of workplace performance for each staff/trainees
- Confirming identified training gaps with individual staff/trainees

4. Support available for training provision may include:

- Time
- Physical resources
- Human resources
- Financial resources
- Training venues
- Training resources and materials
- Management support for the initiative
- Established internal career paths based on internal training delivery

5. Develop training content may include:

- Ensuring accuracy and comprehensiveness of proposed content
- Identifying topics and sub-topics for training delivery
- Identifying the underpinning attitudes, skills and knowledge for each area of proposed content
- Mapping training content against identified competencies required by staff/trainees
- Emphasising workplace safety at all stages of training delivery and in all training content

6. Develop training resources and materials may include:

- Matching training resources and materials against identified workplace need
- Identifying specific materials and resources, including manuals, texts, work books, workshop guides, hand-outs, standard operating procedures, posters, videos, sample items etc
- Preparing establishment-specific training materials and resources to address identified workplace need

7. Facilitate training session may include:

- Adhering to the prepared training/delivery plan, including coverage of content/objectives, and implementation of activities
- Adjusting the prepared delivery plan to effectively accommodate issues arising during the training session
- Applying appropriate interpersonal skills to facilitate the training
- Using effective verbal communication skills to deliver training, provide supplementary information, and monitor the training session
- Using suitable types of training: job talk or job demonstration

8. Provide feedback to staff/trainees may include:

- Ensuring feedback is provided sensitively
- Using positive feedback to motivate and encourage staff/trainees
- Recognising effort and not just success
- Being sincere in the giving of feedback
- Being open as a trainer to feedback from staff/trainees
- Using verbal and non-verbal techniques to provide feedback

9. Complete evaluation with learners could include:

- Providing evaluation forms that ensure objective evaluation of training content, training delivery, training facilities and learning outcomes are met
- Ensuring further training sessions incorporate feedback from the training session

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
4. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
5. Support others to make effective use of their abilities
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Inspire others with the desire to learn
9. Address performance issues promptly and resolve them directly with the people involved
10. Check individuals' commitment to their roles and responsibilities
11. Communicate clearly the value and benefits of a proposed course of action
12. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This Unit may be assessed holistically by means of a portfolio of evidence or report on a training session for staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation. Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. **Evidence must include:** 1. Two examples of training needs analysis that identifies the skills or behaviours required by staff in order to plan a training session 2. Two examples of the outlines, training plan and content of the training sessions which demonstrates how individuals developed new skills and behaviours or enhanced existing skills and behaviours 3. Two examples of the outcomes of the training session, the progress of individual staff and how they reached the desired standard of performance (based on evaluation of the training courses) 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions	**Suitable methods will include:** • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.07-09

HRS9. UNIT TITLE: QUALITY ASSURE WORK IN YOUR TEAM

UNIT DESCRIPTOR

This unit covers the competencies required to check the progress and quality of the work of team members to ensure that the required standard of performance is being met.

This standard is relevant to managers, supervisors and team leaders who monitor progress of work in their team and check the quality of the output.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor progress and quality of work

P1. Check regularly the progress and quality of the work of team members against the standard performance expected

P2. Provide team members with prompt, specific feedback designed to maintain and improve their performance

E2. Provide support to team members

P3. Support team members in identifying and dealing with problems and unforeseen events

P4. Motivate team members to complete the work they have been allocated on time and to the standard required

P5. Provide any additional support and/or resources team members require to complete their work on time and to the standard required

E3. Deal with any performance problems

P6. Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with team members

P7. Recognise successful completion of significant pieces of work by team members

P8. Motivate team members to maintain and continuously improve their performance over time

P9. Use information collected on the performance of team members in any formal appraisal of performance, where appropriate

KNOWLEDGE REQUIREMENTS

K1. Summarise the most effective ways of regularly and fairly checking the progress and quality of the work of team members

K2. Describe how to provide prompt and constructive feedback to team members

K3. Explain how to select and apply different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and continuously improve their performance

K4. Explain how to select and apply different methods for recognising team members' achievements

K5. Describe the additional support and/or resources which team members might require helping them complete their work on time and to the standard required and how to assist in providing this

K6. Explain how you review your team's plan for undertaking the required work

K7. Describe your organisation's policy and procedures in terms of personal and professional development

K8. Explain the reporting lines in your organisation and the limits of your authority

K9. Summarise your organisation's standards or levels of expected performance

K10. Explain your organisation's policies and procedures for dealing with poor performance

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Efficiency and service levels may relate to:
- Monitoring and measuring performance
- Monitoring customer service satisfaction
- Monitoring costs

2. Quality assurance initiatives may include:
- Quality systems
- Quality standards

3. Quality problems may include:
- Difficult customer service situations
- Equipment breakdown/technical failure
- Failure to deliver promised service to customers
- Procedural inadequacies or failure
- Poor rosters giving rise to inadequate/ inappropriate staffing levels
- Inadequate financial resources
- Delays and time difficulties
- Others

4. Procedures and systems may be related to:
- Customer service
- Bar and restaurant operations
- Kitchens
- Office administration
- Reservation procedures
- Housekeeping systems
- Stock control
- Security
- Safe work practices
- Record keeping
- Financial procedures
- Others

5. Supportive feedback and coaching may relate to:
- Performance reviews
- Advice
- Guest comments

6. Workplace records may include:
- Staff record
- Performance reports
- Time and wages records
- Financial records
- Cash takings
- Front office transactions, vouchers and documentation
- Customer records
- Audit records
- Stock records
- Others

7. Workplace problems may relate to:
- Industrial
- Customer
- Supplier
- Equipment
- Compliance
- Administrative
- Organisational
- Employee
- Others

8. Corrective action may include:
- New procedures and/or processes
- Changes to workplace procedures and/or processes
- Others

Important behaviours for supervisors/ managers include:
1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Identify people's preferred ways of communicating
4. Use communication media and styles appropriate to different people and situations
5. Make time available to support others
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Show integrity, fairness and consistency in decision-making
9. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
10. Take pride in delivering high quality, accurate work
11. Seek to understand people's needs and motivations

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on quality assuring the work of a team in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples or cases of how you monitored and checked the progress and quality of the work of team members against the standard performance expected, and the support you provided to team members to maintain and improve their performance
2. Two examples of how you identified and dealt with team problems and unforeseen events and how you motivated team members to complete the work they have been allocated on time and to the standard required
3. Two examples of how you identified unsatisfactory performance, how you discussed the causes and agreed ways of improving performance with team members
4. Two examples of how you recognised successful completion of significant pieces of work by team members and motivated team members to maintain and continuously improve their performance over time
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HRM.CL9.04

HRS10. UNIT TITLE: PLAN, ALLOCATE AND MONITOR WORK OF A TEAM

UNIT DESCRIPTOR

This unit covers the competencies required to ensure that the work required of your team is effectively and fairly allocated and involves monitoring the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Plan the work for your team

P1.   Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues

P2.   Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources

E2.   Allocate work to team members

P3.   Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development

P4.   Brief team members on the work they have been allocated and the standard or level of expected performance

P5.   Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated

E3.   Supervise progress and quality of work of team members

P6.   Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance

P7.   Provide prompt and constructive feedback

P8.   Support team members in identifying and dealing with problems and unforeseen events

P9.   Motivate team members to complete the work they have been allocated and provide any additional support and/or resources to help completion

P10.   Monitor the team for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively

E4.   Review performance of team members

P11.   Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members

P12.   Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager

P13.   Use information collected on the performance of team members in any formal appraisal of performance

KNOWLEDGE REQUIREMENTS

K1.   Describe different ways of communicating effectively with members of a team

K2.   Explain the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively

K3.   Discuss how to plan the work of a team, including how to identify any priorities or critical activities and the available resources

K4.   Explain how to identify and take due account of health and safety issues in the planning, allocation and checking of work

K5.   Explain why it is important to allocate work across the team on a fair basis and how to do so

K6.   Explain why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so

K7.   Summarize the ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated

K8.   List the most effective ways of regularly and fairly checking the progress and quality of the work of team members

K9.   Explain how to provide prompt and constructive feedback to team members

K10.   Explain how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements

KNOWLEDGE REQUIREMENTS

K11. List the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this

K12. Explain why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively

K13. Explain why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members

K14. List the type of problems and unforeseen events that may occur and how to support team members in dealing with them

K15. Describe how to log information on the on-going performance of team members and use this information for performance appraisal purposes.

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Performance management may be defined as:**
   - A process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing individuals in a way which increases the probability it will be achieved in both the short and longer terms

2. **Performance standards may include:**
   - Key Performance Indicators (KPIs) used to measure actual performance against set targets
   - Performance standards, defining the level of performance sought from an individual or group that are expressed quantitatively or qualitatively, and which may relate to:
     - Productivity
     - Punctuality
     - Personal presentation
     - Levels of accuracy in work
     - Adherence to procedures
     - Customer service standards
     - Team interaction
     - Response times
     - Waste minimization
     - Cost minimization
     - Others

3. **Systems to ensure staff performance is monitored may include:**
   - Any regularly applied and formalized system where all staff have their actual workplace practice evaluated and assessed against predetermined goals/targets with a view to determining their individual level of performance or achievement
   - Evaluation based on factual evidence
   - Feedback on the identified performance
   - Support for the individual to continue acceptable performance and redress unacceptable performance
   - Counselling and disciplinary action for staff unable or unprepared to bring their performance in line with expectations and standards

4. **Appraise staff should include:**
   - Conducting appraisals at regular, pre-determined intervals
   - Application of appraisals across all staff, including management, full-time staff, part-time staff and casual staff
   - Establishing initial targets for performance and notifying individual staff of these
   - Gathering evidence of actual staff performance which should include consideration of:
     - Type of assessment/appraisal which may include peer assessment, self-assessment
     - Team assessment, use of productivity indicators including feedback from patrons
     - Methods of collecting performance data to ensure data is reliable, indicative and relevant
     - Methods of interpreting performance data, including prioritizing results and understanding
     - The data within individual contexts

CONDITIONS OF PERFORMANCE AND VARIABLES

5. Advise staff of the result should include:
- Providing evidence-based feedback of staff performance
- Agreeing on the level of concurrence between actual and required workplace performance
- Determining revised action, timelines and targets for the next phase/cycle of the appraisal process

6. Action to take to underpin attainment of the revised targets may include:
- Proving necessary support, such as mentoring, coaching, training, resources, information
- Providing support for out-of-work problems encountered by staff
- Re-allocation of duties and adjustment of workload
- Re-organisation of work practices
- Agreement on short-term goals for improvement
- Revisions to required workloads and/or standards
- Counselling

7. Supporting and motivating team members may include:
- Informal but structured discussions between management and staff
- Timely delivery of support to minimize the negative impact of delays and enable linking of discussion and outcomes to recent and identified performance
- Application of suitable strategies to meet individual and company needs
- Providing the appropriate level of support during the counselling commensurate with the issues being dealt with
- Referring the staff member to external professional services, where appropriate

Important behaviours for supervisors/managers include:
1. Make time available to support others
2. Clearly agree what is expected of others and hold them to account
3. Prioritise objectives and plan work to make best use of time and resources
4. State your own position and views clearly and confidently in conflict situations
5. Integrity, fairness and consistency in decision-making
6. Seek to understand people's needs and motivations
7. Take pride in delivering high quality work
8. Take personal responsibility for making things happen
9. Encourage and support others to make the best use of their abilities
10. Be vigilant for possible risks and hazards

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on allocating and monitoring the work of a team in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples or cases of how you planned how your team will undertake its work, including detailed work schedules, timetables and other plans for individual and team work activities, tasks, production targets
2. Two examples of how you allocated work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development
3. Two examples of how you checked the progress and quality of the work of team members and provided prompt and constructive feedback
4. Two examples of how you identified unsatisfactory performance, how you discussed the causes and agreed ways of improving performance with team members
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable evidence could include:

- Detailed work schedules, timetables and other plans for individual and team work activities
- Notes of team briefings to allocate individual and team work activities, tasks, targets, etc
- Personal statements (reflections on the process and reasoning behind work allocation)
- Witness statements (comments on the process of work allocation and perceptions of its fairness)
- Records of individual and team work output or production records, production/operational reports
- Notes, reports, recommendations to managers or other records of problems or critical incidents
- Health, safety or security; customers; or team members' work performance
- Notes, emails, memos or other records of formal or informal feedback or performance appraisal
- Personal statement (reflections on your own role in dealing with problems or critical incidents)
- Witness statements (comments on your own role in dealing with problems or critical incidents)

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.03

GAS5. UNIT TITLE: PLAN, MANAGE AND CONDUCT MEETINGS

UNIT DESCRIPTOR

This unit covers the competencies required to plan, manage and conduct meetings in order to achieve their objectives, which may be to solve problems, take decisions, and consult with people or to exchange information and knowledge.

This standard is relevant to managers and supervisors who are required to lead meetings to achieve objectives.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Plan and prepare for the meeting

P1.   Establish the purpose and objectives of the meeting

P2.   Confirm that a meeting is the best way to achieve the objectives

P3.   Prepare carefully how you will lead the meeting and identify who needs to participate

P4.   Invite participants, giving them sufficient notice to enable them for attendance stating the importance of the meeting, the role they will be expected to play, and the preparation they need to do

P5.   Circulate relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles

P6.   Set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item

E2.   Conduct the meeting

P7.   State the purpose of the meeting at the start and check that all participants understand why they are present and what is expected of them

P8.   Clarify specific objectives at the beginning of each agenda item

P9.   Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants

P10. Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting

P11. Manage time flexibly; giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda

P12. Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item

P13. Take decisions within the meeting's authority, remit or terms of reference

E3.   Follow up the meeting

P14. Check that decisions and action points are accurately recorded and promptly communicated to those who need to know

P15. Evaluate whether the purpose and objectives of the meeting have been achieved

P16. Identify how future meetings could be

KNOWLEDGE REQUIREMENTS

K1. Explain the importance of establishing the purpose and objectives of the meeting and how to do so

K2. Explain the purpose of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting

K3. Explain how to run the meeting to ensure the meeting meets specific objectives at the beginning of each agenda item

K4. Explain how to encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants, and how to do so

K5. Explain how you will discourage unhelpful comments and digressions and refocus attention on the objectives of the meeting

K6. Explain the importance of summarising the discussion at appropriate times and allocating action points to participants at the end of each agenda item and how to do so

K7. Explain how to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Meetings may relate to:
- One-off meetings
- Regular meetings
- Group dynamics
- Teleconferences
- Video conferences
- Committee meetings
- Board meetings
- Staff meetings
- Client meetings
- Others

2. Style of the meeting may be:
- Formal
- Informal

3. Arrangements for the meeting may include organising:
- Venue
- Refreshments
- Travel arrangements for participants
- Audio-visual hire
- Supporting information and other agenda items to be discussed such as letters, submissions and reports
- Others

4. Meeting papers may relate to:
- Agendas
- Minutes
- Written submissions
- Documents relating to the purpose of the meeting

Important behaviours for supervisors/ managers include:

1. Address multiple demands without losing focus or energy
2. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Show respect for the views and actions of others
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Show integrity, fairness and consistency in decision-making
7. Prioritise objectives and plan work to make the effective use of time and resources
8. Clearly agree what is expected of others and hold them to account
9. Make effective use of existing sources of information
10. Check the accuracy and validity of information
11. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
12. Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
13. Specify the assumptions made and risks involved in understanding a situation
14. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
Evidence of the following is essential: 1. Planning and preparation for at least 3 meetings – including examples of agendas and supporting documentation 2. Minutes of at least 3 meetings showing meeting decisions, follow-up action etc.	**A range of assessment methods should be used to assess practical skills and knowledge. The following methods are appropriate for this unit:** • Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Review of final printed documents • Demonstration of techniques • Oral or written questioning to assess knowledge of planning and conducting meetings

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HGA.CL6.05

SCS2. UNIT TITLE: MANAGE INCIDENTS AND EMERGENCIES

UNIT DESCRIPTOR

This unit covers the competencies required to ensure safety and security in hotels by managing incidents and emergencies professionally. Incidents and emergencies could include fire, flood or other environmental incidents, scenes of crime, accidents and medical emergencies, health and safety and security incidents.

It is important that procedures are in place to deal with incidents and emergencies and that these are communicated to those who need to know, including what to do; how to use appropriate emergency equipment; how to contact emergency services and other relevant sources of assistance; and how to record and report details of incidents and emergencies.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Ensure procedures are developed and communicated

P1. Ensure procedures are in place to deal with incidents and emergencies

P2. Ensure that procedures are communicated to those that need to be informed

E2. Respond to incidents or emergencies

P3. Take responsibility in the event of an incident or emergency and respond quickly with a proposed course of action

P4. Seek and clarify information about the incident or emergency

P5. Where necessary summon the help of the appropriate emergency services or other relevant sources of assistance, giving full and accurate details of the incident or emergency

E3. Ensure the safety of guests and personnel

P6. Ensure everyone involved or affected by the incident and emergency is given relevant information including any information on potential risks

P7. Provide support and direction to others involved in the incident or emergency

P8. Ensure that the integrity of evidence is preserved where this could be required by the emergency services or other parties e.g. insurance company

P9. Maintain your own safety while dealing with incidents or emergencies

E4. Evaluate and report on the incident or emergency

P10. Collect information about the incident or emergency that might help to establish the cause and prevent reoccurrence

P11. Ensure the procedure for recording and reporting incidents and emergencies is followed and the required documentation is completed in line with procedures and timescales

KNOWLEDGE REQUIREMENTS

K1. Describe the procedures and specific instructions for dealing with incidents and emergencies, including evacuation procedures and contingency plans

K2. Describe appropriate ways to communicate procedures and instructions to those that need to be informed

K3. Explain the importance of responding quickly to an incident or emergency and providing direction

K4. Explain the importance of clarifying information about the incident or emergency to inform course of action

K5. Identify the procedures for contacting emergency services or other relevant sources of assistance and the information to give them

K6. Explain the importance of keeping those involved or affected by the incident or emergency informed of the situation and any potential risks

K7. Explain the importance of preserving the integrity of evidence

K8. Describe the safe practices which should be used when dealing with emergencies

K9. Explain the importance of investigating the cause of incidents and emergencies

K10. Identify the legislative requirements for recording and reporting incidents and emergencies and procedures for the completion of documentation

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Procedures could include:
- Handling fire alarms
- Dealing with fires
- Property damage
- Gas leak or explosion
- Medical situation, such as injury, collapse, assault victim
- Contacting police, including contracted security services
- Contacting medical assistance, including ambulance, in-house doctors, hospitals
- Contacting fire service

2. Respond to incidents or emergencies could include:
- Identifying cause and seriousness of incident or emergency
- Making announcements to staff and guests
- Evacuating premises
- Calling emergency services
- Ensuring safety of staff, guests and self

3. Ensure the safety of guests and personnel could include:
- Providing relevant information including any information on potential risks
- Providing support and direction to others involved in the incident or emergency
- Ensuring that the integrity of evidence is preserved for follow up
- Maintaining your own safety while dealing with incidents or emergencies

4. Evaluate and report on the incident or emergency could include:
- Collecting information about the incident or emergency that might help to establish the cause and prevent reoccurrence
- Ensuring the procedure for recording and reporting incidents and emergencies is followed
- Ensuring the required documentation is completed in line with procedures

Important behaviours for supervisors/ managers include:
1. Seek opportunities to improve performance
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Refer issues outside the limits of your authority to appropriate people
6. Watch out for potential risks and hazards
7. Make appropriate information and knowledge available promptly to those who need it and have a right to it
8. Make effective use of available resources
9. Identify the range of elements in a situation and how they relate to each other
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation
12. Take decisions in uncertain situations or based on incomplete information when necessary

ASSESSMENT GUIDE

This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Assessment evidence should include:

1. At least 3 procedures developed to deal with incidents and emergencies, with evidence of communication to others in the hotel
2. At least two examples or cases of incidents or emergencies that were responded to, and the course of action taken to address them
3. At least two reports provided that show how you evaluated and reported on the incident or emergency, what information you collected to help to establish the cause and prevent reoccurrence
4. Fully completing the knowledge assessment satisfactorily

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:
- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

Assessing knowledge and understanding:

Knowledge and understanding are key components of competent performance. Where knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence such as:
- Documented answers to oral questioning
- Written examination

RELEVANT OCCUPATIONS

All supervisory or management staff with responsibility for security.

ACCSTP REF

D1.HSS.CL4.01 and D1.HSS.CL4.04

FPS4.1. UNIT TITLE: PLAN, DEVELOP AND ENGINEER MENUS

UNIT DESCRIPTOR

This unit describes the competencies required for the development, design, engineering and writing/compilation of food menus

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan menus

P1. Gather information about customer requirements from a variety of sources

P2. Take account of the skills, experience and training needs of staff

P3. Plan menus according to the equipment and facilities available

P4. Plan future menu development according to the organisation's business plans

P5. Consult with relevant people within the organisation

P6. Devise a menu which is logistically viable in terms of preparation times and kitchen protocols

P7. Ensure the sources of produce and ensure supply is consistent with the menu plan

E2. Develop menus

P8. Take account of customer base, dietary requirements and financial needs

P9. Obtain the produce required from guaranteed sources that meet the organisation's quality standards and at a price that allows optimum profit margins

P10. Use local seasonal produce where possible and appropriate

P11. Include combinations of recipes that conform to the organisation's style of service and produce a balanced menu, ensuring they are creative and imaginative

P12. Ensure menu descriptions are consistent with legal requirements

P13. Develop dishes and menus suitable for different functions

P14. Produce the right menu for the quantities of food to be produced and review and update the menu regularly

E3. Engineer and cost menus

P15. Consider the restrictions of seasonality and the impact on costs in menu calculations

P16. Calculate the proportions of the main component to accompaniments in dishes and the cost when multiplied by varying numbers according to service

P17. Calculate the sales mix and the balance of price and offers

P18. Gather information on the main sources of revenue for the menu

P19. Cost the use of energy and sustainable food production

P20. Calculate cost to profit margin ratios in line with organisational policy

P21. Cost produce to accurately price dishes

KNOWLEDGE REQUIREMENTS

K1. Explain the principles of the development, trial and testing of new recipes

K2. Describe the organisation's policy on costs and menu style

K3. Identify current legislation, dietary consideration and health, safety and hygiene requirements

K4. Explain how to gather information relevant to menu planning e.g. customer data, revenue figures

K5. Explain how to assess that menus conform to organisational policy and legislation

K6. Identify the target market of the organisation and their requirements

K7. Explain how to choose different dishes and menus suitable for different formats of service

K8. Describe how to balance menus and how to use resources effectively

K9. Explain how to resource new ideas and to analyse the nutritional make up of menus

K10. Describe the organisation's buying procedures for produce

K11. Explain how to cost dishes and menus

K12. Describe how to deal with and manage suppliers

K13. Explain the principles of menu "engineering" (maximize a firm's profitability by subconsciously encouraging customers to buy what you want them to buy, and discouraging purchase of items you don't want them to buy)

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Dietary requirements:
- Nutritional balance
- Medical
- Allergens
- Religious
- Vegan/vegetarian
- Cultural

2. Resources:
- Staff
- Equipment
- Supplies
- Facilities
- Time
- Money
- Waste management

3. Functions:
- Conferences
- Weddings
- Fine dining events
- Banquets

4. Menus:
- Breakfast
- Lunch
- Dinner
- Afternoon tea
- Snack
- Functions/banquets/special event menus

5. Cost information:
- Cost-to-profit ratios
- Revenue figures
- Energy costs
- Staffing costs

6. Menu engineering:
- Popularity of menus items.
- Profitability of menu dishes.
- Using the growth-share matrix (the product portfolio)

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. This Unit may be assessed holistically by means of a portfolio of evidence or report with full details of menu planning, development and cost engineering,

Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Evidence must include:

1. At least two menus planned and developed for Table d'hôte/a'la carte
2. At least two menus planned and developed for banquet or special event
3. At least one example of a menu set against set menu outcomes (Engineering) which shows how you calculated cost to profit margin ratios in line with organisational policy

ASSESSMENT METHODS

Suitable methods will include:

- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Executive Chef/Head Chef	D1.HCC.CL2.06

FPS4.2 UNIT TITLE: MONITOR FOOD PRODUCTION REVENUE AND COSTS

UNIT DESCRIPTOR

This unit describes the competencies required to enable executive chefs, head cooks or other senior manager to monitor food production revenue and costs and by tracking the performance of a food operation within a food department, restaurant or other food outlet

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Use financial record keeping technology

P1.   Use control systems to manage food purchasing, ordering and financial controls

P2.   Enter food production financial data into control system

P3.   Manipulate catering financial data into established control systems

E2.   Record and track financial performance

P4.   Develop, or confirm an existing, effective financial control system to record and track the performance of the food production department

P5.   Input financial data into the food production department computerized control system

E3.   Respond to the results produced by the established control systems

P6.   Take action to address expenditure figures that are deemed unacceptable

P7.   Take action to address revenue figures that are deemed unacceptable

P8.   Negotiate with management to obtain revised budget figures

KNOWLEDGE REQUIREMENTS

K1.   Describe the functions of the department financial record keeping technology

K2.   Describe the department's policies and procedures in regard to ordering, storing, securing and using stock

K3.   Describe the department's policies and procedures in regard to document completion and management,

K4.   Explain the control systems used in your department to manage food purchasing, ordering and financial controls

K5.   Explain how the financial control system is used to record and track the performance of the food production department

K6.   State the financial data required to enter into the food production department computerized control system

K7.   Explain the procedures used to respond to the results produced by the control systems

K8.   Describe the actions you take to address expenditure figures that are deemed unacceptable

K9.   Describe the actions you take to address revenue figures that are deemed unacceptable

K10. Explain how you will negotiate with management to obtain revised budget figures and the issues you might face

CONDITIONS OF PERFORMANCE AND VARIABLES

Identify and use, where appropriate, computer systems - will only relate to enterprises and/or departments where such facilities do not already exist

1. Software may include:
- Specialist accounting software and packages
- Relevant database programs
- System-specific software recommended by system manufacturers

2. Manipulate catering financial data refers to:
- Updating budgets and producing regular updated budgets to reflect current actual versus
- Projected figures and performance
- Generating performance reports, including income statements, labour reports, cost of goods
- Reducing wastage, which may include improving storage and security, enhancing staff training,
- Revising ordering protocols

3. Taking action to address revenue figures may relate to:
- Verifying that all catering department sales are being allocated to the catering department
- Budgets
- Increasing selling prices
- Ensuring all legitimate revenue is being secured, including from internal and external sources
- Reducing and/or eliminating discounts, special deals and complimentary items that are being offered
- Enhancing or altering promotional activities

4. Negotiating with management may involve:
- Presenting and explaining evidence of trade, operations and performance
- Identifying and explaining circumstances that have caused variances
- Negotiating for revised revenue and expenditure performance targets

ASSESSMENT GUIDE

Assessment must ensure actual or simulated workplace application of a newly established or existing system to accurately and effectively monitor the financial performance of the food production department so that immediate remedial action can be taken, where necessary, to bring performance back in-line with budgeted/target indicators.

Training and assessment must include the use of an actual computerized system and software, together with real or simulated targets, budgets, and trading and operational figures; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Performance evidence should include:
1. At least two documented examples of using control systems to manage food purchasing, ordering and tracking performance of the department
2. A least two examples of how you addressed expenditure figures that are deemed unacceptable
3. A least two examples of how you took action to address revenue figures that are deemed unacceptable
4. A least one documented example of how you negotiated with management to obtain revised budget figures

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Executive Chef/Head Chef	D1.HCC.CL2.06

HRS1. UNIT TITLE: IDENTIFY STAFF DEVELOPMENT NEEDS

UNIT DESCRIPTOR

This unit covers the competencies required to help staff identify the knowledge, skills and competence they need to develop in order to meet the demands of their current and future work roles and to fulfil their personal aspirations.

This standard is relevant to managers and supervisors who have people reporting to them.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Agree individual staff development needs

P1.   Agree with individuals the knowledge, skills and competence required to meet the demands of their current and potential future work roles

P2.   Encourage individuals to seek feedback on their performance from those who are able to provide objective, specific and valid feedback

P3.   Provide opportunities for individuals to make an accurate assessment of their current levels of knowledge, skills and competence and of their potential

P4.   Evaluate with individuals any additional, or higher levels of, knowledge, skills and competence they need for their current work roles, potential future work roles and their personal aspirations

P5.   Identify and evaluate any learning difficulties or particular needs individuals may have

E2.   Support staff in setting their own learning objectives

P6.   Support individuals in prioritising their needs and specifying their learning objectives

P7.   Encourage individuals to focus on their prioritised learning needs and to take account of their learning styles when selecting learning activities and planning their development

P8.   Seek advice and support from HR training and development specialists, when required

KNOWLEDGE REQUIREMENTS

K1.   Explain the differences between knowledge, skills and competence

K2.   Explain the importance of objective, specific and valid feedback in identifying learning needs

K3.   Describe how to analyse the gaps between current levels of knowledge, skills and competence and the levels required

K4.   Describe how to prioritise learning needs

K5.   Explain how to establish SMART (Specific, Measurable, Agreed, Realistic, Time-bound) learning objectives

K6.   Describe learning styles and how to identify individuals' preferred learning styles

K7.   Describe the tools used in your organisation to identify individual learning needs and styles

K8.   List the types of learning activities appropriate for different learning styles

K9.   Explain how to develop learning and development plans based on a sound analysis of learning needs and styles

K10.   Describe the knowledge, skills and competence requirements for different roles within your area of responsibility

K11.   Describe your organisation's personal and professional development policy and practices

K12.   Describe the learning opportunities available in your organisation

K13.   List the sources of specialist advice and support in your organisation

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Knowledge, skills and competence required to meet the demands of current and potential future work roles could include:**
   - Job-related knowledge, including technical or industry knowledge
   - Skills development, including technical skills
   - Supervisory or management development

2. **Those who are able to provide objective, specific and valid feedback on their performance feedback could include:**
   - Managers
   - Colleagues
   - HR Department
   - Guests

3. **Learning difficulties or particular individual needs may include:**
   - Availability for training and development due to job demands
   - Language level, relevant experience or technical limitations

4. **Learning styles would include:**
   - Activist learner – prefers to take part in practical learning followed by learning the theory
   - Reflective learner – prefers to take part in learning and reflecting on the experience
   - Theorist learner – prefers to study and understand the learning before putting into practice
   - Pragmatist learner – prefers learning and putting learning into practice

Important behaviours for supervisors/ managers include:
1. Seize opportunities presented by the diversity of people
2. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
3. Support others to make effective use of their abilities
4. Support others to realise their potential and achieve their personal aspirations
5. Develop knowledge, understanding, skills and performance in a systematic way
6. Inspire others with the desire to learn
7. Check the accuracy and validity of information
8. Identify the implications or consequences of a situation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of identifying staff development needs in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

This unit should be assessed by portfolio evidence of performance and oral or written questioning.

Evidence must include:

1. Two documented examples or cases when the manager helped identify staff development needs
2. Two documented examples or cases when the manager provided opportunities for individuals to take further learning, training or development opportunities to gain knowledge, skills or competence to enhance their job performance
3. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc (without named individuals)
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HHR.CL8.05

HRS4. UNIT TITLE: INITIATE AND FOLLOW DISCIPLINARY PROCEDURES

UNIT DESCRIPTOR

This unit covers the competencies required to help members of your team address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances.

The unit involves identifying problems affecting people's performance and discussing these in a timely way with the team members concerned to help them find a suitable solution to their problem. Sometimes you may need to refer the team member to HR Department or senior manager for further action.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate with subordinates and colleagues

P1. Keep individuals fully informed about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance

P2. Seek support from colleagues or human resources specialists on any aspects of implementing disciplinary procedures about which you are unsure

E2. Carry out investigations and take preventative measures

P3. Carry out necessary investigations promptly to establish the facts relating to any misconduct or unsatisfactory performance

P4. Take preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance informally, where you consider that an informal approach is likely to resolve the situation effectively

E3. Follow disciplinary procedures and maintain records

P5. Follow your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance

P6. Keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer as, necessary

KNOWLEDGE REQUIREMENTS

K1. Explain the importance of fully informing individuals about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance

K2. Describe how to carry out investigations to establish facts relating to any misconduct or unsatisfactory performance

K3. Discuss informal approaches to dealing with cases of minor misconduct or unsatisfactory performance, and when this type of approach is likely to resolve the situation effectively

K4. Compare the differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled

K5. Discuss the importance of following your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance

K6. Illustrate the importance of communicating clearly, concisely and objectively, and how to do so

K7. Describe how to keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary

K8. Summarise your organisation's procedures for dealing with misconduct or unsatisfactory performance

K9. Identify the standards of conduct and performance expected of individuals

K10. List the sources of advice, guidance and support from colleagues, human resources or others

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Communication with subordinates and colleagues could be by:
- Email, telephone, SMS, face-to-face, instant messaging or other means

2. Support from colleagues or HR specialists could include:
- Advice on legal procedures
- Advice on organisational procedures
- Support in planning coaching sessions
- Help with resources for coaching sessions

3. Investigations measures could include:
- Investigations with HRD, senior managers or others to establish the facts relating to any misconduct or unsatisfactory performance

4. Preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance could include:
- Informal discussion with staff
- Appraisal or performance review
- Warning letter if the issue has occurred frequently
- Referral to HR department

5. Disciplinary procedures could include:
- Verbal warning
- Written warning
- Internal transfer
- Suspension from the workplace

6. Confidential records could include:
- Minutes of meetings
- Appraisal forms
- Incident report forms
- Letters and emails
- Other documents

Important behaviours for supervisors/ managers include:

1. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Refer issues outside the limits of your authority to appropriate people
8. Show integrity, fairness and consistency in decision making
9. Say no to unreasonable requests
10. Address performance issues promptly and resolve them directly with the people involved
11. Protect the confidentiality and security of information
12. Take and implement difficult and/or unpopular decisions, if necessary

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing disciplinary procedures in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/ managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of performance review meetings etc (without named individuals)
- Personal statements
- Witness testimony
- Professional discussion

ASSESSMENT GUIDE	ASSESSMENT METHODS
Evidence must include: 1. Two documented examples or cases of communications to staff and colleagues about disciplinary conduct 2. Two documented examples of carrying out investigations to establish facts about misconduct or unsatisfactory performance 3. One documented example of a preventative measures taken to resolve issues and deal with cases of minor misconduct or unsatisfactory performance 4. One documented example of a formal disciplinary procedure in a serious cases of misconduct or unsatisfactory performance 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions **Possible examples of evidence** Records of your involvement in disciplinary procedures: • Notes of briefings and meetings; e-mails and memos; handbooks, procedure manuals and other guidance which you have prepared for team members on disciplinary procedures and systems • Notes of meetings with individuals such as performance reviews, supervision meetings, notes of disciplinary investigations • Memos, e-mails from specialists on conduct of disciplinary procedures • Letters, memos, e-mails from, and notes of conversations with colleagues or managers regarding an individual's performance and behaviour • Notes, records of disciplinary procedures in which you have been involved • Personal statement (your reflections on your role in initiating and following disciplinary procedures)	Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.04

HRS5. UNIT TITLE: RECRUIT, SELECT AND RETAIN STAFF

UNIT DESCRIPTOR

This unit covers the competencies required to recruit and select people to undertake identified activities or work roles within your area of responsibility.

This standard is not intended for human resources specialists. It is relevant to managers and supervisors who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan recruitment of appropriate people

P1. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of people or their knowledge, skills and competence

P2. Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow

P3. Engage appropriate HR professionals within your organisation in recruiting and selecting people

P4. Ensure you comply with your organisation's recruitment and selection policies and procedures

E2. Prepare for recruitment and selection

P5. Ensure the availability of up-to-date job descriptions and person specifications where there is a need to recruit

P6. Establish the stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved

P7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants

P8. Draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues

P9. Ensure the recruitment and selection process is carried out fairly, consistently and effectively

E3. Manage the selection process

P10. Keep applicants fully informed about the progress of their applications, in line with organisational policy

P11. Offer positions to applicants who best meet the selection criteria

P12. Provide clear, accurate and constructive feedback to unsuccessful applicants, in line with organisational policy

P13. Evaluate whether the recruitment and selection process has been successful and identify any areas for improvements

E4. Optimise staff retention activities

P14. Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential

P15. Review individuals' performance and development systematically and provide feedback designed to improve their performance

P16. Recognise individuals' performance and recognise their achievements in line with your organisation's policy

P17. Identify when individuals are dissatisfied with their work or development and seek with them solutions that meet both the individual's and organisation's needs

P18. Recognise when individuals' values, motivations and aspirations are incompatible with your organisation's vision, objectives and values and seek alternative solutions with the individuals concerned

P19. Discuss their reasons with individuals planning to leave your organisation and seek to resolve any issues or misunderstandings

KNOWLEDGE REQUIREMENTS

K1. Discuss how to engage employees and other stakeholders in recruitment, selection and retention activities

K2. Describe how to review the workload in your area in order to identify shortfalls in the number of colleagues and the pool of knowledge, skills and competence

K3. Explain what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them

K5. Evaluate the different recruitment and selection methods and their associated advantages and disadvantages

K6. Explain why it is important to give fair, clear and accurate information on vacancies to potential applicants

K4. Discuss the different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved

K7. Discuss how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy

K8. How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues

K9. Explain the importance of keeping applicants informed about progress and how to do so

K10. Discuss the importance of providing opportunities for individuals to discuss issues with you alternative solutions that may be deployed when individuals' values, motivations and aspirations are incompatible with their work or your organisation's vision, objectives and values

K11. Discuss the importance of understanding the reasons why individuals are leaving an organisation

K12. Describe the specialist resources available to support recruitment, selection and retention, and how to make use of them

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Policies and procedures in relation to the recruitment and selection process may include:
- Details of information that may and may not be used in a job advertisement
- Staff promotion policies, especially internal promotions
- Staff training
- Remuneration
- Probationary periods
- Terms and conditions of employment
- Benefits
- Individual staff policy, such as uniform, personal presentation, smoking, tact and diplomacy, sickness, attendance and punctuality, use of company property
- Composition of interview and selection panels

2. Job specification refers to:
- All the information about the type of employee needed to do a particular job effectively

3. The job description refers to:
- All the information about the job tasks

4. Key selection criteria may relate to:
- Experience
- Competencies
- Qualifications
- Compatibility
- References
- Attitudes

5. Sources of staff recruitment may include:
- Media advertisements
- Job and recruitment agencies
- Online recruitment
- Internal advertising including internal promotions
- Schools and trade colleges
- Industry network contacts
- Other employers

CONDITIONS OF PERFORMANCE AND VARIABLES

6. Selection interview may include:
- One-on-one and face-to-face interviews
- Panel interviews
- Group interviews
- Over-the-phone interviews
- First, second and/or third interviews
- Applying appropriate questioning and listening techniques
- Recording answers supplied by applicants
- Responding to applicant questions
- Equity and compliance issues
- Devising questions to be asked of all applicants

7. Selection may relate to:
- Rating applicants against selection criteria
- Obtaining feedback and consensus from all interviewers
- Considering test results
- Ranking interviewees

8. Follow up successful applicants may relate to:
- Obtaining original copies of documents presented at interviews
- Explaining details of the job offer, contract or employment instrument
- Confirming acceptance of the job offer
- Offering the job to another applicant if the first choice refuses the offer

9. Retention policies can include:
- Provision of work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential
- Review of individuals' performance and development systematically
- Methods of feedback designed to improve staff performance
- Recognition of individuals' performance and achievements in line with your organisation's policy
- Identification of work roles that meet both the individual's and organisation's needs
- Recognition of incompatibility of staff with work roles
- Staff exit policies

Important behaviours for supervisors/ managers include:
1. Identify people's information needs
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Show integrity, fairness and consistency in decision-making
8. Protect the confidentiality and security of information
9. Check the accuracy and validity of information
10. Take and implement difficult and/or unpopular decisions, where necessary

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.	**Suitable methods will include:** • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion
This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing recruitment, selection and retention of staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.	Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.
Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.	
Evidence must include: 1. Two documented examples or cases of recruitment and selection of staff to meet organisational staffing needs 2. Two documented examples or cases of retention activities 3. One documented example of an exit interview to establish reasons for staff leaving a job 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions	

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.10

HRS6. UNIT TITLE: HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS

UNIT DESCRIPTOR

This unit covers the competencies required to initiate and follow your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team.

This unit describes the minimum standard of performance expected of managers when they are implementing grievance procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.

The unit is for line managers who have to deal with potential or actual grievances raised by members of their team. It is not designed for human resources specialists.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inform staff about grievance procedures

P1. Keep individuals fully informed about your organisation's current procedure for raising grievances

P2. Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure

E2. Implement grievance procedures

P3. Identify potential grievances and take preventative measures to resolve issues where possible

P4. Respond to concerns, problems or complaints from individuals and seek to resolve the situation informally if possible

P5. Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing

E3. Maintain accurate records

P6. Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary

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KNOWLEDGE REQUIREMENTS

K1. Explain the importance of fully informing individuals about your organisation's current procedure for raising grievances

K2. Explain informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively

K3. Explain the importance of following your organisation's formal grievance procedure, and when to do so

K4. Describe how to conduct a meeting with an individual to discuss their grievance

K5. Describe how to investigate the grievance fully

K6. Explain the importance of communicating clearly, concisely and objectively, and how to do so

K7. Describe how to keep full and accurate records throughout the grievance process and store these confidentially as long required

K8. Summarise your organisation's procedure for dealing with grievances

K9. Identify sources of advice, guidance and support from colleagues, human resources or legal specialist

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Informing staff about grievance procedures involves:
- Keeping individuals fully informed about current procedure for raising grievances
- Seeking support from colleagues or human resources or legal specialists

2. Implementing grievance procedures includes:
- Identifying potential grievances before they become an issue
- Taking preventative measures to resolve issues where possible
- Responding to concerns, problems or complaints informally to resolve the situation if possible
- Considering whether an informal approach is likely to resolve the situation effectively
- Following your organisation's formal grievance procedure, if an individual raises a grievance with you in writing

3. Keeping full and accurate records includes:
- Ensuring that full records are kept throughout the grievance process
- Ensuring records are stored confidentially for as long as required

Important behaviours for supervisors/ managers include:
1. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Refer issues outside the limits of your authority to appropriate people
8. Show integrity, fairness and consistency in decision making
9. Say no to unreasonable requests
10. Address performance issues promptly and resolve them directly with the people involved
11. Protect the confidentiality and security of information
12. Take and implement difficult and/or unpopular decisions, if necessary

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This Unit may be assessed holistically by means of a portfolio of evidence or report on initiating and following grievance procedures of staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/ managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:
1. One documented example of handling an informal grievance procedure
2. One documented examples or cases handling a formal grievance procedure
3. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	N/A

HRS11. UNIT TITLE: IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES

UNIT DESCRIPTOR

This unit covers the competencies required to manage the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision-making processes and the 'culture' of your area of responsibility. The 'area of responsibility' may be, for example, a department or functional area or an operating site such as a hotel or tour company office.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Implement health and safety policy

P1. Identify your personal responsibilities and liabilities under health and safety legislation

P2. Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties

P3. Ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration

E2. Ensure consultation with health & safety personnel

P4. Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues

P5. Seek and make use of specialist expertise in relation to health and safety issues

E3. Ensure systems are in place for identifying and monitoring risk

P6. Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks

P7. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility

E4. Develop & improve health and safety performance

P8. Show continuous improvement in your area of responsibility in relation to health and safety performance

P9. Make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility

P10. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement

P11. Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues

P12. Develop a culture within your area of responsibility which puts 'health and safety' first

KNOWLEDGE REQUIREMENTS

K1. Explain why health and safety in the workplace is important

K2. Describe how and where to identify your personal responsibilities and liabilities under health and safety legislation

K3. Explain how to keep up with legislative and other developments relating to health and safety

K4. Summarise the requirement for organisations to have a written health and safety policy statement

K5. Explain how to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties

K6. Describe how and when to review the application of the written Health and safety policy statement in your area of responsibility and produce/provide findings to inform development

K7. Explain how and when to consult with people in your area of responsibility or their representatives on health and safety issues

K8. Identify sources of specialist expertise in relation to health and safety

K9. List ways of developing a culture in your area of responsibility which puts 'health and safety' first

KNOWLEDGE REQUIREMENTS

K10. Describe the type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them

K11. Explain how to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility

K12. Explain why and how health and safety should inform planning and decision-making

K13. Explain the importance of setting a good example to others in relation to health and safety

K14. Define the type of resources required to deal with health and safety issues

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Relevant health and safety information may include:
- Roles and responsibilities of personnel
- Legal obligations
- Participative arrangements for health and safety
- Location of relevant health and safety information, procedures and policies
- Specific risks and necessary control measures
- Codes of practice

2. Hazards and risks may include:
- Fire and emergency
- Crowd related risks
- Bomb scares
- Theft and armed robbery
- Equipment failure
- Pests
- Equipment related hazards
- Manual handling
- Slips, trips and falls
- Drugs and alcohol in the workplace
- Violence in the workplace
- Hazardous substances
- Others

3. Records may include:
- Health and safety injury register
- Number of near-misses
- Health and safety improvement ideas submitted by team members
- Medical records
- Health and safety training records
- Team member hazards reports
- Others

4. Developing and improving health and safety performance may include:
- Workshops
- Information sessions
- Fact sheets and other literature
- Mentoring
- Lectures
- Practical demonstrations
- Health and safety team meetings

Important behaviours for supervisors/ managers include:

Behaviours which underpin effective performance:
1. Respond quickly to crises and problems with a proposed course of action
2. Identify people's information needs
3. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
4. Be vigilant for possible risks and hazards
5. Take personal responsibility for making things happen
6. Identify the implications or consequences of a situation
7. Act within the limits of your authority
8. Constantly seek to improve performance
9. Treat individuals with respect and act to uphold their rights

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on implementing occupational health and safety in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. At least one record of actions you have taken to ensure health and safety policies are implemented appropriately
2. At least two minutes of meetings you have organised with people in your area of responsibility, or their representatives, and those with specialist expertise, to discuss, review and agree the implementation of workplace policies on health and safety
3. At least one briefing or presentation you have made or commissioned to people in your area of responsibility on the implementation of workplace policies on health and safety
4. At least one record of training activity you have organised for people in your area of responsibility on the implementation of workplace policies on health and safety
5. One personal statement (reflection on your role in ensuring that health and safety policies are implemented and reviewed in your area of responsibility)
6. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:

- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HSS.CL4.01, 02 & 04

RTS4.7. UNIT TITLE: APPLY RESPONSIBLE TOURISM TO FOOD AND BEVERAGE OPERATIONS

UNIT DESCRIPTOR

This unit covers the competencies required to apply responsible tourism principles to food and beverage operations such as in restaurants, kitchens and food outlets.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inform customers of responsible tourism issues

P1. Inform customers of restaurant environmental and water conservation policies

P2. Inform guests of actions to save energy and manage waste in the kitchen and restaurant

E2. Implement energy saving practices

P3. Ensure all equipment is cleaned and serviced regularly

P4. Train staff to work efficiently and reduce energy usage

E3. Implement water efficiency practices

P5. Place signage in restaurant and kitchen reminding staff to conserve water and report leaks

P6. Train staff to ensure water saving in the most efficient manner

P7. Present results of savings to staff to encourage them to continue to improved

E4. Avoid waste in food and beverage operations

P8. Review recycling options in kitchens and restaurants

P9. Monitor and measure waste and recycling levels

E5. Apply responsible tourism principles in purchasing and supplies

P10. Establish a purchasing policy that favours environmentally-friendly products, and those that minimise energy, water and waste in the production process

P11. Establish a purchasing policy that favours local suppliers if possible

KNOWLEDGE REQUIREMENTS

K1. Explain how to develop a company code of conduct for customers to follow in responsible tourism behaviour

K2. Explain the methods used in your restaurant/kitchen for saving energy, water and waste management

K3. Explain the importance of adopting responsible tourism principles in food and beverage operations

K4. Describe the procedures for energy consumption reduction in food and beverage operations

K5. Describe the ways of saving water in food and beverage operations

K6. Explain the ways of increasing the use of recycling in food and beverage operations

K7. Define the significance of energy saving and minimizing waste

K8. Explain how to raise awareness and build capacity of staff in sustainable tourism principles that relate to their day-to-day responsibilities

K9. Describe how to set supplier sustainability targets for improvement

K10. Explain how your restaurant or kitchen ensures energy and water saving and waste management in purchasing procedures

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Principles of responsible tourism include:
- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

2. Energy saving practices could include:
- Ensure all restaurant or kitchen equipment is cleaned and serviced regularly
- Arrange for staff to prepare food efficiently and in large batches if possible
- Encourage reduction of equipment standby and pre-heating time
- Instruct kitchen staff to thaw food in the refrigerator overnight rather than using running water or microwaves

3. Water efficiency in food and beverage operations could include:
- Instruct staff to sweep or mop kitchen floors instead of using a hose
- Train staff to operate the dishwasher in the most efficient manner

4. Avoid waste in food and beverage operations could include:
- Implement recycling in kitchen and restaurant
- Arrange for separate and distinctive bins for food wastes, general wastes and recyclables
- Monitor your food waste and adjust inventory to minimise waste due to spoilage
- Develop daily production plans to minimise over-prepaping food that will then be wasted
- Arrange compost for food waste rather than sending it to the trash bin
- Offer customers environmentally friendly take-away containers for leftover food
- Instruct kitchen staff to collect cooking oils and fats for re-processing and reuse
- Discuss with chef about food portion sizes and how to adjust to avoid excessive food wastes
- Monitor and measure waste and recycling levels.

5. Establish a responsible food and beverage purchasing policy and practice that includes:
- Buy in bulk and in concentrated form, such as beer and soft drinks on tap rather than cans and bottles
- Purchase recycled content and recyclable takeaway containers, cups, utensils and serviettes
- Purchase disposable utensils that minimise excess packaging, such as avoid individually wrapped items
- Establish a purchasing policy that favours environmentally-friendly products
- Purchase products that minimise energy, water and waste in the production process

Important behaviours for supervisors/managers include:

1. Encourage, generate and recognise innovative solutions
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Keep people informed of plans and developments in a timely way
5. Balance the diverse needs of different customers
6. Continuously improve products and services
7. Take repeated or different actions to overcome obstacles
8. Identify and raise ethical concerns
9. Take personal responsibility for making things happen
10. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
11. Communicate a vision that inspires enthusiasm and commitment
12. Communicate clearly the value and benefits of a proposed course of action
13. Present ideas and arguments convincingly in ways that engage people

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This Unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. At least two occasions in your restaurant that inform customers about responsible tourism issues recorded and documented
2. At least three examples of energy saving, water efficiency and waste avoidance activities recorded and documented
3. One example of responsible tourism principles applied to kitchen/restaurant purchasing and supplies
4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions.

ASSESSMENT METHODS

Suitable methods will include:

- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Managers/Supervisors in kitchens, restaurants and other food outlets	N/A

GAS4. UNIT TITLE: MONITOR, CONTROL AND ORDER NEW STOCK

UNIT DESCRIPTOR

This unit covers the competencies required to develop and operate an effective stock control system including the purchasing, received, storage and internal distribution and management of stock within the hotel workplace context.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop and operate a purchasing and/or supply system

P1. Identify potential suppliers for goods required

P2. Select suppliers based on nominated internal requirements

P3. Determine purchasing and supply requirements

P4. Determine terms of purchase that may apply to the purchase of stock items

P5. Implement ordering system using identified suppliers

E2. Develop and implement stock received procedures

P6. Monitor in-coming deliveries and stock

P7. Inspect incoming stock

P8. Return unwanted or damaged stock

P9. Reject unsuitable stock

P10. Complete appropriate delivery documentation

E3. Develop and implement stock storage systems

P11. Create appropriate storage conditions for all stock that needs to be stored

P12. Store stock according to required storage conditions

P13. Enter stock data into the internal stock system

P14. Secure stock and protect it from damage, deterioration and unauthorized access

E4. Develop and implement stock issuing systems

P15. Identify the basis on which stock will be issued or distributed internally

P16. Develop documentation to support the issuing of stock

P17. Manage stock distribution within the hospitality or tourism enterprise

P18. Track and record the movement of stock within the hospitality or tourism enterprise

E5. Develop and implement stock management systems

P19. Create and implement stock taking systems

P20. Create and implement stock valuation systems

P21. Create and implement stock reporting systems

P22. Make recommendations to improve the operation of the existing stock system.

KNOWLEDGE REQUIREMENTS

K1. Describe the stock items to be covered and controlled by the stock control and management system

K2. Describe the steps in the stock control cycle

K3. Describe the role of documentation within the stock control and management process

K4. Explain recommended and legislated storage requirements for stock items being processed

K5. Explain principles of stock control and rotation

K6. Describe the enterprise's policies and procedures in regard to stock control and management handling

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Internal requirements may be related to:
- Stock security
- Physical inventory levels
- Monetary value of inventory
- Timing and delivery requirements
- Continuity of supply
- Cost, quality and quantity
- Choice, including options relating to different quality items
- Back-up service
- Terms of payment
- Factoring in supplier lead times

2. Stock items may include:
- Food and beverages
- Linen and staff uniforms
- Housekeeping supplies
- Stationery
- Merchandise
- Promotional material
- Others

3. Personnel involved in stock control duties may include:
- Purchasing officer
- Store man
- Managers and owners
- Department heads

4. Documentation may include:
- Internal documentation, such as purchase orders, bin cards, requisitions, internal stock transfers, stock take sheets, ledgers
- External documentation, such as delivery dockets, invoices, statements, credit notes

5. Purchasing and supply requirements may include:
- Development of purchasing specifications
- Conducting yield testing or market surveys
- Development of bidding and tendering process, where applicable
- Price control and price mapping
- Product cycle details
- Internal demand
- Establishment of economic order quantities
- Determination of minimum and maximum stock levels

6. Implementation ordering system may include:
- Standing orders
- On-line ordering
- Purchase orders
- Telephone orders
- Face-to-face lodgement of orders

7. Storage conditions may include:
- Storage conditions for fresh, refrigerated, frozen and dry goods
- Storage conditions for alcoholic and non-alcoholic beverages
- Storage conditions for other items, including linen, uniforms, chemicals, stationery, equipment, merchandise and promotional materials

8. Documentation to support the issuing of stock may include:
- Requisitions sheets
- Internal transfer sheets

9. Stock distribution within the hotel enterprise may include:
- Physical supply of stock to departments within the property
- Verifying stock ordered against stock supplied internally
- Ensuring the security of stock supplied
- Use of the impress stock system

10. Stock valuation systems may include:
- Development of stock figures to identify stock performance
- Calculation of stock-on-hand figures
- Comparison of theoretical stock levels against actual stock levels
- Investigation of stock irregularities and variances.

Important behaviours for supervisors/managers include:

- Constructively challenge the existing situation and seek better alternatives
- Present information clearly, concisely, accurately and in ways that promote understanding
- Give feedback to others to help them maintain and improve their performance
- Continuously improve products and services
- Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- Develop systems to gather and manage information and knowledge effectively, efficiently and ethically
- Use a range of legitimate strategies and tactics to influence people
- Make effective use of available resources
- Recognise stakeholders' needs and interests and manage these effectively
- Build a plausible picture from limited data
- Specify the assumptions made and risks involved in understanding a situation
- Identify slow moving items and take appropriate action

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on planning and implementing responsible tourism policies and procedures in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. At least two documented purchases made through an open process of identifying, selecting and determining purchasing and supply requirements leading to the purchase of stock items
2. At least two documented examples of monitoring, inspecting and returning/rejecting unwanted or damaged stock
3. One example of a stock control system – including issuing, distributing, tracking and moving stock
4. One example of recommendations made to management on improving the operation of the existing stock system

ASSESSMENT METHODS

Suitable methods will include:

- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

Staff involved in stock purchase and inventory in Front Office, Housekeeping, Food and Beverage Service, Food Production and other departments including those in tourism and travel operations

ACCSTP REF

D1.HRM.CL9.12

GAS6. UNIT TITLE: MANAGE DAILY OPERATIONS

UNIT DESCRIPTOR

This unit covers the competencies required to perform daily operations in a hotel, tourism or travel organisation.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inspect key areas and equipment
P1. Ensure main areas are clean and ready for use
P2. Ensure all equipment and materials are in place

E2. Perform daily requisition procedures
P3. Review all stocks and supplies
P4. Ensure requisition orders are completed
P5. Make purchase requests

E3. Review schedules
P6. Ensure staffing schedules are up to date
P7. Check schedules for any issues
P8. Input data and backup

E4. Monitor performance standards
P9. Review daily reports
P10. Interpret data
P11. Diagnose problems

E5. Monitor productivity standards
P12. Review customer feedback
P13. Review financial reports

E6. Maintain the security of premises and personnel
P14. Ensure security records are maintained
P15. Ensure personnel records are up to date
P16. Review security and safety reports

KNOWLEDGE REQUIREMENTS

K1. Explain your method for carrying out daily inspection to key areas and equipment
K2. Describe the daily requisitions procedure
K3. Explain how you use guest's comments for quality improvement

K4. Describe the organisations' security arrangements for the premises and personnel
K5. Explain how performance and productivity data is used for planning and improvement

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Inspection of key areas could include:
- Restaurant, bar premises and bar equipment
- Floral displays
- Food and beverage promotional displays
- Lighting
- Windows, mirrors and polished surfaces
- Station cleanliness
- Ventilation
- Cellars
- Kitchens and stewarding
- Stores, pantry and room service
- C&B Stores
- Waste areas
- Staff locker and wash rooms
- Fire escapes and stair wells
- Service elevators
- Others

2. Daily requisition would include:
- Linen
- Chemical
- Stationery
- Operating supplies
- Food & beverage items

3. Schedules would include:
- Duty manager schedule
- Manager on Duty
- Patrolling security
- Staffing schedule

4. Performance standards would include:
- Preparing financial reports
- Calculating averages, ratios and percentages
- Interpreting specific results
- Identifying the difference between reports
- Diagnosing probable causes
- Calculating and monitoring a RevPAR

CONDITIONS OF PERFORMANCE AND VARIABLES

5. Productivity standards could include:
- Quality control manual
- Customer feedback
- On-line reviews
- Staff feedback

6. Maintain the security of premises and personnel could include:
- Protecting database and documents
- Human resource records and headcount
- Ensuring access to premises
- Ensuring fire protection system is in good condition

Important behaviours for supervisors/ managers include:

1. Constructively challenge the status quo and seek better alternatives
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Give feedback to others to help them maintain and improve their performance
4. Continuously improve products and services
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
7. Develop systems to gather and manage information and knowledge effectively, efficiently and ethically
8. Use a range of legitimate strategies and tactics to influence people
9. Make effective use of available resources
10. Recognise stakeholders' needs and interests and manage these effectively
11. Build a plausible picture from limited data
12. Specify the assumptions made and risks involved in understanding a situation

ASSESSMENT GUIDE

Performance assessment must include:

1. At least two requisition records and purchase orders
2. At least one security report
3. At least one customer feedback questionnaire and/or survey analysis
4. At least two completed inspection checklists
5. At least two staffing schedules
6. At least two financial reports

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation
- Written or oral questioning to assess aspects of specialised knowledge
- Naturally occurring evidence in the workplace
- Review of portfolios of evidence
- Review of third party workplace reports of on the job performance by the individual

RELEVANT OCCUPATIONS

Head of Department, Manager, Manager on Duty

ACCSTP REF

D1.HRM.CL9.03

CMS1. UNIT TITLE: MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION

UNIT DESCRIPTOR

This unit covers the competencies required to manage the delivery of quality customer services in a hotel, travel or tour company.

This standard is relevant to managers and supervisors who are required to manage the delivery of customer service as part of a broader management role.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate quality customer service standards

P1. Engage people within your organisation and other key stakeholders in managing customer service

P2. Establish clear and measurable standards of customer service, taking into account customers' expectations, your organisation's resources and any legal or regulatory requirements

E2. Ensure people and resources deliver customer service quality

P3. Organise people and other resources to meet customer service standards, taking account of varying levels of demand and likely contingencies

P4. Ensure people delivering customer service are competent to carry out their duties, and provide them with any necessary training, support and supervision

P5. Ensure people understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems

E3. Handle customer service requests and problems

P6. Take responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary

P7. Ensure customers are kept informed about the actions you are taking to deal with their requests or problems

E4. Enhance the quality of customer service

P8. Encourage staff and customers to provide feedback on their perceptions of the standards of customer service

P9. Continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers

P10. Analyse customer service data to identify the causes of problems and opportunities for improving customer service

P11. Make or recommend changes to processes, systems or standards order to improve customer service

KNOWLEDGE REQUIREMENTS

K1. Explain how you engage people within your organisation and other stakeholders in managing customer service

K2. Describe how to establish clear and measurable standards of customer service, taking into account customers' expectations and your organisation's resources

K3. Explain how to organise staffing and other resources to meet customer service standards, and the importance of taking account of varying levels of demand and likely contingencies

K4. Review how to identify likely contingencies when organising staffing and other resources

K5. Explain how to identify sustainable resources and ensure their effective use when organising the delivery of customer service

K6. Explain the importance of ensuring customer service staff are competent to carry out their duties, and providing them with any necessary support, and how to do so

K7. Explain the importance of ensuring staff understands the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems

K8. Explain the importance of taking responsibility for dealing with customers' requests and problems referred to you

K9. Explain the importance of keeping customers informed about the actions you are taking to deal with their requests or problems

K10. Describe how to identify and manage potential issues before they develop into problems

KNOWLEDGE REQUIREMENTS

K11. Describe how you normally deal with customers' requests and/or problems

K12. Explain the importance of encouraging staff and customers to provide feedback on their perceptions of the standards of customer service

K13. Explain how to monitor the standards of customer service delivered customers' requests and problems and feedback from staff and customers, and the importance of doing so continuously

K14. Review the types of customer service data available and how to analyse such data to identify the causes of problems and opportunities for improving customer service

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Communicate quality customer service standards may include:**
   - Meetings to discuss managing customer service
   - Briefings to staff
   - Discussion about customer service issues

2. **Ensuring people and resources are available to deliver customer service quality may include:**
   - Planning and forecasting human resources
   - Planning and forecasting customer seasonal demands or other variables
   - Budgeting for other resources

3. **Research may include:**
   - Interviewing colleagues and clients
   - Focus groups
   - Data analysis
   - Product sampling
   - Sales data review
   - Others

4. **Customer service data may include:**
   - Data sampling
   - Statistical analysis
   - Comparison between current and previous research

5. **Service levels may relate to:**
   - Service quality
   - Customer satisfaction
   - Staff attitude
   - Appearance of venue, staff, etc.
   - Atmosphere of venue
   - Responsiveness of staff to customer requests
   - Delivery times
   - Prices/costs
   - Product/service availability
   - Courtesy/politeness
   - Others

6. **Customers' needs may relate to:**
   - Advice or general information
   - Specific information
   - Complaints
   - Purchasing organisation's products and services
   - Returning organisation's products and services
   - Accuracy of information
   - Fairness/politeness
   - Prices/value
   - Others

7. **Appropriate methods to monitor customer/ guest satisfaction may include:**
   - Mystery guest
   - Customer satisfaction survey
   - Customer/guest interviews
   - Representative sampling activities
   - Industry benchmarking
   - Web-based comments
   - Face to face comments
   - Others

8. **Evaluate and report on customer service may relate to:**
   - Service quality evaluations
   - Customer satisfaction evaluations
   - Industry benchmarking

CONDITIONS OF PERFORMANCE AND VARIABLES

Important behaviours for supervisors/managers include:

1. Respond promptly to crises and problems with a proposed course of action
2. Seek opportunities to improve performance
3. Encourage others to take decisions a utonomously, when appropriate
4. Demonstrate a clear understanding of different customers and their real and perceived needs
5. Empower staff to solve customer problems within clear limits of authority
6. Take personal responsibility for resolving customer problems referred to you by other staff
7. Recognise recurring problems and promote changes to structures, systems and processes to resolve these

8. Encourage and welcome feedback from others and use this feedback constructively
9. Prioritise objectives and plan work to make the effective use of time and resources
10. Take personal responsibility for making things happen
11. Clearly agree what is expected of others and hold them to account
12. Honour your commitments to others
13. Identify the implications or consequences of a situation
14. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report managing quality in customer/guest services in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

ASSESSMENT METHODS

Suitable evidence could include:

- Customer service data
- Personal statements (reflections on the process and reasoning behind quality service activities)
- Witness statements (comments on the quality customer service practices)
- Notes, reports, recommendations to managers of customer service problems or critical incidents
- Notes, emails, memos or other records of customer service improvements
- Personal statement (reflections on your own role in dealing with customer service challenges)

ASSESSMENT GUIDE	ASSESSMENT METHODS
Evidence assessment must include: 1. Two examples or cases of how you engage people within your organisation and other key stakeholders in managing customer service and establishing clear and measurable standards of customer service 2. Two examples of how you organise people and other resources to meet customer service standards, and ensure people delivering customer service are competent to carry out their duties and understand the standards of customer service they are expected to deliver 3. Two examples of how you have taken responsibility for dealing with customers' requests and problems referred to you and ensured customers were kept informed about the actions you were taking to deal with their requests or problems 4. Two examples of how you continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers and make or recommend changes to processes, systems or standards order to improve customer service 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions	Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.06

FMS1. UNIT TITLE: PREPARE BUDGETS

UNIT DESCRIPTOR

This unit covers the competencies required for managers with responsibility for preparing budgets for their departments.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare budget information

P1. Identify and interpret sources of data required for budget preparation

P2. Review and analyse data

P3. Obtain other stakeholder input into budget plan

P4. Provide relevant colleagues with the opportunity to contribute to the budget planning process

E2. Draft budget

P5. Draft budget, based on analysis of all available information

P6. Estimate income and expenditure using valid, reliable and relevant information

P7. Review income and expenditure for previous time periods to help with budget forecast

E3. Present budget recommendations

P8. Present recommendations clearly, concisely and in an appropriate format

P9. Circulate draft budget to relevant colleagues for comment

P10. Adjust budget and complete the final budget within designated timelines

P11. Inform colleagues of final budget decisions

KNOWLEDGE REQUIREMENTS

K1. Explain how to engage stakeholders in identifying and justifying requirements for financial resources.

K2. Explain how to identify and interpret sources of data required for budget preparation

K3. Explain how to provide relevant colleagues with the opportunity to contribute to the budget planning process

K4. Explain how you present budget recommendations to others

K5. Describe how to calculate fixed and variable costs of activities.

K6. Describe cost-benefit analysis techniques

K7. Explain the importance of developing alternative solutions as fullback positions.

K8. Explain the importance of obtaining feedback on your presentation of the budget and how to use this feedback to improve future proposals

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Data and data sources required for budget preparation may include:
- Performance data from previous periods
- Financial proposals from key stakeholders
- Financial information from suppliers
- Customer or supplier research
- Competitor research
- Management policies and procedures
- Organisational budget preparation guidelines

2. Internal and external issues that could impact on budget development may include:
- Organisational and management re-structures
- Enterprise/organisational objectives
- New legislation or regulation
- Growth or decline in economic conditions
- Significant price movement for certain commodities or items
- Shift in market trends
- Scope of the project
- Venue availability (for events)
- Human resource requirements
- Others

3. Budgets may include:
- Cash budgets
- Departmental budgets
- Wages budgets
- Project budgets
- Event budgets
- Sales budgets
- Cash flow budgets
- Grant funding budgets
- Others

4. Input may include:
- Budget restrictions
- Client expectations
- Owners/stakeholders expectations
- Others

5. Recommendations may include:
- Budget restrictions
- Operational budgets
- Contingency plan

6. Budget decisions may refer to:
- Increase/decrease in allocations
- Cost-cutting decisions, such as redundancy, closing departments or outlets, etc
- Expansion decisions, such as employing more staff, opening new outlets/departments, etc

7. Financial commitments may relate to:
- Contracts related to expenditure
- Contracts related to income

Important behaviours for supervisors/ managers include:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Find practical ways to overcome obstacles
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Balance risks against the benefits that may arise from taking risks
5. Identify and seize opportunities to obtain resources
6. Take repeated or different actions to overcome obstacles
7. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
8. Act within the limits of your authority communicate clearly the value and benefits of a proposed course of action
9. Use a range of legitimate strategies and tactics to influence people
10. Work towards win-win solutions
11. Respond positively and creatively to setbacks
12. Identify the range of elements in a situation and how they relate to each other
13. Specify the assumptions made and risks involved in understanding a situation
14. Test a variety of options before taking a decision

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report managing quality in customer/guest services in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. At least one minute of meetings you have organised with people in your area of responsibility and those with specialist expertise, to discuss, review and agree the budget for your department or team
2. One draft budget prepared for your department
3. One approved and implemented budget for your department
4. Notes of a meeting or email/letter in which you received approval for the prepared budget
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:

- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Supervisors or Manager in tourism occupations	D1.HFA.CL7.07

HRS2. UNIT TITLE: PLAN THE WORKFORCE

UNIT DESCRIPTOR

This unit covers the competencies required to take a lead in identifying the workforce requirements of your department and how these will be satisfied. This standard is not intended for human resources specialists. It is relevant to managers who are responsible for planning the workforce across their department or their team.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Evaluate your future staffing needs

P1. Engage appropriate people within your organisation and other key stakeholders in planning workforce requirements

P2. Seek and make use of HR resources to assist in workforce planning activities, where necessary

P3. Evaluate your organisation's strategic objectives and plans to obtain information needed for workforce planning purposes and identify any key issues for further consideration

E2. Review and identify the competences required

P4. Identify the knowledge, skills and competence required to deliver your organisation's strategic objectives and plans

P5. Review the capacity and capability of the current workforce to meet identified knowledge, skills and competence requirements

P6. Identify any learning or development needs of the current workforce to meet requirements

P7. Make sure that the diversity of the workforce provides a suitable mix of people to achieve its objectives

E3. Develop workforce and contingency plans

P8. Develop workforce plans that meet the organisation's long, medium, and short-term requirements, making effective use of people from inside and from outside the organisation

P9. Ensure employment contracts are appropriate to the needs of the organisation

P10. Make sure that resources needed to recruit, develop, retain and redeploy people are available

P11. Develop contingency plans to deal with unforeseen circumstances and maintain business continuity

P12. Identify any recurring issues that cause people to leave your organisation and seek to address these

E4. Communicate and review workforce plans

P13. Communicate workforce plans to relevant people

P14. Review your workforce plans periodically and in the light of changes to your organisation's strategic objectives and plans

KNOWLEDGE REQUIREMENTS

K1. Explain how to engage employees and other stakeholders in workforce planning

K2. Describe what an effective workforce plan should cover

K3. Identify the information required to undertake workforce planning

K4. Identify the legislation and requirements relating to employment, workers' welfare and rights, equality and health and safety

K5. Explain how to take account of equality, diversity and inclusion issues in workforce planning

K6. Describe the strategies and/or services which need to be in place for when people leave, including redundancy counselling

K7. Explain the importance of putting contingency plans in place and how to do so effectively

K8. Describe the different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Evaluate your future staffing needs could include review of:
- Staff appraisals
- Job descriptions
- Training audits
- Identified training needs
- Skills shortages

2. Review and identify the competences required could include:
- Identify the knowledge, skills and competence required
- Review the capacity and capability of the current workforce
- Identify any learning or development needs

3. Workforce and contingency plans can include:
- Succession planning
- Adjusting to new business challenges

4. Communicate and review workforce plans
- Initial discussions with key stakeholders
- Regular updates on manpower planning

Important behaviours for supervisors/managers include:

1. Seize opportunities presented by the diversity of people
2. Identify people's preferred ways of communicating
3. Use communication media and styles appropriate to different people and situations
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Watch out for potential risks and hazards
6. Make effective use of existing sources of information
7. Identify systemic issues and seek to mitigate their impact on performance
8. Anticipate likely future scenarios based on realistic analysis of trends and developments
9. Work towards a clearly defined vision of the future
10. Take decisions in uncertain situations or based on incomplete information when necessary
11. Take and implement difficult and/or unpopular decisions, where necessary

ASSESSMENT GUIDE

This Unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples/cases/reports of how you evaluated your future staffing needs and reviewed and identified the competences required
2. Two examples of workforce planning and contingency plans to address future business needs and challenges
3. Two reports/examples of how you communicated workforce plans to relevant people

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:
- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc. (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

Assessing knowledge and understanding:
Knowledge and understanding are key components of competent performance. Where knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence such as:
- Documented answers to oral questioning
- Written examination.

RELEVANT OCCUPATIONS	ACCSTP REF
Department or Division Managers in tourism organisations	D1.HML.CL10.10

COS2. UNIT TITLE: WORK EFFECTIVELY WITH OTHERS

UNIT DESCRIPTOR

This unit describes the competencies required to work in a hospitality or tourism environment promoting department/ team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop effective workplace relationships

P1. Identify own responsibilities and duties in relation to department/team members

P2. Undertake activities in a manner that promotes cooperation and good relationships

P3. Encourage, acknowledge and act upon feedback provided by others in the department/team

E2. Contribute to department or team activities

P4. Provide support to department or team members to ensure goals are met

P5. Contribute to department/team goals and tasks according to organisational requirements

P6. Share information relevant to work with department/team to ensure designated goals are met

E3. Deal effectively with issues, problems and conflict

P7. Respect differences in personal values and beliefs and their importance in the development of relationships

P8. Identify any linguistic and cultural differences in communication styles and respond appropriately

P9. Identify issues, problems and conflict encountered in the workplace

P10. Seek assistance from department/team members when issues, problems and conflict arise

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KNOWLEDGE REQUIREMENTS

K1. List own responsibilities and duties in relation to department/team members

K2. Explain how to undertake activities in a manner that promotes cooperation and good relationships

K3. Explain how to act upon feedback provided by others in the department/team

K4. Give examples of how to contribute to department or team activities

K5. Describe how to support department or team members to ensure goals are met

K6. Suggest ways to share information relevant to work with department/team to ensure designated goals are met

K7. Explain how to deal effectively with issues, problems and conflict

K8. Explain how to respect differences in personal values and beliefs

K9. Explain how to respond to linguistic and cultural differences in communication styles

K10. List the type of issues, problems and conflict encountered in the workplace

K11. Explain how to get assistance from department/team members when issues, problems and conflict arise

CONDITIONS OF PERFORMANCE AND VARIABLES

The unit variables interpret the scope and context of this unit of competence, allowing for differences between different working environments and is appropriate for all tourism and hospitality job roles.

1. **Responsibilities and duties may include:**
   - Code of conduct
   - Job description and employment arrangements
   - Skills, training and competencies
   - Supervision and accountability
   - Responsible and sustainable working practices

2. **Department/team members may include:**
   - Peers/work colleagues/team/trainees/intern
   - Supervisor or manager

3. **Feedback on performance may include:**
   - Formal/informal performance appraisals
   - Feedback from supervisors and colleagues
   - Personal, reflective behaviour strategies

4. **Support to team members may include:**
   - Explaining/clarifying
   - Helping colleagues
   - Problem solving
   - Providing encouragement
   - Providing feedback to a team member
   - Undertaking extra tasks if necessary

5. **Information to be shared may include:**
   - Acknowledging satisfactory performance
   - Acknowledging unsatisfactory performance
   - Assisting a colleague
   - Clarifying the organisation's preferred task completion methods
   - Encouraging colleagues
   - Open communication channels
   - Workplace hazards, risks and controls

6. **Opportunities for improvement may include:**
   - Career planning/development
   - Coaching, mentoring and/or supervision
   - Formal/informal learning programmes
   - Internal/external training provision
   - Performance appraisals
   - Personal study
   - Recognition of prior learning/experience

ASSESSMENT GUIDE

Evidence of the following is required:
1. Two examples of providing support to team members to ensure goals are met
2. Two examples of seeking feedback from clients and/or colleagues and taking appropriate action
3. Two examples/cases of resolving conflicts in the workplace

Assessment must ensure:
- Access to an actual workplace or simulated environment
- Access to office equipment and resources
- Examples of problems, issues or conflicts that have been resolved

ASSESSMENT METHODS

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- Direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate
- Analysis of responses to case studies and scenarios
- Demonstration of techniques
- Observation of demonstrated techniques in resolving conflict
- Observation of presentations
- Review of documentation identifying and planning strategies/opportunities for workgroup improvement

RELEVANT OCCUPATIONS	ACCSTP REF
Appropriate for all tourism job roles	(1) D1.HOT.CL1.02; (2) D1.HOT.CL1.11; (3) D1.HOT.CL1.01

COS4. UNIT TITLE: USE ENGLISH AT A BASIC OPERATIONAL LEVEL

UNIT DESCRIPTOR

This unit describes the competencies required to converse orally in English in the workplace at a basic operational level.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Make simple conversation
P1. Respond to opening comments
P2. Comment on familiar topics
P3. Conclude a conversation

E2. Respond to simple requests
P4. Confirm understanding of instructions or requests
P5. Request clarification of instructions or requests

E3. Make simple requests
P6. Use polite forms to make simple requests
P7. Thank the person responding to your request

E4. Express preferences
P8. Talk about likes and dislikes
P9. Discuss preferences and give reasons

KNOWLEDGE REQUIREMENTS

K1. Respond to opening comments and make simple conversation
K2. Comment on familiar topics and conclude a conversation
K3. Make and respond to simple requests
K4. Confirm understanding and request clarification of instructions or requests
K5. Describe routine procedures and explain a sequence of routine job tasks
K6. Make suggestions on how to improve routine procedures or in communication with guests
K7. Express likes, dislikes and preferences and give preferences and reasons

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit applies where conversing in English at a basic operational level is required within all divisions of the hospitality and tourism industry and includes all staff with guest contact.

1. **Opening comments may include:**
   - How are you? Did you have a good trip? How can I help you?
   - Others

2. **Familiar topics may include:**
   - Giving directions; providing advice on the best places to shop, eat, visit etc; providing advice about a customer's special needs; providing information; referring a customer complaint to a supervisor; safety & healthy related information
   - Others

3. **Closing remarks may include:**
   - I hope you enjoy your stay/tour; Goodbye and I hope we see you again soon; Thank you for staying here; Please enjoy your tour
   - Others

4. **Ways to seek clarification may include:**
   - Asking the person to repeat themselves, e.g. would you mind saying that again? Would you mind spelling it? Sorry I didn't catch that. Sorry I missed that, Can you go over that again? Can you say that again please?
   - Seeking clarification, e.g. Can you please confirm you want to check out tomorrow? Are you looking for an all-day or half-day tour?

5. **Polite forms used for making requests may include:**
   - Please can you provide your driving licence for the hired car? Would you mind waiting for five minutes while I deal with this guest?

6. **Avoiding jargon in conversations with guests:**
   - Your room rate is US$100 plus plus/net
   - We are pleased to offer you FOC breakfast

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment should ensure that the person can communicate effectively in the following situations: 1. Respond to opening comments and make simple conversation 2. Comment on familiar topics and conclude a conversation 3. Make and respond to simple requests 4. Confirm understanding and request clarification of instructions or requests 5. Describe routine procedures and explain a sequence of routine job tasks 6. Make suggestions on how to improve routine procedures 7. Express likes, dislikes and preferences and give preferences and reasons	Assessment must ensure actual or simulated workplace application of situations where people converse at a basic operational level with guests or customers or in a classroom environment where the person can demonstrate their ability to communicate in basic English. **The following methods may be used to assess competency for this unit:** · Observation of practical candidate performance · Interviews · Role plays · Oral and written questions

RELEVANT OCCUPATIONS	ACCSTP REF
All tourism occupations	D1.LAN.CL1.01

COS5. UNIT TITLE: MAINTAIN INDUSTRY KNOWLEDGE

UNIT DESCRIPTOR

This unit describes the competencies required to source, maintain and use hospitality and tourism industry knowledge in a range of settings in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Source current information on the hospitality and tourism industry

P1. Access sources of information on the hospitality and tourism industry relevant to job requirements

P2. Obtain information on the hospitality and tourism industry to assist effective work performance

E2. Use industry information to inform best practice

P3. Obtain and distribute information as required by customers or guests

P4. Conduct work activities in accordance with legal requirements and ethical standards

P5. Apply industry knowledge and information to the day-to-day operation of the hospitality or tourism business

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KNOWLEDGE REQUIREMENTS

K1. Identify sources of reliable information on the Internet and elsewhere to update industry knowledge

K2. Describe the different sectors of the hospitality and tourism industry and their inter relationships

K3. Explain the role and function of two of the following sectors: food and beverage, front office, food production/kitchen operations, housekeeping, travel agencies and tour operations/tour guiding

K4. Explain what is meant by quality and continuous improvement in hospitality and tourism and the role of individual staff members in maintaining quality services

K5. Provide examples of responsible tourism including energy saving, waste minimization and recycling

K6. Describe two basic laws, regulations or guidelines that apply to the hospitality and tourism industries and effect how a staff member conducts his/her work

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. This unit applies to maintaining hospitality and tourism industry knowledge and may include:
- Hotel operations
- Travel and tour operations
- Tour guiding
- Event management
- Other tourism related industries such as transport, airlines and spa and leisure etc.

2. Information may relate to:
- Different sectors and relationships between travel and hospitality
- Environmental issues and requirements, including responsible and sustainable tourism
- Work ethic required to work in the industry
- Industry expectations of staff
- Quality assurance
- Guest service information such as itineraries, airline or road travel, local attractions etc.
- Information on local banks, hospitals, embassy and others

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Sources of information may include:
- Internet (check reliability)
- Media
- Tourism associations
- Industry associations
- Industry journals
- Information services
- Personal observation and experience
- Colleagues, supervisors and managers
- Industry contacts, mentors and advisors
- Others

4. Other industries may include:
- Entertainment
- Food production
- Wine production
- Recreation
- Meetings and events
- Retail
- Others

5. Legal issues which impact on the industry include:
- Consumer protection
- Duty of care
- Equal employment opportunity
- Anti-discrimination
- Workplace relations
- Child sex tourism

6. Ethical issues impacting to the industry include:
- Confidentiality
- Commission procedures
- Overbooking
- Pricing
- Tipping
- Gifts and services free of charge
- Product recommendations
- Others

ASSESSMENT GUIDE

This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate:

1. Evidence of ability to source various information from at least two sources
2. Evidence of ability to source at least three different types of information related to work performance
3. Evidence of obtaining and distributing three types of information as required by customers or guests
4. Two examples of conducting work activities in accordance with company legal requirements and ethical standards
5. Two examples of applying industry knowledge and information to the day-to-day operation of the hospitality or tourism business

ASSESSMENT METHODS

For the learner to reach the required standard there should be evidence performance gathered through observation, work evidence and questioning:
- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Role play

RELEVANT OCCUPATIONS

All occupational areas in tourism businesses

ACCSTP REF

D1.HOT.CL1.08

COS6. UNIT TITLE: PROVIDE BASIC FIRST AID

UNIT DESCRIPTOR

This unit covers the competencies required to perform basic first aid in a range of settings within a hospitality and tourism environment.

ELEMENTS AND PERFORMANCE CRITERIA

**E1.	Perform immediate lifesaving first aid pending the arrival of medical aid**

P1.	Ensure casualty is comfortable before requesting medical aid

P2.	Place unconscious casualty in stable side position and clear the airways to promote breathing in accordance with established first aid procedures

P3.	Stem casualty with external bleeding by following standard first aid procedures

**E2.	Apply basic first aid**

P4.	Provide first aid using established first aid procedures and available resources and equipment

P5.	Monitor casualty's condition and respond in accordance with accepted first aid principles

P6.	Seek first aid assistance from others in a timely manner

P7.	Record accidents and injuries in accordance with organisational procedures

**E3.	Adapt first aid procedures for remote situations**

P8.	Care for injured person in remote conditions until help arrives, including the monitoring of airway, breathing and heartbeat, the control of pain, hydration and the maintenance of body temperature.

P9.	Correctly care for casualty with 'severe injuries' in a remote situation, including preparation for transport

**E4.	Communicate details of the incident**

P10.	Request appropriate medical assistance using the most relevant and appropriate communication mechanism

P11.	Convey details of casualty's condition and first-aid management activities accurately to emergency services or other personnel

P12.	Prepare reports to supervisors in a timely manner, presenting all relevant facts

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KNOWLEDGE REQUIREMENTS

K1.	Describe first aid situations that may occur in the workplace and appropriate first aid action, treatments and solutions

K2.	List relevant health legislation and procedures

K3.	Explain the priorities of first aid care

K4.	Explain first aid procedures for:
   a.	Conducting an initial patient first aid assessment
   b.	Managing injuries
   c.	Carrying out resuscitation techniques
   d.	Reporting on first aid situations and action taken

K5.	Describe techniques for management and care of casualties in various first aid situations, including:
   a.	Acute illness and/or injury
   b.	Wounds and bleeding
   c.	Burns
   d.	Bone, joint and muscle injuries

K6.	Explain causes of respiratory failure and breathing difficulty

K7.	Describe the DRABC action plan for the identification and control of danger, loss of consciousness and response, loss of airway, breathing and circulation. RED: rest, elevate and direct pressure for bleeding cases

K8.	List the symptoms and signs of the most common causes of unconsciousness:
   a.	Poisoning, bites and stings
   b.	Sprains and strains
   c.	Fractures (simple, compound and complicated)
   d.	Dislocated joints
   e.	Head, neck and back injuries
   f.	Severe internal bleeding
   g.	Abdominal, pelvic and chest injuries
   h.	Shock as a result of severe injury
   i.	Angina pain, heart attack and heart failure
   j.	Burns and associated shock

K9.	Explain the safety precautions needed to prevent accidents, illness and injuries and infection in remote area situations

K10.	Describe communication techniques related to the provision of first aid

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CONDITIONS OF PERFORMANCE AND VARIABLES

The unit variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between organisations and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to performing basic first aid procedures within hotel and tourism businesses and may include: Front Office, Housekeeping, Food and Beverage Service, Food Preparation, Travel and Tour Operations, Tour Guiding, On-site Tour Guiding, Tourist Boat Services.

1. Physical hazards may include:
- Workplace hazards, e.g. machinery, vehicles, environment
- Hazards associated with managing casualty, such as being bitten, confused, casualty becomes violent
- Bodily fluids
- Risk of further injury to the casualty

2. Casualty's vital signs and physical condition are managed for:
- Response, i.e. conscious or unconscious
- Airways, i.e. blocked, likely to become blocked
- Breathing, e.g. regular, irregular, possible problem with lungs
- Circulation, e.g. pulse, heart-beat is strong/ weak, or racing pulse
- Possible neck or back injury
- Shock
- Allergic reaction/s
- Bleeding

3. First aid management may include:
- Management of external bleeding and shock
- Management of minor wounds and infection control
- Management of venomous bites and stings/ poisons/allergic reactions
- Management of fractures
- Management of head and spinal injuries
- Management of airways including asthma

4. First aid may include:
- Resuscitation techniques
- CPR (Cardio pulmonary resuscitation) technique
- Bleeding and wound care
- Burns and scalds care
- Infection control
- Bandaging/splinting

5. Seek first aid assistance may include:
- Obtaining co-worker support
- Obtaining support from first aider
- Requesting emergency services assistance
- Requesting medical assistance
- Following hotel policy (helping guest to buy medicine or offering medicine to guests)

6. Details may relate to:
- Casualties conditions
- Location
- Assistance provided
- Number of casualties
- Assistance required

ASSESSMENT GUIDE

This unit will be difficult to assess by observation of work practices unless there are medical emergencies that the person is directly involved with in the workplace. Therefore the most likely method of assessment will be simulation in a controlled environment.

Assessment should ensure:
1. Knowledge of company policies and procedures in regard to administering first aid
2. Knowledge of policies and procedures in regard to completing records of first aid
3. Ability to apply the basic principles of administering first aid in a simulated situation for 3 incidents
4. Ability to carry out necessary procedures to manage a life-threatening situation for 2 incidents
5. Demonstration of CPR and resuscitation techniques on one occasion

ASSESSMENT METHODS

This unit maybe assessed in a simulated situation in order to provide experience in applying the competencies:
- Assessment should include practical demonstration through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility
- Knowledge can be tested by oral or written questioning
- Role play

RELEVANT OCCUPATIONS	ACCSTP REF
All tourism staff working in a variety of businesses and occupational areas	D1.HOT.CL1.12

COS9. UNIT TITLE: APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE

UNIT DESCRIPTOR

This unit covers the competencies required to apply information & communication technology knowledge.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Input data into information and communication system

P1. Enter data into a computer using appropriate programme/application in accordance with organisational procedures

P2. Check accuracy of information and save information in compliance with the standard operating procedures

P3. Input data in storage media according to requirements

E2. Access information using communication technology

P4. Correct program/application selected based on job requirements

P5. Access programme/application containing the information required according to organisational procedures

P6. Select correctly, open and close desktop icons for navigation purposes

E3. Produce/output data using computer technology

P7. Process entered/stored data using appropriate software commands

P8. Print out data as required using computer hardware/peripheral devices in accordance with standard operating procedures

P9. Transfer files and data between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures

E4. Maintain computer equipment and systems

P10. Implement systems for cleaning, minor maintenance and replacement of consumables

P11. Implement procedures for ensuring security of data, including regular back-ups and virus checks in accordance with standard operating procedures

P12. Implement basic file maintenance procedures in line with the standard operating procedures

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KNOWLEDGE REQUIREMENTS

K1. List and explain the basic ergonomics of keyboard and computer use

K2. Describe the main types of ICT and basic features of different operating systems

K3. List and describe the main parts of a computer

K4. Define the storage devices and basic categories of memory

K5. List and explain the relevant types of software, antivirus programmes, general security

K6. Explain how to calculate computer capacity

K7. Describe how to produce accurate and complete data in accordance with the requirements

K8. Explain how to use appropriate devices and procedures to transfer files/data accurately

K9. Describe the importance to maintain a computer system

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following range:

1. Tools, equipment and materials required may include:
- Storage device
- Different software and hardware
- Personal computers system
- Laptop computer
- Printers
- Scanner
- Keyboard
- Mouse

2. Disk drive/CDs, DVDs, compressed storage device may include:
- Hardware and peripheral devices
- Personal computers
- Tablets
- Networked systems
- Communication equipment
- Printers
- Scanners
- Keyboard
- Mouse

3. Software may include but not be limited to:
- Word processing packages
- Data base packages
- Internet
- Spread sheets

4. Storage media may include but not be limited to:
- Diskettes
- CDs
- Zip disks
- DVDs
- Hard disk drives, local and remote

5. Ergonomic guidelines may include:
- Types of equipment used
- Appropriate furniture
- Seating posture
- Lifting posture
- Visual display unit screen brightness

6. IT Literacy may include:
- Managing directories/folders/files
- Managing network devices
- Simple maintenance
- Creating more space in the hard disk
- Reviewing programs
- Deleting unwanted files
- Backing up files
- Checking hard drive for errors
- Using up to date anti-virus programs
- Cleaning dust from internal and external surfaces

ASSESSMENT GUIDE

Performance assessment must include:
1. Observation of at least two software programmes used
2. At least one report on data produced on computer system
3. At least one procedure followed on information system maintenance

ASSESSMENT METHODS

Suitable assessment methods may include:
- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor

RELEVANT OCCUPATIONS

Most staff in tourism occupations

ACCSTP REF

DT.TCC.CL1.10

GES1. UNIT TITLE: PREPARE FOR WORK

UNIT DESCRIPTOR

This unit covers the competencies required for timekeeping, personal grooming and hygiene, uniforms, professional behaviours and preparing the work area for the shift.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Report for work

P1. Report on time and log in

P2. Use staff changing areas for washing, dressing and personal preparation

P3. Turn off any personal communications devices and ensure that they are locked in a safe place in accordance with organisation policy

P4. Go directly to work area and sign in if a departmental attendance sheet is used

P5. Make presence known to other colleagues and/or supervisor

E2. Ensure grooming and personal hygiene

P6. Ensure uniform is clean, tidy and safety

P7. Ensure personal grooming is up to standard required

E3. Apply professional behaviour

P8. Listen carefully and respond courteously to guests or customers

P9. Communicate professionally on business matters

P10. Ensure the requisite equipment is available to hand

P11. Ensure that personal behaviour brings credit to the property or organisation

E4. Prepare the work area for the shift

P12. Read the log book and make a note of any points for action

P13. Take notes relevant to your work at the shift briefing

P14. Attend shift briefing and review your duties for the shift

P15. Review staff movements and arrivals of groups and VIPs

P16. Check equipment and stock levels

P17. Organise the work area in a professional way

KNOWLEDGE REQUIREMENTS

K1. Describe the sequence of procedures when reporting for work

K2. Describe the basic grooming and personal hygiene procedures

K3. Describe what levels of courtesy may be expected by a guest of a service agent

K4. List what personal habits will cause damage to reputation and displeasure to guests

K5. Describe the steps that should be taken prior to starting a shift and what actions to take as a result

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Professional behaviour should include:
- Posture: stand straight with hands aside or behind, never crossed and not leaning or resting against furnishings
- Walk quietly without shuffling feet
- Speech must be clear without shouting or mumbling
- Anger, impatience, sarcasm or boredom should not be shown
- Communication between staff should be discrete and away from guests
- Guests must be recognised and acknowledged promptly and assisted with requirements whenever needed
- Communication with guests should be limited to matters concerning service, organization, department matters or local tourism facilities
- In public areas, staff should not cough, sneeze, sniff, pick nose or teeth, hawk or spit, scratch, lick ends of fingers, belch, yawn, stretch or show any other antisocial behaviour
- Drinks and meals must be taken at the appointed times in the staff area
- Water may be taken during service back-of-house
- Professional staff must not be intoxicated, smell of alcohol or take alcohol during work hours
- Follow organisation policies and procedures

2. Reporting procedure should include:
- Being early for shift and ensuring uniform and grooming is to a high standard
- Using the recording device used in the establishment whether a punch card, clocking device, ID card scanner or manual system

3. Preparing the work area for the shift could include:
- The log book must be consulted every shift to note past difficulties, actions taken, messages for imminent situations and irregularities
- The arrivals and departures list (whether manual or a computerised screen) should be consulted to ensure that there are enough rooms, to foresee shortages, back-to-back turn-around or special requirements
- Conference and banqueting activity should be known so that guests can be directed to the correct rooms, billing procedures anticipated and associated rooming accommodated. Signage should be present and correct
- Group and airline activity should be monitored so that high volume check-ins and check-outs can be anticipated and prepared for
- Special arrangements and amenities for VIPs should be checked with the relevant departments (housekeeping, F&B)
- Check equipment, stock levels (stationery, vouchers, keys…)

4. Grooming & personal hygiene includes:
- Clean hair over the collar for men, tied back for women if long
- Strong smelling lotions or perfumes should not be used
- Hands must be clean at all times, washed after smoking or visiting the toilet
- Only a wedding ring, stud earring, simple necklace and watch should be worn. No bracelets (ankle or wrist), piercings, loose chains or bangles to be worn
- Ensure make up is plain and simple (for female staff) and face is clean-shaven, unless moustache or beard is permitted (for male staff)
- Ensure body is washed and free of unpleasant odours and that hands are clean and fingernails trimmed
- Ensure fresh breath and clean teeth
- A clean shirt/blouse, underwear, socks/tights must be worn at each service period
- All outer garments must be ironed and cleaned regularly or whenever dirty
- Shoes must be clean and polished
- Name badge (as required) must be worn in uniform manner, straight and clean

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include documentation of the following: • Record of at least three occasions of good timekeeping and reporting • Record of at least three occasions of good personal hygiene and grooming with correct uniform • Record of at least two customer interactions • Record of at least two occasions of attendance at shift briefings	**The following methods may be used to assess competency for this unit:** • Observation of practical candidate performance • Oral and written questions • Third party reports completed by a supervisor

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in tourism occupations	DH1.HFO.CL2.03 1.1, 1.2, 1.3

GES5. UNIT TITLE: ORDER AND RECEIVE NEW STOCKS

UNIT DESCRIPTOR

This unit describes the competencies required to accept delivery of and store products in an establishment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Accept delivery of new stock

P1. Check internal systems to identify incoming stock

P2. Prepare the area to receive new stock

P3. Verify delivery for the premises, check incoming stock against relevant documentation and check stock received against stock ordered

P4. Identify variations between delivery and documentation

P5. Return unsuitable stock identified to supplier

P6. Follow-up on variations between delivery and relevant documentation and manage excess stock within the organisation

P7. Secure new stock against damage and/or theft

E2. Store new stock

P8. Move new stock to the required operational area

P9. Unpack new stock items, as required

P10. Load new stock into storage units

P11. Remove waste from the storage areas

P12. Label new stock to identify items

E3. Maintain stock and storage areas

P13. Rotate stock aligning with enterprise and stock item requirements

P14. Inspect stock and storage areas

P15. Take remedial action where stock related issues are identified

P16. Clean and tidy storage areas

P17. Identify stock usage rates

E4. Finalize documentation and stock management system requirements

P18. Check and verify stock related documentation

P19. Enter data into stock systems to update stock levels

P20. Authorize supplier documentation for processing and payment

KNOWLEDGE REQUIREMENTS

K1. Explain the functions of internal stock control systems, paper-based or electronic/computerized stock control systems

K2. Describe the organisation's policies and systems in regard to order and receive new stock

K3. Explain procedure of storing new stock

K4. Explain procedure of maintaining stock and storage areas

K5. Describe types of documentation and procedure of finalizing the documents

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Internal systems may include:
- Purchase orders
- Verbal orders that have been placed
- Standing orders
- Telephone orders
- Online orders
- Facsimile orders
- Manual or computerized stock control/ management systems

2. Prepare the area may include:
- Cleaning the area
- Tidying the area
- Removing other stock from the area
- Ensuring requirements for accepting deliveries are present (weighing scales, thermometers, purchase orders, purchase specifications)
- Ensuring security and safety requirements are in place

3. Stock may include:
- Food and beverage items
- Equipment
- Cleaning materials and chemicals
- Stationery and office supplies
- Vouchers and tickets
- Souvenir products and merchandise

4. Verify delivery may be related to:
- Checking that the stock being delivered has been ordered
- Checking that the delivery is being made to the correct location

5. Check incoming stock against relevant documentation should include:
- Ensuring all items ordered have been supplied and all items listed have been delivered
- Ensuring all items are delivered in good condition, correct size, brand, quality, quantity, quantity
- Ensuring the correct price has been charged
- Applying specific food safety checks to food and beverage items
- Rejecting unsatisfactory goods

6. Check stock received against stock ordered must include:
- Ensuring all stock ordered has been received
- Ensuring only stock ordered has been received
- Ensuring all aspects of the delivery match the order placed

7. Identify variations may include:
- Making note of the nature of the variation
- Recording the variation on accompanying documentation and internal system
- Making verbal mention to the delivery driver, where applicable

8. Documentation (paper-based or electronic versions) may include:
- Purchase orders & purchase order guides
- Delivery dockets
- Invoices
- Buying catalogues
- Purchase specifications
- Others

9. Return stock may relate to:
- Damaged stock
- Out of date stock
- Recalls
- Excess stock
- Unsatisfactory goods
- Poor quality goods

10. Follow-up on variations may include:
- Requesting credit notes from suppliers, where applicable
- Ordering supplementary stock
- Recording action taken and arrangements with suppliers
- Informing internal personnel/departments regarding delivery problems

11. Manage excess stock may include:
- Monitoring stock levels
- Reducing stock levels
- Returning excess stock to supplier
- Attempting to exchange excess stock with another organisation
- Suggesting uses for excess stock
- Monitoring the use-by dates of stock

12. Unpack stock items may include:
- Removing individual items from cartons and packaging
- Checking quality and suitability of individual items as they are unpacked
- Determining items that should be left in cartons and packaging
- Maintaining the integrity of foods and beverages

13. Storage units may include:
- Shelves
- Bins
- Specially provided storage containers
- Refrigeration and freezer units

14. Remove waste may include:
- Taking packaging out of storage areas
- Identifying and removing damaged or un-saleable items from the storage areas
- Applying environmentally friendly practices to waste materials where appropriate

CONDITIONS OF PERFORMANCE AND VARIABLES

15. Label stock may include:
- Placing labels on storage containers and shelving to identify stock items and indicate delivery date
- Preparing hand written labels and attaching them to individual stock items
- Using electronic bar coding and labelling equipment
- Observing food safety requirements in relation to the labelling of food

16. Rotate stock may include:
- Applying stock rotation protocols relevant to individual stock type

17. Inspect stock may include:
- Undertaking visual inspections of storage area
- Identifying stock approaching use-by date and out of date stock
- Adhering to internal inspection schedules and checklists
- Checking stock quality
- Looking for signs of pest infestation, physical damage to the storage area itself, damage or degradation to stock items
- Ensuring stock is aligned with designated storage areas, bins etc

18. Take remedial action may include:
- Notifying relevant personnel
- Arranging for maintenance, including in-house and external
- Re-Locating stock

19. Identify stock usage rates may include:
- Identifying fast and slow-moving stock items
- Advising relevant personnel in relation to stock usage and the need to order additional stock

20. Authorize supplier documentation may include:
- Noting issues arising on the documentation
- Recording associated action taken in relation to the identified issue
- Signing, initialling and/or dating documents.

ASSESSMENT GUIDE

This unit should be assessed by documentary evidence of performance and oral or written questioning.

Evidence must include:
1. Three documented examples of stock received, verified, checked and action taken for variations, unsuitable stock and securing new stock against theft or damage
2. Two documented examples of new stock moved, unpacked, stored and labelled correctly in correct location
3. Two documented examples of how stock has been rotated, inspected and monitored
4. Two documented examples stock documentation, including stock system, updating records and authorizing supplier documentation for processing of payments

ASSESSMENT METHODS

The following methods may be used to assess competency for this unit:
- Observation of practical candidate performance
- Analysis of documentation used in the receiving of stock and the storage process
- Inspection of stock and storage areas
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
Staff in tourism occupations	D1.HGA.CL6.09-10

GES14. UNIT TITLE: PREVENT, CONTROL AND FIGHT FIRES

UNIT DESCRIPTOR

This unit describes the competencies required to prevent, control and fight fires, including fire prevention measures and fire fighting.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Manage fire prevention and control procedures

P1. Identify fire hazards in the premises and take action to eliminate or minimise them

P2. Review and become familiar with emergency procedures to be followed in the event of fire

E2. Deal with fire in the premises

P3. Fight fires using relevant equipment and techniques

P4. Select and used correct extinguishers to fight specific classes of fires

P5. Ensure personal safety during fire fighting at all times

P6. Ensure actions minimise damage to facilities and avoid injuries to personnel

KNOWLEDGE REQUIREMENTS

K1. Explain the principles of containing and extinguishing the spread of fire

K2. Describe the different classes of fire and the equipment needed for extinguishing fire

K3. List the types of fire detection, fire fighting equipment and systems used in a hotel or travel company

K4. Explain the fire fighting techniques applicable to different classes of fire

K5. Discuss the relevant regulations about checking and use of fire detection and fire fighting equipment

K6. Explain the fire fighting procedures used in your facility

K7. Describe the problems that can occur with fire detection and fire fighting equipment and operations and appropriate remedial action and solutions

K8. List the sources of information on fire prevention and extinguishment available

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Fire detection and fire fighting systems may include:

- Fire detection devices and systems
- Portable fire extinguishers, including foam, water, CO2, dry chemical and wet foam (where applicable)
- Sprinkler systems
- Fire pumps – main and emergency fire pump
- Fire hoses, hydrants

2. Personal protection clothing and equipment may include:

- Masks and goggles
- Protective clothing, including headgear, gloves and footwear

3. Documentation and records may include:

- Fire detection, fire fighting and safety equipment operational and maintenance instructions and recommended procedures
- Instructions on the maintenance and serviceability of fire detection, fire fighting and safety equipment and systems

ASSESSMENT GUIDE

Assessment will be in a simulated environment, unless evidence from dealing with an actual fire has occurred. The following activities should be demonstrated and confirmed through assessment.

1. Identify relevant fire detection and fire fighting equipment and initiate any required reporting or servicing action
2. Use the various types of fire fighting equipment in the organisation
3. Implement OH&S principles and policies when carrying out fire prevention and fire fighting duties
4. Communicate effectively with others as required during fire prevention activities and fire emergencies

ASSESSMENT METHODS

- Assessment of knowledge must be conducted through appropriate written/oral examinations
- Individuals should carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out fire prevention strategies in their working premises; and/or assist in fire prevention procedures and fire fighting drills

Note: Simulated fire fighting assessment exercises may require access to a fire training and assessment facility capable of simulating fire fighting activities.

Assessments must be conducted in accordance with relevant OH&S requirements

RELEVANT OCCUPATIONS

All tourism staff

ACCSTP REF

N/A

GES17. UNIT TITLE: HANDLE AND MAINTAIN KNIVES AND CUTTING EQUIPMENT

UNIT DESCRIPTOR

This unit describes the competencies required for using and caring for knives within professional kitchens. Knives may include both straight and serrated bladed from small vegetable knives to cleavers. The unit also refers to the use of scissors and secateurs.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Clean and sharpen knives
P1. Ensure knives are clean
P2. Sharpen knives using safe sharpening methods

E2. Select knives for work
P3. Select knives appropriate to the task to be undertaken
P4. Ensure that the cutting edge is firm and secure and appropriate for the task

E3. Handle and store knives
P5. Safely handle knives while undertaking tasks
P6. Clean and store knives according to organisational requirements
P7. Report damage to knives to the appropriate person

KNOWLEDGE REQUIREMENTS

K1. State why knives should be kept sharp
K2. State why knives should be stored safely
K3. Explain why and to whom all accidents should be reported
K4. Explain why the appropriate knife should be selected for specific task
K5. State why handles of knives should be not be allowed to become greasy during use
K6. Explain why knives should be handled and carried correctly
K7. State why cutting surfaces should be firm and secure

K8. Explain why knives should be cleaned between dealing with different food groups
K9. Describe what risks there are of contamination from poorly maintained knives
K10. State why surfaces should be clean
K11. Explain why damaged knives should not be used
K12 Describe what action can be taken to prevent allergenic reactions amongst consumers when handling and cleaning knives

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Knives include:
- Straight bladed knives and cleavers
- Serrated blades
- Scissors/secateurs

2. Kitchen Tasks include:
- Preparing basic vegetable cuts
- Preparing meat, poultry and fish
- Preparing bread
- Opening packaging
- Sharpening
- Washing and cleaning knives after use

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance evidence should include: 1. Use of at least two types of knives must be observed 2. At least 5 different kitchen tasks must be observed	The assessor must assess Performance Criteria 1-6 by direct observation. For Performance Criteria P7 the assessor may assess through questioning and/or witness statements.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff working in food preparation areas	N/A

GES18. UNIT TITLE: PREPARE, OPERATE AND MAINTAIN KITCHEN EQUIPMENT

UNIT DESCRIPTOR

This unit describes the competencies required for preparing, cleaning, operating and maintaining kitchen equipment and utensils, including specialist cooking and storage equipment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare kitchen equipment and utensils for use

P1. Ensure general kitchen equipment and cooking utensils are clean and ready to use

P2. Ensure specialist cooking equipment is safe to operate

P3. Check equipment controls are set at the correct level before operating

E2. Operate specialist kitchen equipment

P4. Follow manufacturer's procedures to both switch on and operate equipment

P5. Monitor the action of the equipment to ensure that it is operating at the correct temperature and speed

P6. Shut down equipment at the end of operation following the correct procedures

P7. Report any identified problems or faults to the relevant person

E3. Clean kitchen equipment and utensils after use

P8. Ensure all kitchen equipment and utensils are cleaned with correct cleaning agents after use

P9. Disassemble specialist equipment correctly and safely to enable effective cleaning

P10. Clean equipment and its component parts using the correct methods and cleaning agent

KNOWLEDGE REQUIREMENTS

K1. State the types of general equipment used within the kitchen operation

K2. State what each type of specialist equipment is used for

K3. Describe the relevant hazards and potential hazards relating to specialist equipment

K4. State how hazards and potential hazards can be minimised

K5. State who to report any identified faults to

K6. Describe how general equipment and utensils should be cleaned

K7. Describe how specialist equipment should be cleaned

K8. List the relevant cleaning agents that should be used with the equipment

K9. Describe how cleaning agents should be used to avoid accidents and potential food safety hazards

CONDITIONS OF PERFORMANCE AND VARIABLES

1. General equipment and utensils may include:
- Pots, pans and cooking containers
- Bakeware
- Ladles and tongs

2. Specialist cooking equipment may include:
- Fryers – electric or gas
- Combination ovens
- Food holding systems.
- Panini Makers
- Pizza/Pasta/Kebab
- Grills/Salamanders
- Induction Units
- Microwaves
- Chargrills
- Electric or gas griddles
- Toasters
- Combi Ovens
- Atmospheric Steamer

3. Specialist food preparation equipment may include:
- Ice Makers
- Dishwashers/Glasswashers
- Burger Presses
- Meat Mincers
- Stick Blenders
- Slicers
- Food Processors
- Mixers
- Potato Peelers

4. Display and Storage equipment may include:
- Bain Maries – Wet and dry
- Heated Display
- Refrigerated Display
- Food Merchandisers
- Hot Cupboards

ASSESSMENT GUIDE

Performance evidence should include:
1. At least three from general equipment and utensils
2. At least two from specialist cooking equipment
3. At least two from specialist food preparation equipment
4. At least one from display and storage equipment

ASSESSMENT METHODS

The assessor must assess Performance Criteria 1-10 by direct observation.

Knowledge should be assessed through recorded oral questioning, written questions and/or witness statements.

RELEVANT OCCUPATIONS

All staff employed in food preparation

ACCSTP REF

N/A

GES19. UNIT TITLE: ENSURE AND MAINTAIN FOOD SAFETY AND HYGIENE IN FOOD OPERATIONS

UNIT DESCRIPTOR

This unit covers the competencies required for food safety across the food operations of storing, preparing and cooking food.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Maintain personal hygiene.
P1. Wear correct, suitable and clean clothing for the job
P2. Wash hand thoroughly at appropriate times during storing, handling preparing and cooking of food
P3. Cover hair as required
P4. Cover cuts/grazes, and report any illnesses that may be infectious or contagious to food operations

E2. Keep work areas clean and hygienic
P5. Clean down and wipe work area between tasks
P6. Deal correctly and effectively with damaged work areas and equipment
P7. Dispose of waste products correctly and appropriately
P8. Report any damage to the fabric of the working areas
P9. Report any signs of pests

E3. Store food safely
P10. Use FIFO (first in – first out) rule
P11. Check and store deliveries at the correct temperatures
P12. Keep raw and prepared food separately
P13. Rotate stock correctly
P14. Complete accurate records of food deliveries

E4. Prepare cook and hold food safely
P15. De-frost frozen foods correctly when required for food preparations
P16. Check condition of foods to avoid food safety hazards before preparation, cooking and/or re-heating
P17. Ensure against cross-contamination of foodstuffs, during storage, preparation, cooking and serving

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KNOWLEDGE REQUIREMENTS

K1. Explain why it is necessary to wear clean and hygienic clothing in the kitchen
K2. State why it is appropriate for hair to be covered or tied back
K3. List the types of different clothing required for specific jobs: storing/preparation/cooking/serving
K4. Identify the food safety hazards that wearing jewellery can cause
K5. State when it necessary to change clothing/aprons
K6. Explain why it is important to wash hands thoroughly and often preparing, cooking and serving food and/or wear "Food handlers" gloves
K7. Explain why food should not be handled if the food operative has open wounds, cuts, and why these should be appropriately covered
K8. State the reasons that any stomach illnesses/infections should be reported
K9. Explain why it is important not to smoke, touch the mouth, nose, spit when preparing/cooking and serving food

K10. Explain why cleaning working surfaces should be kept clean especially before the beginning of a new task
K11. Explain why only suitable and clean clothes should be used for this purpose
K12. Explain why damaged work surfaces can be dangerous in relation to food safety
K13. List the types of damaged work surfaces and equipment that can cause food safety hazards
K14. Describe how to correctly dispose of food waste safely and why this is important
K15. Describe how/why damage to walls/floors/ceilings/furniture and fittings can cause food safety hazards
K16. List the types of pests that can be found in kitchens and how to identify them and/or evidence of infestation by them
K17. Explain why it is important to ensure that food deliveries are undamaged and delivered at the correct temperature

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KNOWLEDGE REQUIREMENTS

K18. Describe how to remove unnecessary packaging before storing food (but keeping any important information, e. g. instructions on allergens) and the reasons for this

K19. Explain why foodstuffs should be stored in the correct food storage areas, and at what temperature the food commodities should be stored

K20. State the reasons why it is important to store raw and prepared food separately

K21. Explain why it is important to use "Stock-rotation" procedures and why you should dispose of food past its "Sell-by-date"

K22. Describe how to check food during cooking, hold and serving

K23. Explain why it important to know that some foods can cause allergic reactions and the preparation procedures to be adopted to prevent this

K24. Describe what to do when a customer asks for reassurance that a certain dish is free from their allergy reactive food

K25. Describe how to take and document food temperatures and why this is important

K26. Explain HACCP (Hazard Analysis Critical Control Points) in food operations

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Personal hygiene may include:
- Clothes. Jackets/trousers/coats/disposable gloves/shoes/headgear/aprons
- Appropriate times to wash hands: after touching raw food/going to the toilet, handling waste
- Unsafe behaviour: smoking/touching face/ scratching/chewing gum/not washing hands.
- Keep working areas clean and hygienic.
- Surfaces and equipment
- Appropriate cleaning equipment.

2. Store food safely include:
- Check that food is undamaged.
- Correct temperatures.
- Sell-by-date(s).
- Storage areas.
- Prevention of cross-contamination.
- Stock rotation.

3. Pests can include:
- Mice/rats/cockroaches/ants and other insects

4. Prepare cook and hold food.
- De-frosting food.
- Preparing food, (washing/peeling).
- Respect cutting board colour codes.
- Cooking food.
- Re-heating food.
- Holding hot/cold food.
- Cooling cooked food.
- Freezing cooked food.

ASSESSMENT GUIDE

Evidence of the following is required:
1. Four food hazards identified
2. Four occasions of removing or minimising any hygiene hazards
3. Four occasions of hygienic personal contact with food or food contact surfaces
4. Four occasions of cleaning procedures
5. Four occasions of washing hands

ASSESSMENT METHODS

The following methods may be used to assess competency for this unit:
- Observation of practical candidate performance
- Practical exercises that reflect the workplace apply of food safety and hygiene standard
- Recorded oral and/or written questions
- Third party reports completed by a supervisor

RELEVANT OCCUPATIONS

All Food & Beverage Staff

ACCSTP REF

D1.HRS.CL1.02 & 05

GES20. UNIT TITLE: SET UP AND CLOSE DOWN THE KITCHEN

UNIT DESCRIPTOR

This unit describes the competencies required for ensuring that all equipment is ready for kitchen operations, the basic ingredients for the cooking processes and the skills required to close/shut down a kitchen at the end of a shift.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Setup the kitchen

P1. Conduct the setting-up process work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices

P2. Check that the food preparation and cooking tools and equipment are clean and in working order.

P3. Check and turn on appropriate kitchen equipment at the correct time and to the correct setting.

P4. Check to ensure that there are sufficient ingredients in stock in line with establishment requirements.

P5. Report any unhygienic or defective tools or kitchen equipment, or other problems to the appropriate person responsible.

P6. Report any ingredients that are not prepared to the correct quantity or quality to the appropriate person(s) responsible.

E2. Close down the kitchen

P7. Check that the tools and equipment are cleaned and stored to meet the organisation requirement of the establishment and meet any legal requirements in relation to kitchen closure

P8. Check that the cooking equipment is turned off, unplugged where appropriate and cleaned according to manufacturer's instructions.

P9. Check to ensure that all food commodities are correctly store in a safe and hygienic manner and conforms to any legislation.

P10. Report any unclean tools, food storage or cooking equipment issues or problems to the appropriate person(s) responsible

KNOWLEDGE REQUIREMENTS

K1. State why utensils/knives should be handled correctly.

K2. Identify why and to whom all accidents should be reported

K3. Explain how to safely turn on different types of equipment and appliances

K4. Explain why faulty equipment and maintenance requirements should be reported to the appropriate person.

K5. Explain why it is important to ensure that all appropriate equipment is turned- off.

K6. Explain why tools and machinery should be cleaned between tasks.

K7. Explain why it is important to regularly monitor kitchen storage areas in terms of cleanliness.

K8. List the reasons to regularly monitor the refrigeration/cold rooms and freezers in relation to recording temperatures

K9. Describe what kitchen menus are delivering in relation to the type, quality and quantity of ingredients required.

K10. Explain why tools and equipment should be cleaned and stored following use.

K11. Describe the manufacturers' requirements for turn-off, unplugging and cleaning of equipment following use

K12. Identify the most appropriate person(s) to report and issues/problems to

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Tools include:
- Knives
- Utensils

2. Kitchen Equipment includes:
- Oven/combination oven
- Grill
- Hob
- Griddle
- Deep fat fryer
- Brat-pans
- Steamers
- Microwave ovens
- Fridges
- Freezers
- Cold-rooms
- Gas burner
- Wok

3. Establishment requirements include:
- Number of customers
- Menu requirements
- Types of ingredients mainly used
- Preparation methods (general)

ASSESSMENT GUIDE

Performance evidence should include:
1. Both from tools.
2. At least six from kitchen equipment.
3. At least two from establishment requirements.

ASSESSMENT METHODS

The assessor must assess P3-8 by direct observation.

For other performance criteria, the assessor may use questioning and/or witness statements.

RELEVANT OCCUPATIONS

All staff working in food preparation

ACCSTP REF

N/A

GES21. UNIT TITLE: APPLY RESPONSIBLE FOOD AND BEVERAGE PRACTICES

UNIT DESCRIPTOR

This unit covers the competencies required to save energy and water, manage waste and use local environmentally-friendly products in food preparation and food and beverage service.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Save energy
P1. Reduce idle time for all equipment
P2. Shut down equipment during off peak and after hours
P3. Use equipment efficiently to reduce energy usage

E2. Save water
P4. Conserve water usage and report leaks
P5. Run dishwashers when fully loaded
P6. Save water when washing utensils and cleaning the kitchen

E3. Avoid waste
P7. Avoid waste by reprocessing materials where possible
P8. Recycle waste products efficiently
P9. Avoid plastic and disposable containers where possible

E4. Purchase and use environmentally-friendly products
P10. Purchase local goods and food supplies as far as possible
P11. Use environmentally friendly cleaning products

KNOWLEDGE REQUIREMENTS

K1. Explain the methods used in your restaurant/ kitchen for saving energy, water and waste management
K2. Explain the importance of adopting responsible tourism principles in food preparation or F&B service
K3. Identify the ways to save energy consumption in food production/service
K4. Identify the ways of saving water in kitchen operations and restaurant service

K5. List the ways of increasing the use of recycling in food preparation and F&B service
K6. State how to minimize waste and improve recycling
K7. Identify the sources for local goods and food supplies

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Energy saving practices in food preparation and/or F&B service could include:
- Clean and service kitchen equipment regularly
- Prepare food efficiently and in large batches if possible
- Reduce equipment standby and pre-heating time
- Use appropriate sized sauce pans and lids to minimise wasted heat
- For small orders or one customer, use frying pan rather than griddle
- Thaw food in the refrigerator overnight rather than using running water or microwaves
- Minimise opening of oven doors and refrigerator and chiller doors to save energy

2. Water efficiency in kitchen operations could include:
- Sweep or mop kitchen floors instead of using a hose
- Only run dishwashers when full
- Switch off hot water heaters at night

3. Avoid waste in food production and F&B service could include:
- Recycling food waste in the kitchen
- Adjusting portion sizes to avoid excessive food waste
- Using bins for food wastes, general wastes and recyclables
- Minimise over-prepping food that will then be wasted
- Arrange compost for food waste rather than sending it to the trash bin
- Collect cooking oils and fats for re-processing and reuse
- Review food portion sizes and adjust to avoid excessive food wastes

4. Environmentally-sustainable kitchen operations and F&B service could include:
- Using recycled content and recyclable takeaway containers, cups, utensils and serviettes
- Purchase environmentally-friendly products
- Purchase products that minimise energy, water and waste in the production process
- Purchase local products to benefit local businesses and avoid transport costs and wasted energy

ASSESSMENT GUIDE

Evidence should include:
1. At least two occasions of energy saving practice documented
2. At least two occasions water efficiency and waste avoidance activities recorded and documented
3. At least one example of recycling documented
4. At least one example of environmentally-friendly purchasing documented
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions.

ASSESSMENT METHODS

Suitable methods will include:
- Workplace observations
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS

All food preparation and F&B service staff

ACCSTP REF

N/A

VIETNAM TOURISM OCCUPATIONAL STANDARDS (VTOS)

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key and four specialist occupational areas. For more information, please visit http://vtos.esrt.vn
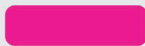
Hospitality Division

Front Office Operations

Housekeeping Operations

Food & Beverage Service

Food Preparation

Travel Division

Travel and Tour Operations

Tour Guiding

Specialist areas

Hotel Management

Small Accommodation Operations

On-site Tour Guiding

Tourist Boat Service