

Federal Democratic Republic of Ethiopia

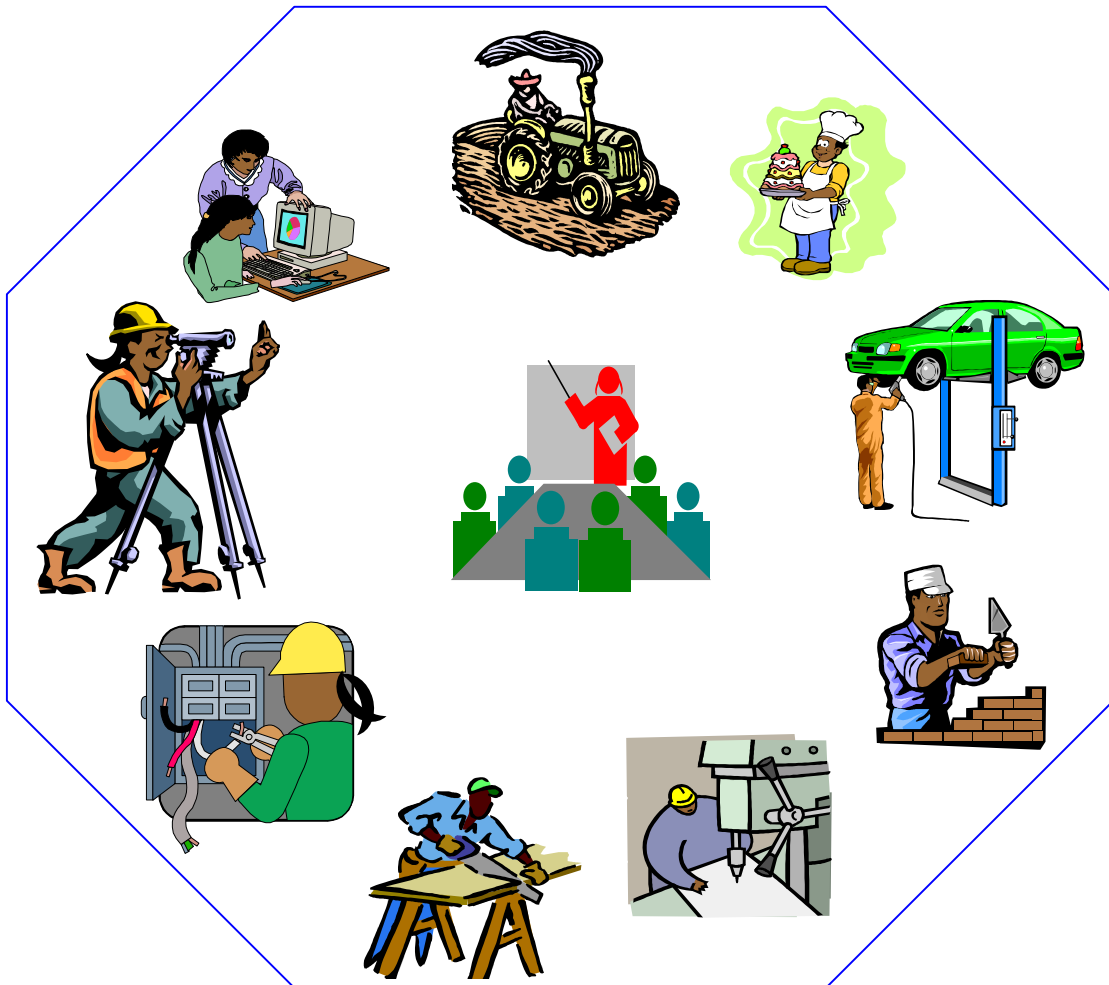
OCCUPATIONAL STANDARD



ETHIOPIAN CULTURAL FOOD PREPARATION



NTQF Level III



*Ministry of Education
September 2012*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

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UNIT OF COMPETENCE CHART

Occupational Standard: Ethiopian Cultural Food Preparation

Occupational Code: CST ECF

NTQF Level III

CST ECF3 01 0912

Prepare, Cook and Serve Food for Food Service

CST ECF3 02 0912

Prepare Advanced Ethiopian Cultural Dishes and Beverages

CST ECF3 03 0912

Prepare Stocks, Sauces and Soups

CST ECF3 04 0912

Prepare Vegetables, Fruit, Eggs and Farinaceous Dishes

CST ECF3 05 0912

Select, Prepare and Cook Poultry

CST ECF3 06 0912

Select, Prepare and Cook Fish

CST ECF3 07 0912

Select, Prepare and Cook Meat

CST ECF3 08 0912

Prepare Hot and Cold Desserts

CST ECF3 09 0912

Plan and Prepare Ethiopian Food for Buffets

CST ECF3 10 0912

Prepare Foods According to Dietary and Cultural Needs

CST ECF3 11 0912

Package Prepared Foodstuffs

CST ECF3 12 0912

Operate a Fast Food Outlet

CST ECF3 13 0912

Transport and Store Food in a Safe and Hygienic Manner

CST ECF3 14 0912

Implement Food Safety Procedures

CST ECF3 15 0912

Monitor Implementation of Work plan / Activities

CST ECF3 16 0912

Apply Quality Control

CST ECF3 17 0912

Lead Workplace Communication

CST ECF3 18 0912

Lead Small Teams

CST ECF3 19 0912

Improve Business Practice

CST ECF3 20 1012

Maintain Quality System and Continuous Improvement

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Prepare, Cook and Serve Food for Food Service
Unit Code	CST ECF3 01 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare, cook and serve Ethiopian Cultural food items for a food service. It incorporates aspects of preparing, cooking and serving a variety of food items for a service period in a hospitality enterprise, using a range of basic cooking methods and working as part of a team. The unit integrates key technical and organisational skills required by a short order cook or caterer. It brings together the skills and knowledge covered in individual units and focuses on the way these must be applied in a commercial kitchen or catering enterprises.</p> <p>Food service periods may be breakfast, lunch, dinner, supper or special functions and events.</p> <p>Styles of menus may be classical, contemporary or ethnic and may be formal or informal according to enterprise requirements</p>

Elements	Performance Criteria
1. Organize and prepare Ethiopian cultural food for food service	<p>1.1 Calculate Ingredients quantities for a dish and determine requirements for quality and style according to recipes and specifications.</p> <p>1.2 Prepare a job checklist for food that is clear, complete and appropriate to the situation.</p> <p>1.3 Liaise with other team members about menu requirements and job roles.</p> <p>1.4 Follow a work schedule to maximize efficiency, taking into consideration roles and responsibilities of other team members.</p> <p>1.5 Organize and prepare food items in correct quantities and according to requirements.</p> <p>1.6 Store food items appropriately in readiness for service</p>
2. Cook and serve menu items for food service	<p>2.1 Identify and use appropriate commercial equipment to produce menu items.</p> <p>2.2 Cook and serve menu items according to menu type and service style, using appropriate cookery methods.</p> <p>2.3 Meet special requests or dietary requirements of customers under direction.</p> <p>2.4 Work cooperatively as part of a kitchen team.</p>

	2.5 Follow workplace safety and hygiene procedures according to enterprise and legislative requirements
3. Complete end of service requirements	<p>3.1 Carry out end of service procedures according to enterprise practices and regulatory requirements.</p> <p>3.2 Store food items appropriately to minimize food spoilage, contamination and wastage, and label them according to enterprise procedures.</p> <p>3.3 Participate in post-service debrief</p>

Variable	Range
Organising and preparing food items (mise en place) includes as required:	<ul style="list-style-type: none"> • cleaning and preparing vegetables and other ingredients • preparing and portioning meat, poultry and seafood • preparing stocks, sauces and dressings • preparing garnishes • cooking soups and other precooked items • preparing or cooking desserts • Selecting and using service ware and equipment.
Appropriate commercial equipment may include: but not limited to these,	<ul style="list-style-type: none"> • electric, gas or induction ranges • deep-fryers • Traditional utensils • steamers
Menu type will vary according to the enterprise and occasion and may include:	<ul style="list-style-type: none"> • à la carte • set menu (table d'hôte) • Function or buffet
Cookery methods may include:	<ul style="list-style-type: none"> • boiling • poaching • steaming • stewing • braising • baking • Charcoal grilling • shallow frying • deep-frying • stir-frying • pan-frying • blanching

Special requests or dietary requirements of customers may include:	<ul style="list-style-type: none"> • cultural needs and restrictions • specific dietary requirements related to medical requirements, such as food exclusions for allergies and medications, and diabetic or other diets • preferences for particular ingredients and cooking methods, such as vegetarian • Religious restriction
End of service procedures may include:	<ul style="list-style-type: none"> • safe storage of food items • cleaning procedures related to kitchen and equipment • debriefing sessions • quality reviews • restocking • preparations for the next food service period

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of different recipes and Ethiopian cultural food backgrounds • ability to prepare a number of cultural foods within realistic timeframes • ability to present cultural foods attractively and creatively
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • historical development and current trends in cultural food • suitable ingredients and food combinations for use in cultural foods • compatible dressings and sauces for incorporating into or accompanying cultural foods • methods of attractive presentation for cultural food • nutritional values of cultural food ingredients and the effects of cooking on nutrients • culinary terms commonly used in the industry with regard to cultural foods • principles and practices of hygiene related to working in a kitchen, including appropriate uniform and other personal protective equipment
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • knife skills to prepare a range of cultural foods • safe work practices, particularly when using knives • logical and time-efficient work flow • waste minimisation techniques and environmental considerations in relation to cultural foods

	<ul style="list-style-type: none"> • problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure • literacy skills to read menus, orders and instructions • Numeracy skills to calculate quantities and portions against orders.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Prepare Advanced Ethiopian Cultural Dishes and Beverages
Unit Code	CST ECF3 02 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare and present Ethiopian cultural foods and beverages in a commercial kitchen or catering operation.</p> <p>Ethiopian dishes are foods that normally include a range of hot and cold dishes which can be either classical or modern, and vary in ethnic and cultural origins.</p>

Elements	Performance Criteria
1. Prepare cultural food & beverages for service	<p>1.1 Identify cultural foods for menu items.</p> <p>1.2 Arrange condiments, fresh herbs, spices, powdered red pepper, powdered peas and traditional hot pepper paste.</p> <p>1.3 Prepare traditional spiced butter.</p> <p>1.4 Prepare sauces and staple cultural foods to enterprise requirements for specific dishes</p> <p>1.5 prepare Shiro, Berbere, Spices, herbs</p> <p>1.6 Brew cultural beverages</p>
2. Portion and present food and beverage	<p>2.1 Ensure that sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served.</p> <p>2.2 Portion food according to enterprise policies and standard recipes.</p> <p>2.3 present food neatly and attractively, without drips or spills, to the enterprise requirements for the specified dish, taking into consideration eye appeal, color and contrast, temperature of food, service equipment, and classical and innovative arrangement styles.</p> <p>2.4 Serve food to be displayed in public areas in appropriate service ware at the correct temperature, in an attractive manner, without drips or spills and giving attention to color</p> <p>2.5 present beverage with appropriate cultural serving products</p>
3. Work in a team	<p>3.1 Demonstrate good teamwork with all kitchen and food service staff to ensure timely, quality service of food.</p> <p>3.2 Organize and follow a kitchen routine for food service to maximize food quality and minimize delays.</p> <p>3.3 Maintain a high standard of personal and work-related hygiene practices.</p>

Variable	Range
Cultural foods must be presented and served including: but not limited to these:	<ul style="list-style-type: none"> • Cold foods food items: <ul style="list-style-type: none"> • fasting and • non-fasting food
staple cultural foods may include; but not limited to these	<ul style="list-style-type: none"> • Injera • Kocho • Kita • Godere
Traditional beverage may include; but not limited to:	<ul style="list-style-type: none"> • Tela • Tej • Areke
Service equipment may include:	<ul style="list-style-type: none"> • Cultural food and beverage serving products • buffet or appropriate table • Cultural Ethiopian display items • Traditional cooking pots and utensils • Traditional brewing containers and cups

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of different recipes and cultural food and beverage backgrounds • ability to prepare shiro, berbere, spices and herbs • ability to prepare a number of cultural foods and beverages within realistic timeframes • ability to present cultural foods beverages and attractively and creatively
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • historical development and current trends in cultural foods and beverages • suitable commodities and food and beverage combinations for use in cultural foods and beverages • compatible dressings and sauces for incorporating into or accompanying cultural foods • methods of attractive presentation for cultural food and beverages • nutritional values of cultural food ingredients and the effects of cooking on nutrients • culinary terms commonly used in the industry with regard to

	<p>cultural foods</p> <ul style="list-style-type: none"> principles and practices of hygiene related to working in a kitchen, including appropriate uniform and other personal protective equipment
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> knife skills to prepare a range of cultural foods safe work practices, particularly when using knives logical and time-efficient work flow waste minimisation techniques and environmental considerations in relation to cultural foods and beverages problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure literacy skills to read menus, orders and instructions Numeracy skills to calculate quantities and portions against orders.
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> Interview / Written Test / Oral Questioning Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Prepare Ethiopian Stocks, Sauces and Soups
Unit Code	CST ECF3 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare various Ethiopian stocks, sauces and soups in a commercial kitchen or catering operation.

Elements	Performance Criteria
1. Prepare stocks, glazes and essences required for menu items	1.1 Use ingredients and flavoring agents according to standard recipes and enterprise standards. 1.2 Produce a variety of stocks , glazes and essences to enterprise standards 1.3 Use clarifying agents appropriately
2. Prepare sauces required for menu items	2.1 Produce a variety of hot and cold sauces recipes 2.2 Make appropriate derivations from basic sauces 2.3 Use a variety of thickening agents and convenience products appropriately. 2.4 Evaluate sauces for flavor, color and consistency and rectify any problems
3. Prepare soups required for menu items	3.1 Select and assemble the correct ingredients to produce soups , including stocks and prepared garnishes. 3.2 Produce a variety of soups to enterprise standards. 3.3 Use clarifying and thickening agents and methods , and convenience products where appropriate. 3.4 Evaluate soups for flavor, color, consistency, temperature and rectify any problems. 3.5 Present soups at the right temperature in clean service ware without drips and spills, using suitable garnishes and accompaniments
4. Store and reconstitute stocks, sauces and soups	4.1 Store stocks, sauces and soups to maintain optimum freshness and quality. 4.2 Reconstitute stocks, sauces and soups to appropriate standards of consistency.

Variable	Range
Stocks and sauces may include; but not limited to these	must include a selection from each of the following: <ul style="list-style-type: none"> • reduced sauces • thickened sauces

	<ul style="list-style-type: none"> • hot, warm and cold emulsion may include: • chicken and fish stock • beef stock • lamb stock • lentil , shiro, doro,
Soups must include a selection from each of the following:	<ul style="list-style-type: none"> • clear • broth • oat • bisque
Thickening agents and methods may include:	<ul style="list-style-type: none"> • beurre mani • corn and potato flour • modified starch
Convenience products may include:	<ul style="list-style-type: none"> • stocks • boosters • flavour enhancers

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of Ethiopian stocks, sauces and soups from different recipes and cultural backgrounds • detailed ingredients knowledge of different classifications of stocks, sauces and soups • preparation of sauces and soups for customers within typical workplace conditions, including working within time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and techniques of producing stocks, sauces and soups to industry standards • common problems in stocks, sauces and soups and how to identify and rectify them • culinary terms commonly used in the industry in relation to stocks, sauces and soups • appropriate ingredients and food components that may be substituted to meet special dietary and cultural needs • principles and practices of hygiene on a personal and professional level

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • using various stocks and bases for a range of soups and sauces • logical and time-efficient work flow • safe work practices, particularly in relation to bending and lifting • waste minimisation techniques and environmental considerations in relation to soups, stocks and sauces • problem-solving skills to deal with problems such as mayonnaise breaking or soup curdling, shortages of food items and equipment failure • literacy skills to read orders and instructions • numeracy skills to calculate quantities and portions against orders • organisational skills and teamwork
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Prepare Vegetables, Fruit, Eggs and Farinaceous Dishes
Unit Code	CST ECF3 04 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare various vegetables, fruit, eggs and farinaceous dishes in a commercial kitchen or catering operation.</p> <p>Vegetables and fruit may be fresh, preserved or frozen, and selected according to seasonal availability, menu and enterprise requirements. A variety of vegetables and fruit dishes must be prepared and cooked. These may be various ethnic or cultural origins, and may be offered as main dishes, appetisers or salads, or accompaniments.</p> <p>Potato accompaniments must include both classical and contemporary dishes.</p>

Elements	Performance Criteria
1. Prepare vegetable and fruit dishes	<p>1.1 Select vegetables and fruit in season according to availability, quantity, quality and price.</p> <p>1.2 Select vegetables, fruit and potato accompaniments to complement and enhance menu items.</p> <p>1.3 Prepare and, where appropriate, cook a variety of vegetables and fruit dishes using suitable cookery methods and preserving optimum quality and nutrition.</p> <p>1.4 Where appropriate, select suitable sauces and accompaniments to be served with vegetables.</p> <p>1.5 Present vegetable and fruit attractively using suitable garnishes, where appropriate</p>
2. Prepare farinaceous dishes	<p>2.1 Select and prepare a variety of farinaceous foods according to standard and enterprise recipes.</p> <p>2.2 Prepare farinaceous foods using appropriate methods to ensure optimum quality.</p> <p>2.3 Select sauces and accompaniments that are appropriate to farinaceous foods</p>
3. Prepare and cook egg-based dishes	<p>3.1 Prepare and cook a variety of egg-based dishes according to standard recipes, using a range of methods including boiling, frying and scrambling.</p> <p>3.2 Prepare and cook egg dishes to ensure optimum and desired quality, consistency and appearance.</p> <p>3.3 Select sauces and accompaniments appropriate to eggs.</p> <p>3.4 Use eggs for a variety of culinary uses</p>

4. Store vegetables, eggs and farinaceous foodstuffs	4.1 Store fresh and processed eggs, vegetables and fruit, and farinaceous foodstuffs at correct temperatures and under correct conditions to maintain optimum freshness and quality
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Variable	Range
Farinaceous foods may include:	<ul style="list-style-type: none"> • semolina • pulses • cracked wheat • oat • cereals
Egg-based dishes must include:	<ul style="list-style-type: none"> • scrambled egg • boiled egg • fried egg
Culinary uses must include: but not limited to these:-	<ul style="list-style-type: none"> • aerating • setting • coating • enriching • emulsifying • glazing • clarifying • garnishing • thickening

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of dishes using vegetables and fruit • ability to prepare a variety of egg-based dishes, using a variety of methods • ability to make a variety of farinaceous dishes and present them with suitable accompanying sauces • detailed understanding of the different classifications of vegetables, fruit, eggs and farinaceous products • preparation of dishes for customers within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of vegetables, fruit, eggs and farinaceous foods • past and current trends in culinary uses and dishes using

	<p>vegetables, fruit, eggs and farinaceous foods</p> <ul style="list-style-type: none"> • nutrition related to vegetables, fruit, eggs and farinaceous dishes, in particular the food values of ingredients and the effects of cooking on the nutritional value of food • culinary uses and common industry terms in relation to vegetables, fruit, egg and farinaceous dishes • principles and practices of hygiene, in particular those related to the use of raw ingredients
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • cutting and presentation techniques, particularly in relation to vegetables and fruit • organisational skills and teamwork • logical and time-efficient work flow • waste minimisation techniques and environmental considerations in relation to vegetables, fruit, eggs and farinaceous dishes • safe work practices, particularly in relation to using knives • problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure • literacy skills to read orders and instructions • numeracy skills to calculate quantities and portions against orders
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Select, Prepare and Cook Poultry
Unit Code	CST ECF3 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, prepare, cook, present and store poultry in a commercial kitchen or catering operation.

Elements	Performance Criteria
1. Select and purchase poultry	1.1 Select and purchase poultry according to quantity and quality required
2. Handle and store poultry	2.1 Handle poultry efficiently and hygienically to minimize risk of food spoilage or cross-contamination. 2.2 Thaw frozen poultry correctly and safely. 2.3 Store poultry ensuring optimal storage conditions and temperature for poultry are maintained
3. Prepare, cook and present poultry	3.1 Use poultry preparation techniques correctly. 3.2 Prepare and cook a variety of poultry dishes according to standard recipes and enterprise standards, using appropriate cookery methods . 3.3 Serve poultry according to enterprise standards, including carving, slicing or leaving whole. 3.4 Present poultry using suitable sauces, garnishes and accompaniments.

Variable	Range
Poultry may include:	chicken, Jigra, Qoq
Poultry preparation techniques must include:	<ul style="list-style-type: none"> • de-boning • filleting • trimming • marinating
Cookery methods for poultry must include:	<ul style="list-style-type: none"> • pot-roasting • sautéing and braising • poaching • stewing • boiling

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Prepare and cook a variety of Ethiopian poultry dishes using a variety of culinary methods to enterprise standards • Prepare dishes for customers within typical workplace time constraints • Understand the different classifications of poultry • Understand and demonstrate particular storage and handling issues in relation to poultry.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • classification of varieties of poultry and poultry items • quality criteria for poultry • appropriate cookery methods for poultry • past and current trends in poultry dishes • nutrition related to poultry, including food values and any specific issues • culinary terms commonly used in the industry relating to poultry • principles and practices of hygiene, particularly in relation to cross contamination • costing, yield testing and portion control for poultry
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • logical and time-efficient work flow • waste minimisation techniques and environmental considerations in relation to poultry • organisational skills and teamwork • safe work practices, particularly in relation to cutting • problem-solving skills to deal with problems such as shortages of food items and equipment failure • literacy skills to read orders and instructions • numeracy skills to calculate quantities and portions against orders
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Select, Prepare and Cook Fish
Unit Code	CST ECF3 06 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to select, prepare, present and store fish in a commercial kitchen or catering operation.</p> <p>Menu items to be produced from fish may include a variety of dishes, of varying cultural and ethnic origins, and may involve raw or cooked fish.</p>

Elements	Performance Criteria
1. Select and store fish	<p>1.1 Select fish according to quality, seasonal availability, price and requirements for specific menu items.</p> <p>1.2 Estimate yields accurately for various types of fish</p> <p>1.3 Maintain and kill live fish, where used, in a humane manner and according to government regulations.</p> <p>1.4 Handle and store fish hygienically and correctly.</p> <p>1.5 Thaw frozen fish to ensure maximum quality, hygiene and nutrition.</p> <p>1.6 Where applicable, check date stamps and codes to ensure quality control</p>
2. Prepare and cook fish	<p>2.1 Clean, gut and fillet fish correctly and efficiently according to enterprise standards.</p> <p>2.2 Clean and prepare fish according to enterprise standards.</p> <p>2.3 Cook fish to enterprise standards using a variety of cookery methods.</p> <p>2.4 Use fish by-products appropriately for a variety of dishes and menu items</p>
3. Present fish	<p>3.1 Prepare and present fish for service</p> <p>3.2 Prepare suitable sauces and dips according to standard recipes and as required to accompany menu items</p> <p>3.3 Select plate presentations and garnishing techniques and use according to recipes and enterprise standards</p> <p>3.4 Carry out service according to enterprise methods and standards</p>

Variable	Range
Fish must include:	Nile perch, tilapia, koroso, river fish

Fish may be fresh, frozen or preserved, from ocean or freshwater, and includes:	<ul style="list-style-type: none"> • flat fish • round fish • fillets • whitefish • oily fish
Considerations for cooking fish must include:	<ul style="list-style-type: none"> • variety of fish • cut and size or portion • whole fish or fillets • texture and types of flesh • bone in or boneless portions
Considerations for preparing and presenting fish include:	<ul style="list-style-type: none"> • palatability • visual appearance • harmony of ingredients • comparative size between dish and garnish • quality and taste

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare and serve a variety of fish raw or cooked as appropriate to enterprise standards • preparation of dishes for customers within typical workplace time constraints • detailed understanding of the different classifications of fish • understanding and demonstration of storage and handling issues related to fish
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • classification and varieties of fish • appropriate cookery methods for fish • criteria for judging the quality of fresh fish • storage requirements for fish • costing, yield testing and portion control for fish • nutrition in relation to fish, in particular the nutritional value of fish and specific dietary issues, including allergies and intolerances • culinary terms commonly used in the industry in relation to fish • principles and practices of hygiene, particularly in relation to the handling and storage of fish

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • cutting and presentation techniques, particularly in relation to fish • waste minimisation techniques and environmental considerations in relation to fish • safe work practices, particularly in relation to using sharp knives • problem-solving skills to deal with problems such as shortages of food items and inferior quality of commodities • literacy skills to read orders and instructions • numeracy skills to calculate quantities and portions against orders
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Select, Prepare and Cook Meat
Unit Code	CST ECF3 07 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to select, prepare, cook and store meats in a commercial kitchen or catering operation.</p> <p>Meats include primary, secondary and portioned cuts of pork, lamb, beef and veal; and game, fancy meats and offal.</p> <p>Meats may be fresh, frozen or preserved.</p>

Elements	Performance Criteria
1. Select meats	<p>1.1 Select primary, secondary and portioned cuts of pork, lamb, beef and veal required for menu items.</p> <p>1.2 Select game, fancy meats and offal as required for menu items.</p> <p>1.3 Apply and use leftovers to minimize waste and maintain quality.</p> <p>1.4 Select low-cost cuts and meat products when and where appropriate.</p> <p>1.5 Select the best supplier for quality and price according to enterprise requirements.</p> <p>1.6 Minimize wastage through appropriate purchase and storage techniques</p>
2. Prepare and portion meats	<p>2.1 Select and use suitable knives and equipment for meat preparation and cooking.</p> <p>2.2 Prepare and portion meat cuts, game, fancy meats and offal according to menu requirements.</p> <p>2.3 Prepare and use suitable marinades where appropriate for a variety of meat cuts</p>
3. Cook and present meats for service	<p>3.1 Select and use a variety of appropriate cooking methods for meats.</p> <p>3.2 Cook and present a variety of primary, secondary and portioned meat cuts to standard recipe specifications.</p> <p>3.3 Cook and present a variety of game, fancy meats and offal to standard recipe specifications.</p> <p>3.4 Portion and serve meats according to menu requirements.</p> <p>3.5 Carve meats using the appropriate tools and techniques, taking into consideration meat structure, bone structure and minimal waste</p>

4. Store meats	<p>4.1 Store fresh and preserved meats according to health regulations.</p> <p>4.2 Age fresh meat correctly, where required, to maximize and maintain quality.</p> <p>4.3 Thaw frozen meats correctly</p>
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Variable	Range
Game, fancy meats and offal may include:	<ul style="list-style-type: none"> • venison • boar • rabbit • hare • ox tails • sweetbreads • brains • kidney • liver • tongue • heart
Knives and equipment may include:	<ul style="list-style-type: none"> • butcher and boning knives • saws and meat cleavers • meat bats • meat hooks • knife sharpening equipment • mincers • bow choppers • slicing machines • food processors • meat thermometers • weighing scales
Preparation and portioning techniques must include:	<ul style="list-style-type: none"> • boning, cutting, trimming and mincing • weighing and portioning • tenderising
Cooking methods suitable for meat must include:	<ul style="list-style-type: none"> • roasting • charcoal grilling • frying • braising • stewing • boiling

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • detailed understanding of the different classifications of meats • use of a wide range of meat types, cuts and products • ability to use safe and accurate cutting techniques • ability to use a variety of preparation techniques for meats, as appropriate • ability to prepare and cook a variety of meat and meat dishes using suitable cooking techniques to enterprise standards • preparation of dishes for customers within typical workplace time constraints • hygienic handling and storing of meat
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • characteristics of types of meats, including type, cut, quality and fat content • characteristics of different meat cuts, including primary, secondary and portioned cuts • principles and practices of storing, freezing and aging meat • appropriate preparation and cookery methods for various cuts and types of meat • uses and characteristics of various knives and equipment • cutting techniques in relation to meat • knife care and maintenance • nutrition in relation to meats, including food values of meats • culinary terms commonly used in the enterprise and industry in relation to meat and meat cuts • principles and practices of hygiene, in particular in relation to handling and storing meat • costing, yield testing and portion control for meat
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • organisational skills and teamwork • logical and time-efficient work flow • waste minimisation techniques and environmental considerations in relation to meat • safe work practices, in particular in relation to cutting • problem-solving skills to deal with quality problems such as meat that is tough or has too much fat • literacy skills to read menus, recipes and task sheets • numeracy skills to calculate portions, and weigh and measure quantities of meat and meat portions

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Prepare Hot and Cold Desserts
Unit Code	CST ECF3 08 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare a range of hot, cold Ethiopian desserts in a commercial kitchen or catering operation.

Elements	Performance Criteria
1. Prepare and produce desserts and sweets	<p>1.1 Select, measure and weigh ingredients according to recipe requirements</p> <p>1.2 Select and use appropriate equipment.</p> <p>1.3 Use standard or enterprise recipes to produce a variety of hot and cold desserts and sweets appropriate for a variety of menus and catering establishments.</p> <p>1.4 Produce creative and innovative desserts and sweets using a range of appropriate ingredients</p>
2. Decorate, portion and present desserts and sweets	<p>2.1 Decorate desserts and sweets appropriately to enhance presentation.</p> <p>2.2 Portion desserts and sweets according to enterprise standards</p>
3. Prepare sweet sauces	<p>3.1 Prepare a range of hot and cold saucers to a desired consistency and flavor.</p> <p>3.2 Use thickening agents suitable for sweet sauces where appropriate.</p> <p>3.3 Store sauces to retain desired quality and characteristics</p>
4. Prepare accompaniments, garnishes and decorations	<p>4.1 Use accompaniments, garnishes and decorations to enhance taste, texture and balance.</p> <p>4.2 Ensure that flavors and textures of garnishes complement desserts</p>
5. Store desserts and sweets	<p>5.1 Store desserts and sweets at the appropriate temperature and under the correct conditions to maintain quality, freshness and customer appeal.</p> <p>5.2 Select and use suitable packaging to preserve taste, appearance and eating characteristics.</p>

Variable	Range
Equipment for making desserts and sweets may include: but not limited to these:-	<ul style="list-style-type: none"> • mixers • blenders • juicers or vitaminizers • Ovens • Frying pans
Desserts and sweets may include:	<ul style="list-style-type: none"> • prepared fruit • crepes and omelettes
Sauces may include:	<ul style="list-style-type: none"> • sugar syrups • fruit syrups • sauces • flavoured butters • honey syrups • milk and milk products

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of different types of desserts and sweets to enterprise standards • preparation of dishes for customers within typical workplace time constraints • ability to present desserts and sweets attractively and decoratively • knowledge of dessert options and ingredients
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • details and characteristics of different types of desserts and sweets • varieties of suitable ingredients for desserts and sweets • culinary terms commonly used in the industry related to desserts and sweets • principles and practices of hygiene, particularly in relation to handling and storing dairy products and the safe management of shelf life • past and current trends in desserts and sweets • nutrition related to desserts and sweets, including food values of common desserts and low-fat or low-kilojoules alternatives and substituted ingredients • storage of sweets, desserts and dessert ingredients, particularly dairy products • costing, yield testing and portion control for desserts

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • logical and time-efficient work flow • organisational skills and teamwork • waste minimisation techniques and environmental considerations in relation to desserts • safe work practices in relation to handling hot and frozen products and equipment • problem-solving skills to deal with shortages of equipment • literacy skills to read menus, recipes and task sheets • Numeracy skills to calculate portions, and weigh and measure quantities of ingredients.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Plan and Prepare Ethiopian Food for Buffets
Unit Code	CST ECF3 09 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan and prepare Ethiopian foods for buffet situations. Buffets may be associated with functions; special occasions and celebrations; and breakfast, lunch or dinner service.</p> <p>Buffet items may be selected to meet the requirements of particular cultural groups, or a particular cultural theme</p>

Elements	Performance Criteria
1. Plan the buffet	<p>1.1 Plan the buffet, including Ethiopian foods and display, according to enterprise and customer requirements, in consultation with relevant others.</p> <p>1.2 Select appropriate food items according to season, budget, and occasion and customer requirements.</p> <p>1.3 Calculate the buffet cost according to budget and reporting requirements.</p> <p>1.4 Plan the layout and display of buffet, taking into consideration type of food, occasion and desired theme.</p> <p>1.5 Where required, design and organize or produce a variety of appropriate buffet centerpieces and decorations</p>
2. Prepare, produce and present Ethiopian foods for buffets	<p>2.1 Use appropriate methods of cookery to prepare cold food, meats, poultry, fish and other foods for buffets.</p> <p>2.2 Produce sauces and garnishes suitable for buffet food items.</p> <p>2.3 Carve and serve meats according to enterprise standards.</p> <p>2.4 Serve and present hot and cold foods according to health and hygiene regulations.</p> <p>2.5 Apply portion control to minimize wastage and maximize profit.</p> <p>2.6 Display and present food items attractively and tastefully to maximize appeal</p>
3. Prepare and produce desserts for buffets	<p>3.1 Prepare and produce desserts suitable for buffet presentation using standard and enterprise recipes</p>
4. Store buffet items	<p>4.1 Store buffet items at a safe temperature, hygienically and correctly before and after buffet service time.</p>

Variable	Range
Ethiopian buffet foods may include:	<ul style="list-style-type: none"> • selection of cold and hot dishes • forcemeats • meats, poultry, fish, small goods, salads and cheeses • hot and cold dessert
Centrepieces and decorations, made or arranged, may include:	<ul style="list-style-type: none"> • floral arrangements • fruit and vegetable displays • special theme items • candles • special occasion cakes • Earthenware • glassware and service ware • ice, fruit or vegetable, salt

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • detailed understanding of the different nature and handling requirements for Ethiopian buffet food items • preparation of dishes suitable for buffets within typical workplace time constraints • safe and hygienic practices in the preparation and service of buffets
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • suitable types of foods and dishes for buffets to meet enterprise, customer, nutritional and cultural requirements • characteristics of food items suitable for buffets and appropriate service conditions and temperatures to maintain optimum quality • nutrition, in particular the effects of cooking on the nutritional value of food, and ensuring a nutritional balance in buffet menus • culinary and technical terms commonly used in the industry associated with buffets • principles and practices of hygiene, particularly related to issues surrounding buffet service • legislation on food safety related to service of food for buffets

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • a range of cookery skills for a variety of food items • logical and time-efficient work flow • presentation techniques for food items that make up a buffet • waste minimisation techniques and environmental considerations in relation to buffets • problem-solving skills to deal with problems such as food not being ready on time, or shortages of particular items • literacy skills to read menus, recipes and task sheets • numeracy skills to calculate portions, and weigh and measure quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Prepare Foods According to Dietary and Cultural Needs
Unit Code	CST ECF3 10 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare and cook foods to meet both basic and specific dietary and cultural needs, generally under instructions from others. It covers the ability to apply basic nutritional principles as well as deal with special dietary and cultural requirements normally encountered in a variety of hospitality and catering establishments.</p> <p>Special dietary and cultural requirements include therapeutic and contemporary eating regimes as well as customer requests and preferences, and specific cultural and religious needs</p>

Elements	Performance Criteria
1. Prepare and present foods to meet basic nutritional needs	<p>1.1 Select appropriate ingredients to ensure optimum quality of end products, including raw foods and convenience food products.</p> <p>1.2 Employ suitable preparation and cooking techniques to retain optimum nutritional values.</p> <p>1.3 Present a variety of nutritionally-balanced food in an appetizing and attractive manner</p>
2. Prepare and present foods to meet special dietary requirements	<p>2.1 Identify the requirements for special diets according to instructions from relevant persons.</p> <p>2.2 Select ingredients essential for special dietary requirements.</p> <p>2.3 Modify food texture where appropriate to suit specific requirements.</p> <p>2.4 Present food in an appetizing and attractive manner</p>
3. Prepare foods to satisfy specific cultural or religious needs	<p>3.1 Identify and meet requirements for specific cultural groups or special customer requests, according to instructions from relevant persons.</p> <p>3.2 Employ appropriate equipment and cooking techniques for specific diets.</p> <p>3.3 Prepare and serve food taking into account specified or requested cultural or religious considerations.</p> <p>3.4 Present an adequate range of nutritionally balanced food in an appetizing and attractive manner.</p> <p>3.5 Communicate specific cultural or religious requirements to be addressed in food preparation to other team members and customers as appropriate.</p>

Variable	Range
Relevant persons who give instructions or requests for special dietary requirements may include:	<ul style="list-style-type: none"> • customers or family members • supervisors and managers • dieticians • diet technicians • health and medical personnel • religious personnel
Special dietary requirements may include:	<ul style="list-style-type: none"> • vegetarian • vegan • modified sodium or potassium • low-fat or low-cholesterol • lacto-ovo • high-fibre • gluten-free • high or low-energy • diabetic • modified texture • high or low-protein • fluids • food exclusions for allergies and food intolerance • food exclusions related to specific medications • contemporary eating regimes and trends, such as macrobiotic, liver cleansing and elimination • high or low carbohydrate
Special cultural groups may include any ethnic, cultural or religious groups with special dietary requirements or sanctions, such as:	<ul style="list-style-type: none"> • Christian(fasting and non fasting) • Muslim

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare or modify a range of dishes to meet different dietary requirements • knowledge of the dietary requirements of major cultural groups • knowledge of the consequences of failing to address special requirements for food allergies, diabetes and other medical

	<p>conditions and customer-identified drug-food interaction</p> <ul style="list-style-type: none"> • industry-realistic ratios of kitchen staff to customers • preparation of dishes for customers with particular dietary needs within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • cultural, dietary and special requirements that may apply in different contexts <p>basic principles and practices of nutrition, including:</p> <ul style="list-style-type: none"> • nutrients and their food sources • influences on food choice • food and beverage selection influences • food labeling and interpretation • identification of food additives and preservatives • health implications of food choices • Dietary Guidelines, their role and general content • main types and characteristics of special diets • common dietary sensitivities, including food allergies and intolerance, diabetes and other medical conditions • existence of drug-food interactions and the health and legal consequences of failing to address special requirements • commodity knowledge of ingredients suitable for meeting basic nutritional and special dietary needs • effects of various cooking methods and food storage on nutrients • principles and practices of hygiene and legislation on food safety
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • a variety of cooking techniques and recipe modification to suit special dietary requirements • logical and time-efficient work flow • presentation techniques for food • problem-solving skills to consider and respond to special customer needs and requests • literacy skills to read menu options for customers with special dietary needs and preferences • communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication • numeracy skills to calculate quantities, portions and kilojoules for given foods and quantities
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Package Prepared Foodstuffs
Unit Code	CST ECF3 11 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to package prepared foodstuffs for storage and transportation from one location to another.</p> <p>The type of packaging used will vary according to the enterprise needs and the type of food being packaged</p>

Elements	Performance Criteria
1. Ensure food is suitable for packaging, storage and transportation	1.1 Ensure that food meets requirements prior to packaging in terms of quality, shelf life, microbiological condition and portion control
2. Select packaging materials	2.1 Select packaging materials appropriate to specific foods, storage or transport requirements and enterprise procedures
3. Package food according to needs	<p>3.1 Package food items using appropriate packaging procedures according to enterprise specifications.</p> <p>3.2 Label foods according to the international standard regulations.</p> <p>3.3 Comply with local and territory and national hygiene, OHS, and food and health regulation requirements.</p> <p>3.4 Observe environmental requirements for the food packaging area, including temperature control, humidity and design and construction of shelving and storage facilities.</p>

Variable	Range
Packaging materials may include:	<ul style="list-style-type: none"> • cartons • plastic cling wrap • plastic or foil containers • metal or plastic trays • Traditional lunch box(Agelgel)
Appropriate packaging must be:	<ul style="list-style-type: none"> • non-contaminating of appropriate dimensions for selected food • visually appropriate to functional need • capable of protecting food from damage • environmentally appropriate • stackable and transportable

Environmental requirements relate to:	<ul style="list-style-type: none"> • temperature control • humidity • design and construction of shelving and storage facilities • protection from contaminants, including pests and foreign objects • cleaning and sanitising packaging equipment and area
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • safe packaging within food safety requirements and regulations • selection and use of suitable packaging materials and methods for a range of food item types • industry-realistic timeframes for the packaging process
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • hygiene and food safety regulations, particularly related to storing and transporting food, including local and territory and national food and health regulations pertaining to food production and packaging • characteristics and uses of different packaging materials • environmental appropriateness of different packaging materials • portion control practices and principles • functional design requirements for food packaging areas
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices with regard to packaging, dealing with hot surfaces, lifting and bending • problem-solving skills to deal with minor problems such as breakage of materials, lack of sufficient quantities of materials and tight timelines • literacy skills to read instructions and orders and to write labels • numeracy skills to calculate quantities of food items and packaging materials for particular jobs
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Operate a Fast Food Outlet
Unit Code	CST ECF3 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and serve a limited range of food and menu items in a catering operation or small outlet in various venues in the hospitality and tourism industry. Food and menu items are limited and defined and include fast food or specific and routine meals such as breakfasts.

Elements	Performance Criteria
1. Prepare for service	<p>1.1 Review menu or product list to determine required food items for food outlet.</p> <p>1.2 Check quantities and quality of products and fast food items and restock where necessary.</p> <p>1.3 Carry out mise en place to ensure sufficient and appropriate food items are prepared in order to commence service.</p> <p>1.4 Complete mise en place in an efficient and timely manner before service commences.</p> <p>1.5 Meet ongoing requirements for additional food items at an appropriate time.</p> <p>1.6 Display service area and food items in a clean, hygienic and attractive manner.</p> <p>1.7 Check that personal presentation and hygiene requirements are met and maintained throughout service.</p> <p>1.8 Carry out mise en place and cooking according to safety and hygiene requirements</p>
2. Serve customers	<p>2.1 Determine and meet customer requirements in terms of speed of service, quantity, quality, additions and modifications to standard recipes and special requirements.</p> <p>2.2 Use customer service skills to provide polite, efficient and effective service to customers and colleagues.</p> <p>2.3 Provide assistance to customers in selection of food items where required and provide information about certain substances in food that may cause harm to some individuals according to enterprise procedures and regulatory requirements.</p> <p>2.4 Employ selling skills according to enterprise practices where required.</p> <p>2.5 Operate equipment in a safe manner according to</p>

	manufacturer instructions and principles of OHS
3. Cook and prepare food	<p>3.1 Select and use appropriate equipment correctly and safely for particular cooking methods.</p> <p>3.2 Select and assemble correct ingredients according to enterprise practices.</p> <p>3.3 Employ appropriate cooking methods according to enterprise procedures.</p> <p>3.4 Heat foods requiring reheating at the correct temperature for the required length of time, according to enterprise practices and food safety principles.</p> <p>3.5 Organize work in consultation with other team members where appropriate, to ensure that food is prepared or cooked in a timely manner and ongoing customer service is provided.</p> <p>3.6 Use portion control in order to minimize waste</p>
4. Present food	<p>4.1 Present food items attractively without drips or spills and according to enterprise requirements.</p> <p>4.2 Portion food according to enterprise standards.</p> <p>4.3 Present food in appropriate hot or cold storage or presentation equipment</p>
5. Store food	<p>5.1 Store food in the correct manner according to principles and practices of hygiene and food safety.</p> <p>5.2 Monitor, account for and reorder stock when required</p>
6. Clean and maintain equipment	<p>6.1 Maintain equipment according to manufacturer instructions.</p> <p>6.2 Clean equipment as required before, during and after completion of service</p>

Variable	Range
Food outlet may include:	<ul style="list-style-type: none"> • food courts • counters in canteens and cafeterias • mobiles • trays • stands • carts or caravans
Fast food refers to food that has been prepared off site and requires re-thermal sing, and to simple food items that require basic	<ul style="list-style-type: none"> • sauted meat • sambusa • fish and chips • sandwiches • cold food • Gell Tibs

cooking or preparation techniques, and may include:	<ul style="list-style-type: none"> breakfast items such as eggs, Dulet, firfir, kinche, bula, oats meal, difo, ambasha and other bakery items
Mise en place refers to basic preparation before service, including:	<ul style="list-style-type: none"> assembling and preparing ingredients for menu items cleaning, peeling and slicing fruit and vegetables preparing simple food items such as cold food, sandwiches, and garnishes selection and handling (thawing, reconstituting, regenerating and re-thermalising) of portion-controlled and convenience products display of goods in appropriate storage facility
Equipment may include:	<ul style="list-style-type: none"> utensils cutlery microwaves deep-fryers hot plates rotisseries pans and urns bains marie food warmers
Cooking methods may include deep-frying and grilling and an appropriate selection from the following, according to enterprise requirements:	<ul style="list-style-type: none"> hot plate reheating microwaving baking roasting boiling chargrilling and barbecuing

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> application of hygiene and safety principles and procedures ability to organise and prepare a range of foods efficiently and within realistic industry timeframes preparation of food items for customers on more than one occasion and within industry-realistic time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> principles and practices of personal and food hygiene and regulatory requirements related to food safety product knowledge of range of food offered

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • a range of basic cooking skills for fast foods, including a selection appropriate to the enterprise from: <ul style="list-style-type: none"> ➤ hot plate ➤ reheating ➤ microwaving ➤ baking ➤ roasting ➤ boiling ➤ chargrilling and barbecuing ➤ waste minimisation techniques and environmental considerations in relation to the operation of a fast food outlet ➤ safe work practices as required by OHS legislation and guidelines ➤ problem-solving skills to deal with minor problems such as shortages of food items, difficult customers, burnt or undercooked food, and poor quality commodities ➤ customer service and communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication ➤ literacy skills to read instructions, menus, recipes, task sheets and instructions and to write labels ➤ numeracy skills to add up bills and calculate quantities or portions required
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Transport and Store Food in a Safe and Hygienic manner
Unit Code	CST ECF3 13 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storage on its arrival. The unit applies to all catering operations but is particularly relevant to external catering and events.</p> <p>Transportation refers to the moving of food and food items from one location to another. For example, transporting food from a kitchen to a school or hospital or providing event catering. It does not refer to the transport of food from the kitchen to the dining room or as part of room service.</p> <p>The person transporting the food may or may not be driving the vehicle</p>

Elements	Performance Criteria
1. Identify appropriate food transportation	1.1 Select suitable food transportation vehicles according to legislative requirements
2. Transport food safely and hygienically	2.1 Package, load, restrain and unload food appropriately. 2.2 Employ hygienic work practices and observe OHS regulations. 2.3 Maintain appropriate and accurate records of food transportation
3. Store food safely and hygienically	3.1 Select food storage conditions appropriate to specific food types . 3.2 Maintain appropriate environmental conditions for specific food types to ensure freshness, quality and appearance. 3.3 Ensure that storage and holding methods optimize nutritional quality and comply with relevant stock control principles. 3.4 Employ hygienic work practices and observe OHS procedures and practices. 3.5 Keep storage areas free from contaminants and pests.

Variable	Range
Type of transportation used:	will vary according to organisation needs and type of food being transported may include: <ul style="list-style-type: none"> • vans • cars

	<ul style="list-style-type: none"> • refrigerated trucks • trolleys, carts and buggies
Legislative requirements refer to federal, state or territory, and local regulations and guidelines and may apply to:	<ul style="list-style-type: none"> • temperature • lining • sealing • food safety programs
Specific food types must include:	<ul style="list-style-type: none"> • dairy • meat and fish • eggs • fruit and vegetables • dried goods • frozen food
Environmental conditions may involve:	<ul style="list-style-type: none"> • temperature • humidity • exposure to light • exposure to weather • exposure to pests

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • safe transport and storage of food items within food safety requirements and regulations • transport of a range of food item types
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • hygiene and OHS requirements for food storage and transport • advantages and disadvantages of different forms of transport for particular food items, quantities and circumstances • safe storage principles and practices for different food types, including storage options • characteristics of different food items and conditions required to maintain optimum freshness, palatability and safety
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices, in particular loading and unloading, lifting and dealing with heated surfaces • problem-solving skills to deal with minor problems such as delays with products, traffic congestion and getting lost • literacy skills to read directions and instructions for venues and locations • numeracy skills to calculate quantities during the packing and

	unpacking process
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Implement Food Safety Procedures
Unit Code	CST ECF3 14 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food within a range of service industry operations. It requires the ability to follow predetermined procedures as outlined in an organisation food safety program.</p> <p>This unit is one of three hierarchical units describing varying levels of participation in food safety processes:</p> <p>Food safety is nationally legislated by the Food Standards Ministry of health, Ethiopia</p> <p>In some cases food handlers and especially designated food safety supervisors, may be required to formally achieve competence in implementing safe food handling practices.</p>

Elements	Performance Criteria
1. Implement procedures for food safety	<p>1.1 Access and use the relevant documents from the organization food safety program.</p> <p>1.2 Follow all food safety policies and procedures correctly and consistently according to organization food safety program requirements to ensure compliance of all food handling practices.</p> <p>1.3 Control all food hazards at critical control points.</p> <p>1.4 Complete any food safety monitoring processes and complete documents as outlined in the food safety program.</p> <p>1.5 Identify and report any practices that are inconsistent with the food safety program.</p> <p>1.6 Take any corrective actions within scope of job responsibility for incidents where food hazards are found not to be under control</p>
2. Store food safely	<p>2.1 Select food storage conditions appropriate to the specific food type.</p> <p>2.2 Store food in the appropriate environmental conditions so that it is protected from contamination and to ensure its freshness, quality and appearance.</p> <p>2.3 Store food at appropriately controlled temperatures and ensure that any frozen items remain frozen during storage</p>

3. Prepare food safely	<p>3.1 Prepare food in a safe manner to ensure that it is protected from contamination.</p> <p>3.2 Use cooling and heating processes that will not adversely affect the microbiological safety of the food.</p> <p>3.3 Monitor temperature of food throughout the preparation process to achieve microbiological safety of the food at all times.</p> <p>3.4 Ensure the safety of food prepared, served and sold to customers under other conditions</p>
4. Provide safe single use items	<p>4.1 Store, display and provide single use items so that they are protected from damage and contamination.</p> <p>4.2 Do not re-use items intended for single use</p>
5. Maintain a clean environment	<p>5.1 Clean and sanitize equipment, surfaces and utensils used during food handling process.</p> <p>5.2 Use appropriate containers and do not allow the accumulation of garbage and recycled matter.</p> <p>5.3 Identify and report any equipment that requires cleaning or maintenance to ensure its cleanliness and safe operation.</p> <p>5.4 Dispose of any chipped, broken or cracked eating, drinking or food handling utensils or report these if disposal is outside scope of responsibility.</p> <p>5.5 Take measures within scope of responsibility to ensure food handling areas are free from animals and pests and report any incidents of animal or pest infestation</p>
6. Dispose of food safely	<p>6.1 Mark and keep separate from other foodstuffs any food identified for disposal until disposal is complete.</p> <p>6.2 Dispose of food promptly to ensure no cross-contamination of other foodstuffs.</p>

Variable	Range
Policies and procedures may relate to:	<ul style="list-style-type: none"> • food receiving, storage, preparation, display, service and disposal • methods of food hazard control for each critical point • systematic monitoring of hazard controls and record keeping • personal hygiene, suitable dress and personal protective equipment and clothing • record maintenance • corrective actions when hazards are found not to be under control • pest control

	<ul style="list-style-type: none"> • cleaning and sanitation • equipment maintenance
Food hazards may be:	<ul style="list-style-type: none"> • anything related to food, including work practices and procedures, that have a potential to harm the health or safety of a person • actual or potential • chemical, microbiological or physical • any food contaminated with chemical or microbiological elements • foods highly susceptible to microbiological contamination • food containing bacteria, moulds and yeast • food containing broken glass, metal or foreign objects • food containing chemicals and natural poisons • insects and vermin • processes where food is vulnerable to contamination including: <ul style="list-style-type: none"> • requirements for food to be touched by hand • requirements for re-thermalisation or defrosting • displays of food and buffets • working with temperatures that promote the rapid growth of micro-organisms
Critical control points are those where there is high risk of contamination or food spoilage, including:	<ul style="list-style-type: none"> • receiving • storing • preparing • processing • displaying • packaging • serving • transporting • disposing
Food safety monitoring may involve:	<ul style="list-style-type: none"> • monitoring and recording temperature of cold and hot storage equipment • monitoring and recording food temperatures using a temperature probe • checking and recording that food is stored within appropriate time limits of receipt of goods • visual examination of food for quality review • bacterial swabs and counts • chemical tests
Incidents where food hazards are found not to be	<ul style="list-style-type: none"> • food poisoning • customer complaints

under control may include:	<ul style="list-style-type: none"> • misuse of single use items • stocks of out-of-date foodstuffs • spoilt or contaminated food • unclean equipment • existence of pests and vermin
Food types may include:	<ul style="list-style-type: none"> • eggs • dairy • meat and fish • fruit and vegetables • dried goods • frozen goods
Food prepared, served and sold to customers under other conditions may involve:	<ul style="list-style-type: none"> • displaying any type of food for self-service, such as: <ul style="list-style-type: none"> ➤ buffets ➤ salad bars ➤ condiments ➤ tea and coffee • providing drink dispensing equipment • pre-packaging food items • displaying and selling pre-packaged food
Ensuring the safety of food served and sold to customers under other conditions may involve:	<ul style="list-style-type: none"> • supervising the display of food to prevent contamination by customers • removing contaminated food without delay • providing separate serving utensils for each dish • providing protective barriers • displaying food under temperature control • using packaging materials suitable for use on the particular foodstuff • ensuring that packaging is not damaged during packaging or display process • ensuring that damaged packaging does not allow contamination
Items intended for single use may include:	<ul style="list-style-type: none"> • disposable cutlery, e.g. plastic or wooden spoons or stirrers • disposable plates, mugs, cups and bowls • individually packaged sugars • individually packaged condiments, e.g. tomato sauce • individually packaged jams and spreads • individually packaged serves of coffee, tea and whitener • face wipes and serviettes

Maintenance to ensure cleanliness and safe operation of equipment may involve:	<ul style="list-style-type: none"> • removal of food waste • removal of grease • removal of dirt • removal of animal or pest waste and cleaning of affected area • recalibration of measurement and temperature controls
Food identified for disposal may be:	<ul style="list-style-type: none"> • subject to recall • not safe, or suspected of not being safe, for consumption • destroyed • disposed of so that it cannot be used for human consumption • returned to supplier

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to access and interpret safe food handling procedures and consistently apply these during day-to-day food handling activities • knowledge of critical control points and methods of food hazard control for each critical point • project or work activities that show the candidate's ability to apply safe food handling practices on multiple occasions across a range of different food handling circumstances to ensure consistency in the application of food safety procedures 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations and inspection regimes • working knowledge of relevant components of the organisation food safety program, especially policies, procedures, product specifications and the use of any monitoring documents • consequences of failure to observe food safety policies and procedures • basic understanding of HACCP principles, procedures and processes • critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the storage, preparation, display, service and disposal of food • meaning of hazardous foods, especially as described by local legislation and national food codes • high risk customer groups (those who may have a higher than 		
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	<p>average risk of harm from food contamination), such as:</p> <ul style="list-style-type: none"> ➤ children or babies ➤ pregnant women ➤ aged persons ➤ people with immune deficiencies or allergies ➤ methods of food storage, production, display, service and disposal for the industry sector and food business, especially appropriate temperature levels for each of these processes ➤ broad understanding of the main types of safety hazards and contamination that may be found in the main food types handled by the industry sector and food business ➤ broad understanding of the conditions for development of microbiological contamination for the main food types handled by the industry sector and food business ➤ broad understanding of the appropriate environmental conditions, including temperature controls, for the storage of the main food types handled by the industry sector and food business ➤ temperature danger zone for the main food types handled by the industry sector and food business and the two-hour and four-hour rule ➤ principles and methods of safe food handling ➤ choice and application of cleaning, sanitising and pest control equipment and materials
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • operation of equipment, especially how to calibrate, use and clean a temperature probe and how to identify faults • literacy skills to read and interpret relevant components of organisation food safety program, including policies, procedures and flow charts that identify critical control points and to complete basic documentation relating to monitoring food safety • numeracy skills to take and record temperatures and to calculate times
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Monitor Implementation of Work plan/Activities
Unit Code	CST ECF3 15 0912
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organize workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>

4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p> <p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities

	<ul style="list-style-type: none"> • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • monitoring and improving workplace operations • planning and organizing workflow • maintaining workplace records
Resource Implications	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Apply Quality Control
Unit Code	CST ECF3 16 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in manufacturing works.

Elements	Performance Criteria
1. Implement quality standards	<p>1.1 Agreed quality standard and procedures are acquired and confirmed</p> <p>1.2 Standard procedures are introduced to organizational staff / personnel.</p> <p>1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy.</p> <p>1.4 Standard procedures are revised / updated when necessary</p>
2. Assess quality of service delivered	<p>2.1 Services delivered are checked against organization quality standards and specifications</p> <p>2.2 Service delivered are evaluated using the appropriate evaluation parameters and in accordance with organization standards</p> <p>2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures</p>
3. Record information	<p>3.1 Basic information on the quality performance is recorded in accordance with organization procedures</p> <p>3.2 Records of work quality are maintained according to the requirements of the organization</p>
4. Study causes of quality deviations	<p>4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures</p> <p>4.2 Suitable preventive action is recommended based on</p>

	organization quality standards and identified causes of deviation from specified quality standards of final service or output
5. Complete documentation	<p>5.1 Information on quality and other indicators of service performance is recorded.</p> <p>5.2 All service processes and outcomes are recorded.</p>

Variable	Range
Quality check	<ul style="list-style-type: none"> • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	<ul style="list-style-type: none"> • materials • components • process • procedures
Quality parameters	<ul style="list-style-type: none"> • standard design / specifications • material specification

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures

	<ul style="list-style-type: none"> • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment and materials relevant to the activity/ task
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Lead Workplace Communication
Unit Code	CST ECF3 17 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate staff/personnel 3.4 Communication problems and issues are raised as they arise

Variable	Range
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Methods of communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups 	<ul style="list-style-type: none"> • Using telephone • Written • Using Internet • Cell phone
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	The following resources must be provided: variety of information, communication tools, simulated workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral Questioning • Observation/Demonstration

Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.
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Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Lead Small Teams
Unit Code	CST ECF3 18 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills to lead small teams including setting and maintaining team and individual performance standards.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Work requirements are identified and presented to team members</p> <p>1.2 Reasons for instructions and requirements are communicated to team members</p> <p>1.3 Team members' queries and concerns are recognized, discussed and dealt with</p>
2. Assign responsibilities	<p>2.1 Duties and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy</p> <p>2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs and according to assignment requirements</p> <p>3.2 Performance expectations are based on individual team members duties and area of responsibility</p> <p>3.3 Performance expectations are discussed and disseminated to individual team members</p>
4. Supervised team performance	<p>4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required</p> <p>4.2 Team members are provided with feedback, positive</p>

	<p>support and advice on strategies to overcome any deficiencies</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>
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Variable	Range
Work requirements	<ul style="list-style-type: none"> • client profile • assignment instructions
Team member's concerns	<ul style="list-style-type: none"> • roster/shift details
Monitor performance	<ul style="list-style-type: none"> • formal process • informal process
Feedback	<ul style="list-style-type: none"> • formal process • informal process

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • maintained or improved individuals and/or team performance given a variety of possible scenario • assessed and monitored team and individual performance against set criteria • represented concerns of a team and individual to next level

	<p>of management or appropriate specialist and to negotiate on their behalf</p> <ul style="list-style-type: none"> • allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> • maintaining or improving individuals and/or team performance given a variety of possible scenario • assessing and monitoring team and individual performance against set criteria • representing concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocating duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • setting and communicating performance expectations for a range of tasks and duties within the team and providing feedback to team members
Underpinning Skills	<ul style="list-style-type: none"> • communication skills required for leading teams • informal performance counseling skills • team building skills • negotiating skills
Resource Implications	<ul style="list-style-type: none"> • access to relevant workplace or appropriately simulated environment where assessment can take place • materials relevant to the proposed activity or task
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral questioning / Written Test • Observation/Demonstration

Context of Assessment	<ul style="list-style-type: none"> • Competency may be assessed individually in the actual workplace or through accredited institution.
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Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Improve Business Practice
Unit Code	CST ECF3 19 0912
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 Data required for diagnosis is determined and acquired 1.2 Competitive advantage of the business is determined from the data 1.3 SWOT analysis of the data is undertaken
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified 2.2 Key indicators for benchmarking are selected in consultation with key stakeholders 2.3 Like indicators of own practice are compared with benchmark indicators 2.4 Areas for improvement are identified
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed 3.2 Cost-benefit ratios for required improvements are determined 3.3 Work flow changes resulting from proposed improvements are determined 3.4 Proposed improvements are ranked according to agreed criteria 3.5 An action plan to implement the top ranked improvements is developed and agreed 3.6 Organizational structures are checked to ensure they are suitable
4. Develop marketing and promotional	4.1 The practice vision statement is reviewed 4.2 Practice objectives are developed/reviewed 4.3 Target markets are identified/refined 4.4 Market research data is obtained

plans	<p>4.5 Competitor analysis is obtained</p> <p>4.6 Market position is developed/reviewed</p> <p>4.7 Practice brand is developed</p> <p>4.8 Benefits of practice/practice products/services are identified</p> <p>4.9 Promotion tools are selected/developed</p>
5. Develop business growth plans	<p>5.1 Plans to increase yield per existing client are developed</p> <p>5.2 Plans to add new clients are developed</p> <p>5.3 Proposed plans are ranked according to agreed criteria</p> <p>5.4 An action plan to implement the top ranked plans is developed and agreed</p> <p>5.5 Practice work practices are reviewed to ensure they support growth plans</p>
6. Implement and monitor plans	<p>6.1 Implementation plan is developed in consultation with all relevant stakeholders</p> <p>6.2 Indicators of success of the plan are agreed</p> <p>6.3 Implementation is monitored against agreed indicators</p> <p>6.4 Implementation is adjusted as required</p>

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate
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	<ul style="list-style-type: none"> • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees • location • timeframe
Objectives should be 'SMART' , that	<ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time defined
Market research data includes:	<ul style="list-style-type: none"> • data about existing clients • data about possible new clients • data from internal sources • data from external sources such as: • trade associations/journals • Yellow Pages small business surveys • libraries • Internet • Chamber of Commerce • client surveys

	<ul style="list-style-type: none"> • industry reports • secondary market research • primary market research such as: <ul style="list-style-type: none"> ➤ telephone surveys ➤ personal interviews ➤ mail surveys
Competitor analysis	<ul style="list-style-type: none"> • competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
SWOT analysis includes:	<ul style="list-style-type: none"> • internal strengths such as staff capability, recognized quality • internal weaknesses such as poor morale, under-capitalization, poor technology • external opportunities such as changing market and economic conditions • external threats such as industry fee structures, strategic alliances, competitor marketing
Key indicators may include:	<ul style="list-style-type: none"> • salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures include:	<ul style="list-style-type: none"> • legal structure (partnership, limited liability company, etc.) • organizational structure/hierarchy • reward schemes
Market position should include data on:	<ul style="list-style-type: none"> • product • the good or service provided • product mix • the core product - what is bought

	<ul style="list-style-type: none"> • the tangible product - what is perceived • the augmented product - total package of consumer • features/benefits • product differentiation from competitive products • new/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand may include:	<ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	<ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools include:	<ul style="list-style-type: none"> • networking and referrals • seminars • advertising

	<ul style="list-style-type: none"> • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	<ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide			
Critical Aspects of Competence	<p>The candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements • and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving 		
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	<ul style="list-style-type: none"> • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Ethiopian Cultural Food Preparation Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	CST ECF3 20 1012
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Distribute and explain information about the enterprise's quality system to personnel 1.2 Encourage personnel to participate in improvement processes and to assume responsibility and authority 1.3 Allocate responsibilities for quality within work area in accordance with quality system 1.4 Provide coaching and mentoring to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Identify required quality documentation, including records of improvement plans and initiatives 2.2 Prepare and maintain quality documentation and keep accurate data records 2.3 Maintain document control system for work area 2.4 Contribute to the development and revision of quality manuals and work instructions for the work area 2.5 Develop and implement inspection and test plans for quality controlled products
3. Facilitate the application of standardized procedures	3.1 Ensure all required procedures are accessible by relevant personnel 3.2 Assist personnel to access relevant procedures, as required 3.3 Facilitate the resolution of conflicts arising from job 3.4 Facilitate the completion of required work in accordance with standard procedures and practices

4. Provide training in quality systems and improvement processes	<p>4.1 Analyze roles, duties and current competency of relevant personnel</p> <p>4.2 Identify training needs in relation to quality system and continuous improvement processes (kaizen)</p> <p>4.3 Identify opportunities for skills development and/or training programs to meet needs</p> <p>4.4 Initiate and monitor training and skills development programs</p> <p>4.5 Maintain accurate training record</p>
5. Monitor and review performance	<p>5.1 Review performance outcomes to identify ways in which planning and operations could be improved</p> <p>5.2 Use the organization's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>5.3 Enhance customer service through the use of quality improvement techniques and processes</p> <p>5.4 Adjust plans and communicate these to personnel involved in their development and implementation</p>
6. Build continuous improvement process	<p>6.1 Organize and facilitate improvement team</p> <p>6.2 Encourage work group members to routinely monitor key process indicators</p> <p>6.3 Build capacity in the work group to critically review the relevant parts of the value chain</p> <p>6.4 Assist work group members to formalize improvement suggestions</p> <p>6.5 Facilitate relevant resources and assist work group members to develop implementation plans</p> <p>6.6 Monitor implementation of improvement plans taking appropriate actions to assist implementation where required.</p>
7. Facilitate the identification of improvement opportunities	<p>7.1 Analyze the job completion process</p> <p>7.2 Ask relevant questions of job incumbent</p> <p>7.3 Encourage job incumbents to conceive and suggest improvements</p> <p>7.4 Facilitate the trying out of improvements, as appropriate</p>
8. Evaluate relevant components of quality system	<p>8.1 Undertake regular audits of components of the quality system that relate to the work area</p> <p>8.2 Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures</p>

	<p>8.3 Facilitate the updating of standard procedures and practices</p> <p>8.4 Ensure the capability of the work team aligns with the requirements of the procedure</p>
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Variable	Range
Coaching and mentoring	<p>May refer to:</p> <ul style="list-style-type: none"> • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes may include:	<p>May include:</p> <ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders • Kaizen • Enterprise-specific improvement systems
Technology	<p>May include:</p> <ul style="list-style-type: none"> • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	<p>May be:</p> <ul style="list-style-type: none"> • internal or external • to existing, new or potential clients
Key process indicators	<p>Key process indicators may include:</p> <ul style="list-style-type: none"> • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	<p>May include:</p> <ul style="list-style-type: none"> • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams

	<ul style="list-style-type: none"> • run charts • X bar R charts • PDCA • Sigma techniques • balanced scorecards • benchmarking • performance measurement • upstream and downstream customers • internal and external customers immediate and/or final
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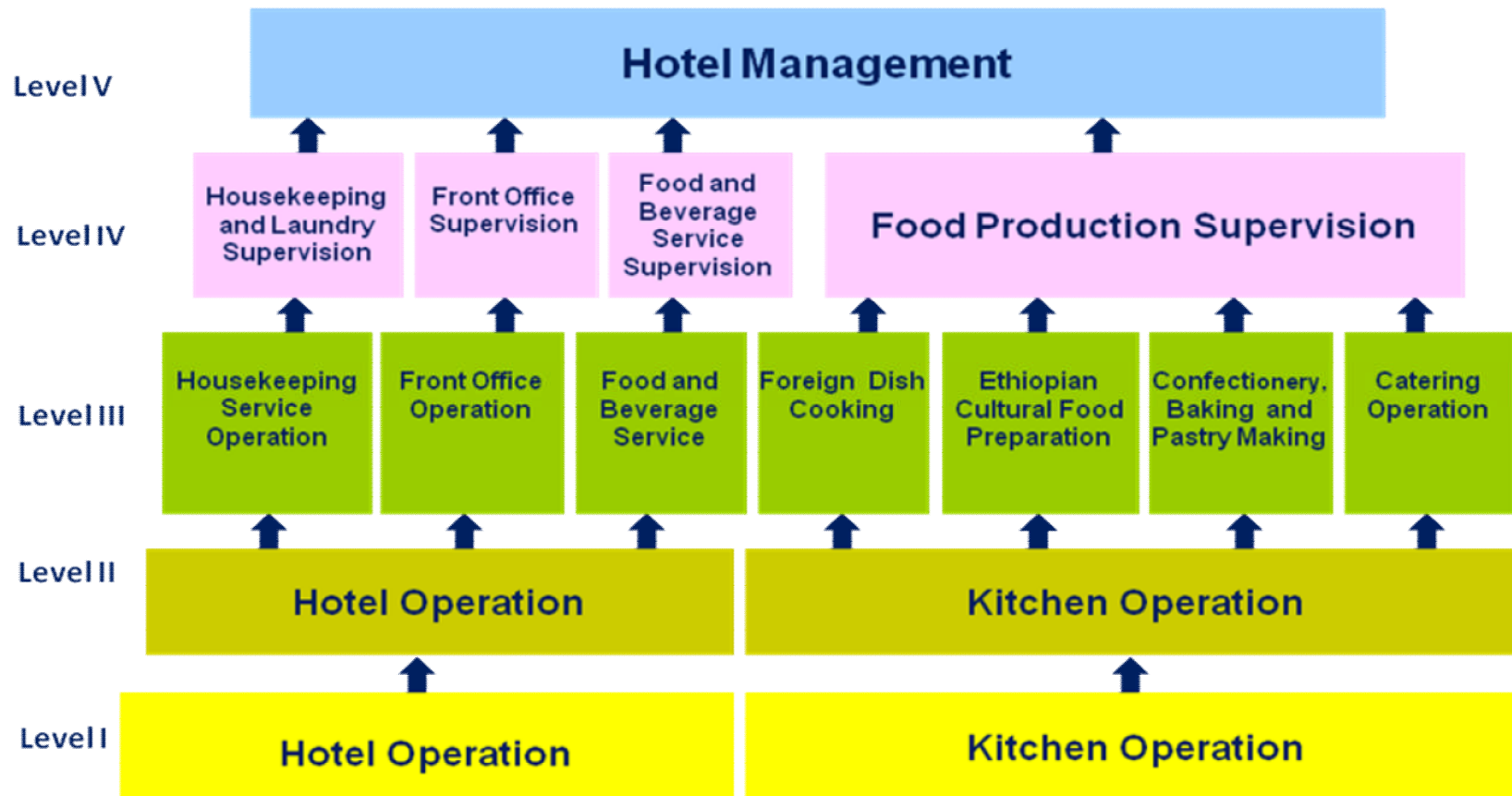
Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements <p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • implement and monitor defined quality system • requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and techniques associated with: <ul style="list-style-type: none"> – benchmarking – best practice – change management

	<ul style="list-style-type: none"> – continuous improvement systems and processes – quality systems • range of procedures available and their application to different jobs • applicability of TAKT time and MUDA to jobs • identification and possible causes of variability in jobs • continuous improvement process for organization • questioning techniques • methods of conceiving improvements • suggestion and try out procedures • relevant OHS • quality measurement tools for use in continuous improvement processes • established communication channels and protocols • communication/reporting protocols • continuous improvement principles and process • enterprise business goals and key performance indicators • enterprise information systems management • enterprise organizational structure, delegations and responsibilities • policy and procedure development processes • relevant health, safety and environment requirements • relevant national and international quality standards and protocols • standard operating procedures (SOPs) for the technical work performed in work area • enterprise quality system
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • coach and mentor team members • gain the commitment of individuals and teams to continuously improve • innovate or design better ways of performing work • communicate with relevant people • prioritize and plan tasks related to encouraging and improving use of standardized procedures • negotiate with others to resolve conflicts and gain commitment to standardized procedures • facilitate other employees in improvement activities • implement and monitor defined quality system requirements • initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems • implement effective communication strategies • encourage ideas and feedback from team members when

	developing and refining techniques and processes <ul style="list-style-type: none"> • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation
Resources Implication	Access may be required to: <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • enterprise quality manual and procedures • quality control data/records
Methods of Assessment	Competence in this unit may be assessed by using a combination of the following to generate evidence: <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of procedures and contingency management; principles and techniques associated with change management • review of the audit process and outcomes generated by the candidates <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

Sector: Culture, Sports and Tourism
Sub-Sector: Hotel and Hospitality



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