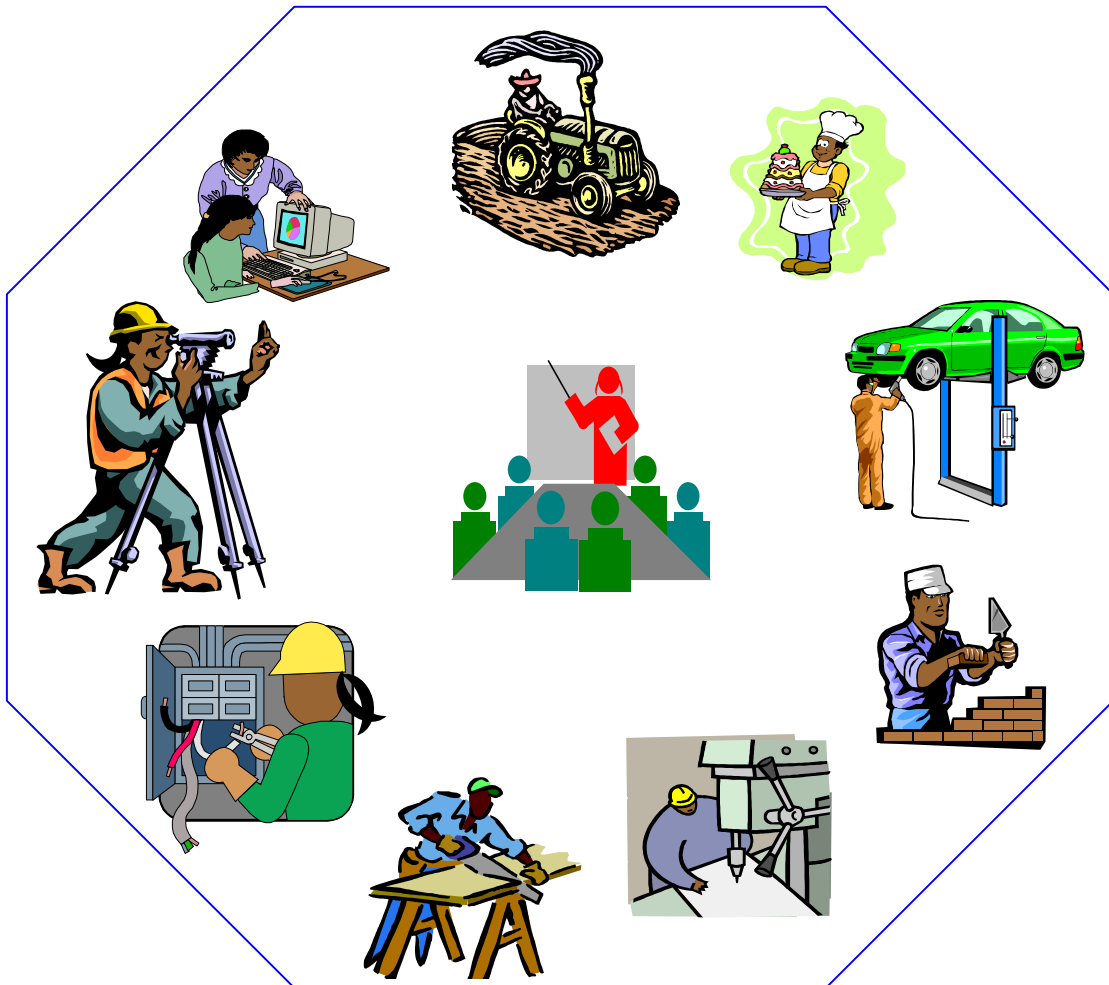


Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



FOREIGN DISH COOKING

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: Foreign Dish Cooking			
Occupational Code: CST FDC			
NTQF Level III			
CST FDC3 01 0912 Use Basic Foreign Methods of Cookery	CST FDC3 02 0912 Produce Appetizers and Snacks for Foreign Cuisines	CST FDC3 03 0912 Prepare Stocks and Soups for Foreign Cuisines	
CST FDC3 04 0912 Prepare Sauces, Dips and Accompaniments for Foreign Cuisines	CST FDC3 05 0912 Prepare Rice and Noodles for Foreign Cuisines	CST FDC3 06 0912 Prepare Meat, Poultry, Seafood and Vegetables for Foreign Cuisines	
CST FDC3 07 0912 Develop Cost-Effective Menus	CST FDC3 08 0912 Prepare Pâtés and Terrines	CST FDC3 09 0912 Plan, Prepare and Display a Buffet	
CST FDC3 10 0912 Prepare Portion-Controlled Meat Cuts	CST FDC3 11 0912 Select, Prepare and Serve Specialized Food Items	CST FDC3 12 0912 Monitor Catering Revenue and Costs	
CST FDC3 13 0912 Establish and Maintain Quality Control of Food	CST FDC3 14 0912 Apply Cook-Freeze Production Processes	CST FDC3 15 0912 Develop Menus to Meet Special Dietary and Cultural Needs	
CST FDC3 16 0912 Prepare Desserts for Foreign Cuisines	CST FDC3 17 0912 Participate in Environmentally Sustainable Work Practices	CST FDC3 18 0912 Develop Keyboard Skills	
CST FDC3 19 0912 Produce Simple Word Processed Documents	CST FDC3 20 0912 Control and Order Stock	CST FDC3 21 0912 Identify Hazards, and Assess and Control Safety Risks	
CST FDC3 22 0912 Contribute to Workplace Improvements	CST FDC3 23 0912 Monitor Implementation of Work plan / Activities	CST FDC3 24 0912 Apply Quality Control	
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CST FDC3 25 0912

Lead Workplace
Communication

CST FDC3 26 0912

Lead Small Teams

CST FDC3 27 0912

Improve Business
Practice

CST FDC3 28 1012

Maintain Quality System
and Continuous
Improvement Processes
(Kaizen)

Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Use Basic Foreign Methods of Cookery
Unit Code	CST FDC3 01 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to apply basic principles and methods used in foreign cookery, including foreign cuisines as well as regional specialisations.</p> <p>This unit underpins the achievement of competence in all other units related to foreign cookery</p>

Elements	Performance Criteria
1. Select and use cooking equipment and technology	<p>1.1 Select appropriate equipment and technology for particular cuisine styles and required cooking methods.</p> <p>1.2 Set up, use and maintain equipment hygienically, safely and according to manufacturer instructions, enterprise specifications and traditional requirements</p>
2. Assemble and prepare ingredients for foreign menu items	<p>2.1 Identify ingredients according to recipes or enterprise requirements.</p> <p>2.2 Calculate correct quantities and ratios of ingredient for specific menu items.</p> <p>2.3 Prepare, cut and portion ingredients for specified dishes to enterprise portion specifications.</p> <p>2.4 Assemble the ingredients according to the correct quantity, type and quality required.</p> <p>2.5 Prepare ingredients in the required form and timeframe, using appropriate preparation methods and cutting techniques</p>
3. Apply methods of cookery, and prepare and cook a range of given menu items	<p>3.1 Prepare dishes using specified ingredients, employing a range of cookery methods according to recipe specifications for a given menu.</p> <p>3.2 Complete cooking process in a logical and sequential manner.</p> <p>3.3 Identify problems with the cooking process promptly and take corrective action.</p> <p>3.4 Present menu items according to cuisine style and enterprise practices.</p>

	3.5 Work with members of the kitchen team to ensure timely preparation of dishes
4. Carry out safe work practices	<p>4.1 Comply with legislative and regulatory requirements.</p> <p>4.2 Maintain a clean and tidy workplace according to health and safety requirements and enterprise procedures.</p> <p>4.3 Follow workplace food hygiene and safety procedures during preparation, cooking and serving of food and menu items.</p>

Variable	Range
A range of cooking methods must be demonstrated for the particular style of national and regional cuisine, including:	<ul style="list-style-type: none"> • deep-frying • stir-frying • barbecuing • grilling • shallow frying • roasting • braising • stewing • steaming • baking • boiling • oil and water blanching
Equipment may include traditional and modern equipment such as:	<ul style="list-style-type: none"> • barbecues • roasting drums • charcoal grills • mincers • tandoori ovens • contemporary ovens • woks • steamers • cutting, chopping and slicing implements such as cleavers and knives • strainers • scoops and skimmers • ladles • whisks • food processors • microwaves • skewers • sharpening steels and stones
Dishes to be prepared must use a range of ingredients, including:	<ul style="list-style-type: none"> • fresh and dried vegetables, fruits and salad vegetables • culturally appropriate meats, such as chicken, beef, lamb, goat and pork • seafood, such as prawns and other crustaceans, squid, shellfish and fish • herbs, spices and condiments

	<ul style="list-style-type: none"> • eggs • rice and farinaceous products • items specific to particular dishes and cuisines
Legislative and regulatory requirements may include:	<ul style="list-style-type: none"> • hygiene in food handling and storage • OHS • council regulations • pest and vermin control
Maintenance of equipment may include:	<ul style="list-style-type: none"> • seasoning woks and other utensils • sharpening knives and cleavers • care of pestles and mortars • care of specialised equipment, such as steamers

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare dishes within realistic time constraints using a range of cookery methods appropriate to the style of cuisine • ability to apply knowledge of major ingredients, culinary terminology and equipment to the various methods of cookery and cuisine styles being used • range of cookery methods applied to ingredients relevant to the particular foreign cuisine, on more than one occasion • application of food hygiene and OHS principles and procedures during the cooking and presentation process
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • underlying principles of foreign cookery for particular cuisine styles • culinary terms related to particular foreign cuisines • knowledge and use of typical ingredients, herbs and spices, condiments, thickening and flavouring agents relevant to the particular foreign cuisine and appropriate cookery methods • effects of cooking techniques on nutrition, taste, texture and appearance • typical food allergies and consequences • principles and practices of personal and professional 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"> • food preparation techniques for particular cuisines • use of equipment, both traditional and contemporary, including its care and maintenance • safe work practices, particularly in relation to bending, lifting and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • waste minimisation techniques and environmental considerations in relation to different methods of foreign cookery • problem-solving skills to deal with shortages of food items,

	mistakes or problems in ingredients or meals produced, and equipment failure <ul style="list-style-type: none"> • literacy skills to read requirements of orders and recipes • numeracy skills to calculate quantities and portions against menus and 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: Foreign Dish Cooking Level III	
Unit Title	Produce Appetisers and Snacks for Foreign Cuisines
Unit Code	CST FDC3 02 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and present appetisers and snacks for foreign cuisines

Elements	Performance Criteria
1. Prepare foreign appetizers and snacks	<p>1.1 Produce appetizers and snacks using the correct ingredients, to an acceptable enterprise standard, ensuring symmetry and neatness of presentation, appropriate ingredient combinations, precise and uniform ingredients and appropriate service ware and garnishes.</p> <p>1.2 Select appropriate dips and sauces to accompany appetizers and snacks.</p> <p>1.3 Select and use the correct equipment to prepare appetizers and snacks.</p> <p>1.4 Use quality trimmings or other leftovers where and when appropriate.</p> <p>1.5 Prepare appetizers and snacks in a logical and sequential manner within the required timeframe</p>
2. Present foreign appetizers and snacks	<p>2.1 Select size, color and shape of crockery or service ware to match that of appetizers, snacks and sauces and according to enterprise specifications.</p> <p>2.2 Present appetizers and snacks attractively, according to requirements of particular cuisines and enterprise specifications and standards.</p> <p>2.3 Present sauces and dips according to portion size, requirements of particular cuisines and enterprise specifications.</p> <p>2.4 Select garnishes and accompaniments according to the style of the region and enterprise requirements</p>
3. Store foreign appetizers and snacks	<p>3.1 Store appetizers and snacks in appropriate conditions and containers and at the correct temperature to maintain freshness, taste and eating qualities</p>

Variable	Range
Appetisers and snacks may include, but not limited to these	<ul style="list-style-type: none"> fresh spring rolls, stuffed pastries, seafood in bean curd skins, century eggs, sesame squid, carrot and radish rolls, and cucumbers with dried prawns, curry puffs, pickled mackerel, shrimp rolls and fried marinated chicken wings, fried bean curd, satay, stuffed savoury pancakes, fried bananas and crackers, fish cakes, prawn balls, stuffed sago balls, fried cashews and chillies, meat and prawn rice paper rolls, grilled beef rice paper rolls, pork and prawn salad, triangle spring rolls and shrimp toast, pappadums, koftas, pakoras, samosas, kabab and bhajis, smoked salmon, skewered chicken balls, pork and vegetable kebabs.
Ingredients may include: but not limited to these	<ul style="list-style-type: none"> fresh and dried vegetables and fruits and salad vegetables culturally appropriate meats, such as chicken, beef, lamb, goat and pork seafood, such as prawns and other crustaceans, squid, shellfish and fish eggs, rice and farinaceous products herbs, spices and condiments ingredients specific to particular dishes and cuisines specific foreign commodities, including: <ul style="list-style-type: none"> sauce (soy, oyster and black bean) seaweeds (wakame and nori), condiments (sake, mirin and shoyu), miso (red, white or light brown) and wasabi shrimp cake (terasi) and shrimp paste (petis); tamarind, including assam keeping and assam djawa; soya sauce (kecap); herbs and spices, fresh and dried (salam, basil and lemongrass) flours (besan, atta, chickpea and maida), spices and herbs (cumin, cloves or fresh and dried coriander), spice pastes (bumbu), pappadum (regional varieties), lemon and lime juice, aromatic leaves and curry powder (masala) shrimp cake (blachan), tamarind (assam keeping and assam djawa) and soya sauce (kecap)
Equipment may include:	<ul style="list-style-type: none"> mortar and pestle stone grinders pans woks steamers cutting, chopping and slicing implements such as cleavers and knives grills and griddles serving platters and service ware

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 snacks and appetisers within realistic time constraints using cookery methods appropriate to the style of cuisine • knowledge of cuisine style, including cultural considerations, typical commodities, culinary terminology and equipment • preparation of a variety of appetisers and snacks relevant to a particular cuisine, using authentic and appropriate ingredients • application of food hygiene and OHS principles and procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • culinary terms related to particular foreign cuisines, including regional variations • cuisine characteristics, and cultural and religious practices related to food preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes • kitchen and service culture, including kitchen organisation • effects of cooking techniques on nutrition, taste, texture and appearance, and chemical reactions possible with certain food items, e.g. curries, chutneys and pickles • typical food allergies and consequences • principles and practices of personal and professional 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"> • snack and appetiser preparation for particular cuisines • precision cutting and preparation techniques for the particular style of cuisine and dish • selecting, using and maintaining specialised equipment and tableware for preparing, cooking and serving food items • identification, selection and use of typical ingredients, herbs and spices, condiments, thickening and flavouring agents, and seasonal delicacies relevant to the particular foreign cuisine and appropriate cookery methods • evaluating quality of dishes and food items, including blending and balancing flavours and aromatics, correct flavour structure, correct acid balance, correct color and plate presentation • safe work practices, particularly in relation to bending, lifting and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • logical and time-efficient work flow, including maintaining a tidy workstation • waste minimisation techniques and environmental considerations in relation to foreign appetisers and snacks • problem-solving skills to deal with shortages of food items, mistakes or problems in ingredients or meals produced, and

	<p>equipment failure</p> <ul style="list-style-type: none"> • literacy skills to read requirements of orders and recipes • numeracy skills to calculate quantities and portions against menus and 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: Foreign Dish Cooking Level III	
Unit Title	Prepare Stocks and Soups for Foreign Cuisines
Unit Code	CST FDC3 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare stocks and soups for foreign cuisines

Elements	Performance Criteria
1. Prepare ingredients for foreign stocks and soups	<p>1.1 Select ingredients for stock and soups including herbs, spices and flavorings, and prepare them according to recipe requirements.</p> <p>1.2 Prepare ingredients and garnishes to recipe specifications using any specified precision cutting techniques.</p> <p>1.3 Use correct cooking procedures and equipment in preparing main ingredients, including chicken, beef, lamb, seafood and vegetables, according to enterprise.</p> <p>1.4 Use fish and other pre-prepared sauces to achieve required results and balance, according to recipe specifications.</p> <p>1.5 Follow food hygiene and OHS regulations and requirements in all preparation and cooking tasks.</p>
2. Prepare and produce foreign stocks and soups	<p>2.1 Follow standard recipes according to enterprise practices.</p> <p>2.2 Prepare stocks and soups using correct herbs, spices and flavorings, according to recipe specifications.</p> <p>2.3 Use appropriate ingredients according to the menu items and recipe specifications.</p> <p>2.4 Follow correct timing and temperature requirements when cooking stocks and soups to maintain quality.</p> <p>2.5 Cook or finish off soups quickly and effectively, according to customer orders and recipe specifications.</p> <p>2.6 Adjust stocks and soups according to required taste, consistency and quality.</p> <p>2.7 Incorporate stocks into other dishes according to standard recipes and cuisine requirements</p>
3. Present foreign soups	<p>3.1 Select crockery and service ware size, color and shape according to enterprise and cuisine requirements.</p>

	<p>3.2 Serve soups in correct portions according to cuisine and enterprise requirements.</p> <p>3.3 Use garnishes that conform to the acceptable style of the region and recipe specifications</p>
4. Store foreign stocks and soups	<p>4.1 Prepare stocks and soups in advance and store them appropriately under conditions and temperatures that maintain freshness and eating qualities, and comply with health and safety requirements.</p>

Variable	Range
Ingredients	<p>may be fresh, dried or preserved and may include:</p> <ul style="list-style-type: none"> • tofu • noodles • eggs • rice and farinaceous products • soya, fish and other sauces • fresh, dried, leafy and root/tuber vegetables • salt and freshwater fish, shellfish and other seafood such as prawns, lobster, abalone, squid and cuttlefish • meats such as beef, pork, chicken, goat and lamb • fruits such as lychees, rambutan, banana, orange and mango • coconut cream • herbs and spices (seeds, whole and root) • flavorings, including dried shrimp and shrimp pastes, and bonito flakes <p>may also be associated with particular dishes and specific cuisines, including:</p> <ul style="list-style-type: none"> • bamboo shoot • lamb, kari, garam masala and rosewater • nam pla • kecap bentang manis, kecap bentang asin and terasi • nuoc mam • mushrooms (shiitake), bean paste (miso - red, white, light), vegetables (kuzu, kinome, daikon), seaweeds and rice wines (sake and mirin) • kecap manis, kecap asin, condiments and other flavorings (blachan).
Stocks and soups may be thick or thin, served as a course or accompaniment and classified variously within different foreign cuisines:	<ul style="list-style-type: none"> • won ton, short, long, noodle and egg flower soups • dhal and rasam • tom ka kai • soto ayam and soto kambing • sour fish soup and tom yum • miso • sup ayam and sup kambing • Brown stock

	<ul style="list-style-type: none"> • White stock • Roux • Cream soup • Puree soup • Clear soup • Vegetable soup
Equipment may include traditional as well as contemporary implements and appliances, such as:	<ul style="list-style-type: none"> • cutting implements • cooking surfaces such as hot plates and griddles • utensils such as woks, pans, pots, skimmers, ladles and graters • steamers • service ware, including platters, dishes and bowls • serving and eating implements such as chopsticks, servers and ladles • commercial grinders and blenders
Appropriate storage may include:	<ul style="list-style-type: none"> • chilling or freezing in suitable containers • heating and maintaining at a minimum temperature

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare stocks and soups within realistic time constraints using a range of cookery methods appropriate to the foreign cuisine • knowledge of cuisine style, including cultural considerations, commodities, culinary terminology and equipment • preparation of a variety of stocks and soups relevant to the particular foreign cuisine • safe occupational health and food hygiene practices for preparing, cooking, presenting and storing stocks and soups
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • equipment and culinary terms related to particular foreign cuisines, including regional variations • cuisine characteristics, and cultural and religious practices related to stock and soup preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes • kitchen and service culture, including kitchen organisation • effects of cooking techniques on nutrition, taste, texture and appearance • typical food allergies and consequences • principles and practices of personal and professional 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"> • preparing stocks and soups for particular foreign cuisines, including following recipe requirements • precision preparation and cutting techniques for the particular

	<p>style of cuisine</p> <ul style="list-style-type: none"> • selecting, using and maintaining specialised equipment, cutting implements, tableware and service ware for preparing, cooking, serving and presenting food • identifying, selecting, storing and using typical commodities, herbs and spices, condiments, thickening and flavouring agents, and seasonal delicacies relevant to the particular foreign cuisine and appropriate cookery methods • evaluating quality of ingredients, dishes and food items, including blending and balancing flavours and aromatics, correct flavour structure, texture and consistency, correct acid balance, correct colour and plate presentation • maintaining a tidy workstation • planning and organising • working in teams • using garnishes for presentation, including consideration of colour and eye appeal • safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces, open flames and other equipment that carries a risk of burns • waste minimisation techniques and environmental considerations in relation to foreign stocks and soups • problem-solving skills to adjust flavourings where soups are not balanced as required by a particular cuisine • literacy skills to read requirements of orders and recipes • numeracy skills to calculate quantities and portions against menus and orders, and to ascertain amounts of flavourings required to achieve required strength and flavour characteristics
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: Foreign Dish Cooking Level III	
Unit Title	Prepare Sauces, Dips and Accompaniments for Foreign Cuisines
Unit Code	CST FDC3 04 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and present sauces, dips and accompaniments for foreign cuisines

Elements	Performance Criteria
1. Produce sauces, dips and accompaniments for foreign cuisines	<p>1.1 Follow standard recipes according to regional and enterprise practices of particular cuisines.</p> <p>1.2 Identify, measure or weigh, and use a variety of fresh and dried Ingredients to prepare sauces, dips and accompaniments.</p> <p>1.3 Prepare a range of cooked and uncooked sauces, dips and accompaniments to complement menu items, according to appropriate regional and enterprise practices.</p> <p>1.4 Prepare a selection of fresh fruit sauces where required.</p> <p>1.5 Follow food hygiene and OHS regulations and requirements in all preparation and cooking tasks.</p> <p>1.6 Adjust cooked and uncooked sauces according to required taste, consistency and quality</p>
2. Present sauces, dips and accompaniments for foreign cuisines	<p>2.1 Match crockery size, color and shape to the color of the sauce, dip or accompaniment and enterprise specifications.</p> <p>2.2 Present sauces, dips and accompaniments according to portion size, and enterprise and cuisine requirements.</p> <p>2.3 Use garnishes according to acceptable style of the region and recipe specifications</p>
3. Store cooked sauces, dips and accompaniments for foreign cuisines	<p>3.1 Where required, prepare sauces, dips and accompaniments in advance and store them appropriately under conditions and temperatures that comply with health and safety requirements and that maintain quality and freshness, eating qualities and shelf life.</p> <p>3.2 Use packaging appropriate for the preservation of freshness, appearance and taste</p>

Variable	Range
Regional and enterprise practices may include:	<ul style="list-style-type: none"> • use and combinations of particular ingredients • size and format of ingredients • preferences and requirements related to texture and thickness • type and format of garnishes
ingredients used in sauces and dips may include:	<ul style="list-style-type: none"> • shrimp paste • fish sauce • stocks • tamarind • lemon and lime juice • herbs, spices, aromatics and condiments • sweetening agents such as sugar, honey and palm sugar • fresh fruits and vegetables

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare sauces, dips and accompaniments within realistic time constraints using a range of cookery methods appropriate to the foreign cuisine • knowledge of cuisine style, including cultural considerations, ingredients, culinary terminology and equipment • preparation of a range of sauces, dips and accompaniments relevant to the particular foreign cuisine • safe occupational health and food hygiene practices for preparing, cooking, presenting and storing sauces, dips and accompaniments
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • cuisine characteristics, and cultural and religious practices related to food preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes • kitchen and service culture, including kitchen organisation • culinary terms related to particular foreign cuisines, including regional variations • effects of cooking techniques on nutrition, taste, texture and appearance, and chemical reaction in food, e.g. curries, chutneys and pickles • typical food allergies and consequences • principles and practices of personal and professional hygiene related to working in a kitchen, including appropriate uniform and other personal protective equipment • waste minimisation techniques and environmental considerations in relation to foreign sauces, dips and accompaniments

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • selecting, using and maintaining specialised equipment, tableware and service ware for preparing, cooking, serving and presenting food • food preparation for particular cuisines, including following recipe requirements • precision cutting techniques and implements for the particular style of foreign cuisine • identifying, selecting, storing and using typical ingredients, herbs and spices, condiments, thickening and flavouring agents, and seasonal delicacies relevant to the particular foreign cuisine and cookery methods • evaluating quality of ingredients, dishes and food items, including blending and balancing flavours and aromatics, correct flavour structure, texture and consistency, correct acid balance, correct colour and plate presentation • use of garnishes for presentation, including consideration of colour and eye appeal • maintaining a tidy workstation • planning and organising • working in teams • safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • problem-solving skills to adjust flavourings where sauces, dips and accompaniments are not balanced as required by a particular cuisine • literacy skills to read requirements of orders and recipes • numeracy skills to calculate quantities and portions against menus and orders, and to ascertain amounts of flavouring required to achieve required strength and flavour characteristics
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: Foreign Dish Cooking Level III	
Unit Title	Prepare Rice and Noodles for Foreign Cuisines
Unit Code	CST FDC3 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare rice and noodles for national and regional foreign cuisines

Elements	Performance Criteria
1. Select a range of ingredients	<p>1.1 Identify a range of rice and noodles appropriate to specific national and regional cuisines.</p> <p>1.2 Select and assemble secondary ingredients required for preparation of rice and noodle dishes</p>
2. Prepare and cook rice and noodles	<p>2.1 Prepare rice and noodles according to menu specifications.</p> <p>2.2 Use correct equipment for cooking rice and noodles according to cuisine requirements and enterprise practice.</p> <p>2.3 Observe correct cooking procedures and timing, according to cuisine and recipe requirements.</p> <p>2.4 Add required flavorings to rice and noodles, according to cuisine and enterprise requirements.</p> <p>2.5 Follow food hygiene requirements and OHS regulations in completing all tasks</p>
3. Present cooked rice and noodles	<p>3.1 Select service ware appropriate in shape, size and color to ensure appealing presentation.</p> <p>3.2 Arrange and present rice and noodles attractively on platters or service ware to achieve maximum customer appeal.</p> <p>3.3 Use garnishes accompaniments and sauces conforming to acceptable traditional styles and customs, occasion, service specifications and menu requirements.</p> <p>3.4 Present rice and noodles with other dishes and accompaniments according to cuisine and enterprise requirements</p>
4. Store and reheat rice and noodles	<p>4.1 Store and reheat rice and noodles according to food hygiene principles, practices and requirements.</p> <p>4.2 Select storage and reheating methods for rice and noodles to</p>

	maintain quality, freshness, eating characteristics and appearance.
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Variable	Range
Rice and rice dishes are varied and include those made from short and long grain rice as used in: but not limited to these	<ul style="list-style-type: none"> • plain boiled rice • patna, basmati, biriani and pilau • plain steamed rice • nasi uduk, nasi kunyi and nasi goreng • rice porridge • gohanmono • nasi lemak and nasi kunyit.
Noodles and noodle dishes may be fresh or dried and be made from wheat, buckwheat, rice and eggs, and may include: but not limited to these	<ul style="list-style-type: none"> • glass and egg noodles • pad and khanom • mee goreng and mee soto • egg and rice noodles • udon, buckwheat and white wheat, egg noodles (fresh and dried) and soba (mori soba and kake soba) • nasi goreng, mee goreng and mee siam.
Secondary ingredients may include: but not limited to these	<ul style="list-style-type: none"> • fruits and nuts, including raisins and almonds • herbs, spices, flavorings and aromatics, including cloves, cinnamon, cardamom, saffron, turmeric, ginger, galangal, green tea and squid ink • vegetables • fats and oils, including ghee and coconut oil • meat, including pork, chicken and beef • seafood, including prawns and fish cakes • seaweed, including nori and wakame
Preparation for rice and noodles may include:	<ul style="list-style-type: none"> • washing • soaking • marinating
Equipment may include:	<ul style="list-style-type: none"> • traditional steamers • electric rice cookers and steamers • deep and shallow pots and pans
Other dishes and accompaniments served with rice and noodles may include:	<ul style="list-style-type: none"> • main dishes based on meat, seafood or vegetables • salads • stocks and sauces, both hot and cold • condiments, including prepared sauces such as chilli, kecap, fish sauce and oyster sauce

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • recognising the variety and quality of rice and noodles • applying the correct procedures and techniques in cooking to achieve desired outcomes • preparing and tasting a range of dishes using rice, noodles,

	<p>accompaniments and sauces, appropriate to the particular foreign cuisine, using authentic and appropriate ingredients</p> <ul style="list-style-type: none"> • safe occupational health and food hygiene practices for preparing, cooking, presenting and storing rice and noodles
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties of rice for foreign cuisines • varieties of fresh and dried noodles for foreign cuisines • principles of cooking rice and noodles • cuisine characteristics, and cultural and religious practices related to rice and noodle preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes • kitchen and service culture, including kitchen organisation • equipment and utensils used in particular cuisines, including terminology such as wok (kuali) • temperature and timing required for cooking particular foreign rice and noodle dishes • accompaniments, sauces and condiments suited to rice and noodles • culinary terms for rice and noodles related to particular foreign cuisines, including regional variations • principles and practices of personal and professional hygiene related to working in a kitchen, including appropriate uniform and other personal protective equipment • hygiene, safety and storage requirements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • cooking techniques and procedures • rice and noodle preparation for particular cuisines, including following recipe and portion control requirements and costing • use of garnishes for presentation, including consideration of colour and eye appeal • selecting, using and maintaining specialised equipment, tableware and service ware for preparing, cooking and serving rice and noodles • safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • storing (chilling, freezing and defrosting) and reheating rice and noodles • maintaining a tidy workstation • planning and organising • working in teams • waste minimisation techniques and environmental considerations in relation to rice and noodles • problem-solving skills to adjust flavourings where rice and noodle dishes, sauces and accompaniments are not balanced as required by a particular cuisine • literacy skills to read requirements of orders and recipes

	<ul style="list-style-type: none"> • numeracy skills to calculate quantities, control portions against menus and orders, control costs and determine amounts of flavourings required to achieve required strength and flavour characteristics
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: Foreign Dish Cooking Level III	
Unit Title	Prepare Meat, Poultry, Seafood and Vegetables for Foreign Cuisines
Unit Code	CST FDC3 06 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare meat, poultry, seafood and vegetables for national and regional foreign cuisines

Elements	Performance Criteria
1. Select key ingredients	<p>1.1 Identify and assemble a range of fresh, dried and preserved ingredients and other ingredients, required by recipes and appropriate to specific national and regional cuisines.</p> <p>1.2 Select appropriate ingredients for preparation of specific menu items, including specialized ingredients and accompaniments</p>
2. Prepare ingredients	<p>2.1 Prepare and portion ingredients according to recipe specifications, using appropriate preparation techniques.</p> <p>2.2 Prepare marinades using flavoring agents, according to cuisine requirements and enterprise practices.</p> <p>2.3 Select and use appropriate cooking equipment.</p> <p>2.4 Prepare sauces and accompaniments according to cuisine and enterprise requirements</p>
3. Produce a range of menu items	<p>3.1 Produce dishes following standard recipes accurately, according to cuisine requirements and enterprise practices and specifications.</p> <p>3.2 Use suitable cookery techniques and specialized techniques according to requirements of ingredients, cuisine style and menu.</p> <p>3.3 Follow food hygiene and OHS regulations and requirements</p>
4. Present menu items	<p>4.1 Present menu items attractively using appropriate service ware that takes into consideration shape, color and texture, and according to cuisine style and enterprise requirements</p>
5. Store menu items	<p>5.1 Store menu items as required according to food hygiene and safety, under correct conditions and temperatures to maintain quality, extend shelf life and maximize appearance and eating characteristics.</p>

Variable	Range
Specialised ingredients and accompaniments may include:	<ul style="list-style-type: none"> • sauces, including nam prik pao, nam pla, oyster and black bean • nuts, such as peanuts and cashews • fresh whole root spices, such as ginger, galangal and turmeric
Preparation techniques may include:	<ul style="list-style-type: none"> • filleting • portioning • cutting • skinning and peeling • cleaning and gutting • dicing • slicing • trimming • chopping • blanching • marinating • tenderising • coating with curry pastes, marinades and batters
Equipment may include:	<ul style="list-style-type: none"> • ovens • roasting drums • open spit smoke ovens • woks • tandoori ovens • steamers • barbecues • grills • hot plates • spits
Dishes to be produced must include a wide variety of meat, poultry, seafood and vegetable dishes, either stand-alone or in combination and may include:	<ul style="list-style-type: none"> • roast pork and duck, beef with cashews, and stir fried vegetables • fish in tamarind sauce, lamb kebabs and kari • kapi, takrai, gaeng, nam pla, makrut and krung gaeng • gado gado, and grilled skewered chicken • beef in coconut milk, ginger chicken, and steamed vegetables • beef, chicken and fish teriyaki • sugar cane chicken, chargrilled coconut fish, ikan panggang, and rending daging lembu
Cookery techniques may include:	<ul style="list-style-type: none"> • steaming • boiling • baking • roasting • grilling • barbecuing • stir-frying • deep-frying

Specialised techniques may include:	<ul style="list-style-type: none"> • tan door cookery • wok cookery • smoking • marinating • drying • pickling
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare, produce and present a variety of meat, poultry, seafood and vegetable dishes and accompaniments within realistic time constraints using a range of cookery methods appropriate to the foreign cuisine • knowledge of cuisine style, including cultural considerations, ingredients, culinary terminology and equipment • preparation of a variety of meat, poultry, seafood and vegetable dishes and accompaniments relevant to the particular foreign cuisine, using authentic and appropriate ingredients • safe occupational health and food hygiene practices for preparing, cooking, presenting and storing meat, poultry, seafood and vegetable dishes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • effects of cooking techniques on nutrition, taste, texture and appearance • principles and practices of personal and professional hygiene related to working in a kitchen, including suitable dress
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • evaluating quality of ingredients, dishes and food items, including blending and balancing flavours and aromatics; correct flavour structure, texture and consistency; correct acid balance; correct colour and plate presentation • using garnishes for presentation, including consideration of colour and eye appeal • using specialised service ware for presentation • maintaining a tidy workstation • planning and organising • working in teams • safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • waste minimisation techniques and environmental considerations in relation to meat, seafood and poultry for foreign cuisines • problem-solving skills to adjust flavourings where dishes and accompaniments are not balanced as required by a particular cuisine

	<ul style="list-style-type: none"> • literacy skills to read requirements of orders and recipes • numeracy skills to calculate quantities and portions against menus and orders, and to ascertain amounts of flavourings required to achieve required strength and flavour characteristics
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: Foreign Dish Cooking Level III	
Unit Title	Develop Cost-Effective Menus
Unit Code	CST FDC3 07 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop menus and plan, prepare and control menu-based catering costs within established enterprise systems. It does not deal with the specialised skills for the development of menus to meet market or special dietary needs Menus may be classical, modern or ethnic

Elements	Performance Criteria
1. Plan and develop different types of menus	<p>1.1 Identify enterprise and customer requirements for menus.</p> <p>1.2 Prepare menus ensuring that menu items take into account balance in the variety of cooking methods, colours, tastes and textures; nutritional values; seasonal availability; and results of sales analysis and customer feedback.</p> <p>1.3 Cost menus to ensure maximum profitability and compliance with enterprise costing constraints.</p> <p>1.4 Prepare innovative menus as required by the enterprise, type of cuisine or particular situation.</p> <p>1.5 Write menus using terminology appropriate to the market and style of menu, with item descriptions that promote menu items</p>
2. Control catering costs to ensure maximum profitability	<p>2.1 Select and use appropriate catering control systems according to enterprise requirements.</p> <p>2.2 Plan production schedules, giving consideration to menu constraints, available equipment, expertise of labor and available time.</p> <p>2.3 Control labor costs, giving consideration to rosters, scheduling, award conditions and rates.</p> <p>2.4 Optimize quality and minimize waste through the application of portion control and effective yield testing.</p> <p>2.5 Apply stock control measures by following correct receiving and storing procedures.</p> <p>2.6 Apply procedures to maintain security in food production and storage areas to minimize risk of theft, damage or loss.</p>

Variable	Range
Types of menus may include:	<ul style="list-style-type: none"> • table d'hôte • à la carte • set • function • buffet • cyclical
Costing constraints may include:	<ul style="list-style-type: none"> • enterprise policy on menu pricing and gross margins • budgets • labour requirements
Catering control systems can be manual or computerised, and may include use of the following:	<ul style="list-style-type: none"> • production planning sheets • sales analysis forms • daily kitchen reports • wastage sheets

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to develop a variety of innovative menus within budgetary guidelines • development of nutritionally and seasonally balanced menus • ability to cost menus to meet enterprise profit requirements
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • different types and styles of menus • historical development of menus, modern trends in menus • principles of nutrition, including: <ul style="list-style-type: none"> ➢ Dietary Guidelines for Adults ➢ Dietary Guidelines for Children and Adolescents ➢ planning nutritionally-balanced menus • culinary terms related to menus and food items commonly used in the industry • determinants of profitability in menu-based catering operations • inventory and stock control systems • purchasing, receiving, storing, holding and issuing procedures • costing, yield testing and portion control • food wastage and control • labour costs for commercial kitchens in general and for the organisation in particular
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • various ways of sequencing food items in a menu, including classical and contemporary • organisational skills and teamwork • logical and time-efficient work flow • problem-solving skills to make adjustments to a menu to

	<p>reduce costs</p> <ul style="list-style-type: none"> • literacy skills to read and verify customer profiles and preferences • numeracy skills to cost menu items and calculate quantities of commodities and other requirements for a menu
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: Foreign Dish Cooking Level III	
Unit Title	Prepare Pâtés and Terrines
Unit Code	CST FDC3 08 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare pâtés and terrines.</p> <p>Pâtés and terrines refer to any edible food that has been ground or puréed to a paste and set or baked in a container or mould. They can be made from a range of ingredients, including meats, poultry, game, seafood, fruits and vegetables. Terrines are generally of coarser consistency than pâtés and are baked in a pot (a terrine) after which they are named. Pâtés en croute are pâtés or terrines that have been baked in a pastry casing. Pâtés and terrines can be either classical or modern, and vary in ethnic and cultural origins</p>

Elements	Performance Criteria
1. Prepare pâtés and terrines	<p>1.1 Prepare a range of pâtés and terrines according to standard recipes.</p> <p>1.2 Select appropriate ingredients for the production of pâtés and terrines.</p> <p>1.3 Prepare and line moulds for pâtés and terrines using suitable ingredients.</p> <p>1.4 Prepare and use a range of binding agents and processes required in the preparation of basic forcemeat.</p> <p>1.5 Prepare a range of pastries suitable for pâté en croute and handle them correctly to ensure high quality and attractive presentation.</p> <p>1.6 Use specialized equipment for making pâtés and terrines correctly and safely according to manufacturer instructions</p>
2. Present pâtés and terrines	<p>2.1 Present pâtés and terrines attractively for various uses, including appetizers, entrees or buffets.</p> <p>2.2 Decorate pâtés and terrines appropriately giving consideration to contemporary tastes in color, presentation and eye appeal</p>

3. Develop new recipes	<p>3.1 Develop recipes for pâtés and terrines using a range of suitable products, with consideration given to taste and presentation.</p> <p>3.2 Test new recipes for pâté and terrine for taste, yield and customer acceptance</p>
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Variable	Range
Appropriate ingredients for making pâtés, pâtés en croute and terrines may include:	<ul style="list-style-type: none"> • dairy foods • vegetables • offal and livers • poultry • game • veal, ham and port • fish and shellfish • fruit products
Suitable ingredients for lining moulds may include:	<ul style="list-style-type: none"> • pork fat • pork caul • vegetables • pastry • skins
Specialised equipment for making pâtés and terrines may include:	<ul style="list-style-type: none"> • bowl cutters or food processors • food mills and blenders • mincers

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • detailed knowledge of the different ingredients suitable for pâtés and terrines • ability to prepare a variety of pâtés and terrines to enterprise standards • ability to produce new recipes for pâtés and terrines • preparation of pâtés and terrines within commercially realistic time constraints • safe and hygienic practices in relation to handling and storage of pâtés and terrines and ingredients for pâtés and terrines
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • ingredients suitable for making pâtés and terrines and their characteristics • outcomes of the various binding agents and processes used in the preparation of pâtés and terrines • culinary terms commonly used in the industry related to pâtés and terrines

	<ul style="list-style-type: none"> • hygiene requirements, particularly relating to possible bacterial spoilage in the preparation, storage and service of pâté and terrine products • principles of nutrition, in particular the food values of pâtés and terrines and the effects of cooking on the nutritional value of food
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • presentation skills for pâtés and terrines, including pastry decoration, glazing, layering of ingredients, precision cutting and arranging • logical and time-efficient work flow • safe work practices, in particular in relation to using chopping and mincing equipment • problem-solving skills to deal with delays in production and equipment breakdowns • literacy skills to review information about customer preferences • numeracy skills to calculate quantities of commodities and other required 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: Foreign Dish Cooking Level III	
Unit Title	Plan, Prepare and Display a Buffet
Unit Code	CST FDC3 09 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design, plan, prepare and display a buffet creatively. Plan and prepare food for buffets, which deals with the planning, preparation, cooking and presentation of food items for buffets.</p> <p>Buffets may be associated with various occasions and situations, and may be indoors or outdoors.</p> <p>The design of the total concept, selection of food items and display will vary according to customer requirements, occasion and type of buffet.</p> <p>Decorations and centrepieces can be designed and made, or selected and organised according to enterprise practices or customer requests. They may be carved, moulded or assembled and can be made from edible or non-edible materials</p>

Elements	Performance Criteria
1. Plan and design a buffet	<p>1.1 Design total buffet concept, food items and display as required, in consultation with customers and other relevant people.</p> <p>1.2 Plan buffets according to required theme or occasion, in consultation with customers and other relevant people.</p> <p>1.3 Select and organize an appropriate range and quantity of food items with consideration given to quality and price, related to enterprise and customer requirements</p>
2. Prepare for the buffet.	<p>2.1 Select appropriate service equipment, service ware and linen to display food and decorations.</p> <p>2.2 Plan and arrange tables and service points so that they are suitable for buffet display and service according to establishment requirements, occasion and efficient and safe customer and staff accessibility.</p> <p>2.3 Prepare or organize food presentation with artistic flair and</p>

	<p>according to establishment standards and customer requirements.</p> <p>2.4 Select, and prepare or organize appropriate and attractive decorations and centre pieces as required.</p> <p>2.5 Liaise with relevant people to organize preparation and conduct of buffets where required</p>
3. Display food items	<p>3.1 Display food items with a sense of artistry to create customer appeal.</p> <p>3.2 Use garnishes and accompaniments to enhance taste and appeal.</p> <p>3.3 Supervise buffet service to ensure that food items are replenished, and that the total display remains neat and attractive</p>
4. Present buffet in a safe and hygienic manner	<p>4.1 Identify potential health problems through cross-contamination and food spoilage and take appropriate preventative measures to eliminate these risks.</p> <p>4.2 Keep food on display at temperature levels as prescribed by legislation.</p>

Variable	Range
Total buffet concept includes as required:	<ul style="list-style-type: none"> • selection of appropriate food and food items • table arrangements • service equipment • service ware • linen • decorations • candles and lighting • centrepieces
Relevant people who may be involved in the design, planning, preparation and conduct of buffets include:	<ul style="list-style-type: none"> • customers • supervisors and managers • display artists and decoration wholesalers • interior designers and decorators • other cooks and chefs • service staff
Buffets may include:	<ul style="list-style-type: none"> • functions • parties • special celebrations • breakfast • lunch • dinner

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Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • project or work activities that allow the candidate to plan and coordinate the actual operation of a buffet within typical workplace time constraints • safe food preparation and handling procedures and practices regarding service and storage of food for buffets • ability to present buffets attractively with artistic flair • detailed understanding of the different nature and handling requirements for buffet food items, decorations and centrepieces • efficient organisation and planning skills regarding work flow, service and physical layout of buffets
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • design process for buffets, including: <ul style="list-style-type: none"> ➢ balance of dish types ➢ nutritional considerations ➢ color and style ➢ appropriateness of food items for buffets ➢ operational constraints ➢ costing issue • 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"> • logical and time-efficient work flow • waste minimization techniques and environmental considerations in relation to the planning and display of buffets • artistic skills and creativity relating to design and presentation of buffets • techniques for the attractive presentation and display of food, centrepieces and decorations • problem-solving skills to deal with breakdowns in systems or equipment • literacy skills to review information about customer preferences • communication skills to liaise with customers and team members, clarify requirements, provide information, and listen to and interpret information and non-verbal communication • numeracy skills to calculate quantities of ingredients and other ingredients required for a given number of guests
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	Competency may be assessed in the work place or in a simulated work place setting.
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Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Prepare Portion-Controlled Meat Cuts
Unit Code	CST FDC3 10 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select quality meats, break down primary and secondary cuts into portions and prepares a selection of meat products. Meat cuts to be prepared may be for both traditional or contemporary recipes and requirements

Elements	Performance Criteria
1. Select suppliers and purchase traditional and contemporary meats	1.1 Select suppliers with regard to the establishment requirements for quality, price and menu items. 1.2 Maximize profitability of menu items by negotiating purchase price of both one-off and regular purchases. 1.3 Purchase meats according to quality currently presented. 1.4 Minimize wastage through appropriate purchase and storage techniques
2. Prepare and produce a range of portion-controlled meats	2.1 Specify, select and weigh meats correctly according to standard recipes. 2.2 Cut meats precisely to required portion size and weight as required for standard and enterprise recipes
3. Prepare and produce meat products	3.1 Prepare a range of portion-controlled meat products using suitable ingredients and methods according to standard and enterprise recipe requirements. 3.2 Select and use appropriate ingredients, fillings, flavorings and marinades for meat products
4. Store meat cuts and meat products	4.1 Minimize food spoilage through appropriate storage techniques according to industry regulations. 4.2 Maintain the quality of each cut and product through appropriate storage techniques.

	4.3 Use <i>meat preservation methods</i> as appropriate
5. Implement safe and hygienic practices for meat	<p>5.1 Identify potential hygiene and OHS problems and take appropriate preventative measures to eliminate risks.</p> <p>5.2 Operate <i>machinery and equipment</i> used in manufacturing safely and hygienically according to manufacturer instructions.</p>

Variable	Range
Meats to be prepared:	<p>must include traditional meats, such as:</p> <ul style="list-style-type: none"> • pork • beef • lamb • veal • game <p>must also include a selection of contemporary meats, such as:</p> <ul style="list-style-type: none"> • kangaroo • emu • crocodile • goat • buffalo
Meat products may include any manufactured raw meat products, either traditional or contemporary, such as:	<ul style="list-style-type: none"> • sausages • salami • shashlik • cured or smoked meats • marinated meat cuts
Meat preservation methods may include:	<ul style="list-style-type: none"> • freezing • salting • curing • drying • smoking • pickling
Machinery and equipment used for preparing meat and meat products may include:	<ul style="list-style-type: none"> • mincers • slicers • knives • cleavers • saws • sausage casing machines • smokers • pickling vats

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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 • ability to prepare a variety of traditional and contemporary meat cuts and small goods to enterprise standards • preparation of meat cuts and meat products within typical workplace time constraints • food safety practices in relation to handling and storing meats and meat products
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • primary and secondary meat cuts according to standard meat cuts • current meat and livestock purchasing standards and quality criteria for selecting meat and meat cuts according to meat specifications • key factors that affect the quality of meat • preservation and flavour enhancement techniques for meat • suitable ingredients for preparing meat cuts and products • classical and contemporary trends in meat and meat products • terms commonly used in the industry to describe meat cuts and meat products • principles of nutrition, in particular food values of meat and meat products, use of preservatives and chemicals • principles and practices of hygiene in relation to handling and storing meat and meat products • yield testing and cost calculation • portion control • basic meat science and meat preservation techniques • storage procedures for different meats
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • negotiation skills to purchase products at cost-effective prices • logical and time-efficient work flow • knife skills in trimming, boning and portioning meats • waste minimisation techniques and environmental considerations in relation to portion-controlled meat cuts • care and use of knives, machinery and equipment for meat preparation • problem-solving skills to deal with breakdowns in systems or equipment • literacy skills to read instructions and customer requests • numeracy skills to calculate effective cost price, quantities of meat products required, and yield testing and cost calculation
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	Competency may be assessed in the work place or in a simulated work place setting.
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Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Select, Prepare and Serve Specialized Food Items
Unit Code	CST FDC3 11 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan, prepare and present specialised food items that are more unusual in nature. It covers the preparation and service of specialised items as part of a general menu, as well those offered by enterprises which specialise in particular menu items. Specialised food items may be used as part of classical, contemporary, specialised or ethnic cuisines. This unit covers cooking at an advanced and specialised level, using a variety of non-standard food items and related specialised techniques</p>

Elements	Performance Criteria
1. Select specialized food items	<p>1.1 Source suitable suppliers of specialized food items as required.</p> <p>1.2 Select suppliers according to range, quality, price and enterprise requirements.</p> <p>1.3 Maximize profitability of menu items by negotiating purchase price of both one-off and regular purchases.</p> <p>1.4 Purchase specialized food items according to quality currently presented.</p> <p>1.5 Minimize wastage through appropriate purchase and storage, taking into account any special requirements</p>
2. Plan menus or promotional strategies	<p>2.1 Plan specialized menus or menu items to meet enterprise and customer requirements and achieve an appropriate balance or integration with other items.</p> <p>2.2 Develop menus or promotional material to incorporate or</p>

	<p>focus on specialized food items.</p> <p>2.3 Price menu items to achieve satisfactory profit levels and to satisfy enterprise requirements.</p> <p>2.4 Take seasonal availability into account when developing menus or <i>promotional strategies</i>.</p> <p>2.5 Create new menu items or dishes using specialized foods and taking into consideration characteristics of varieties of food items, eating characteristics and taste</p>
3. Prepare and present dishes using specialized food items	<p>3.1 <i>Prepare</i> specialized items according to suitable recipes and appropriate techniques, ensuring appropriate flavour combinations, eating characteristics and taste.</p> <p>3.2 <i>Cook</i> specialized items in a variety of styles appropriate to the food item and as required by the menu, enterprise, customer preferences and relevant cultural norms.</p> <p>3.3 Present food items appropriately to maximize appeal, taking into account particular food characteristics.</p> <p>3.4 Preserve foods where appropriate, using suitable techniques</p>
4. Implement hygienic and safe practices	<p>4.1 Identify potential hygiene and safety problems and take appropriate <i>preventative measures</i> to eliminate risks in the preparation of specialized food items.</p> <p>4.2 Store specialized food items hygienically and according to food safety requirements</p>

Variable	Range
Specialised food items may include:	<ul style="list-style-type: none"> • meats, poultry and game other than lamb, beef, pork and chicken • offal and specialist meat products • unusual fish, shellfish and other foods from salt or fresh water • aromatics, flavourings, spices and herbs • seeds and nuts • fungi • preserves, condiments and accompaniments • commodities from ethnic cuisines and cultural traditions such as Mexican, Asian and Middle Eastern • fruits, vegetables, flowers and salad items • aquatic plants, such as seaweeds • specialist cheeses and dairy products • bush foods and native Australian ingredients • specialist cakes, pastries, breads, desserts, preserves and sweets
Promotional strategies may include:	<ul style="list-style-type: none"> • menus • specials lists • blackboards

	<ul style="list-style-type: none"> • flyers and pamphlets • media releases • internet
Specialised preparation and cooking may include:	<ul style="list-style-type: none"> • marinating and coating • tenderising • hanging of meat, poultry and game • preserving, including drying, salting, pickling, and hot and cold smoking • techniques such as cooking on salt, and using special ovens and cooking utensils • earth oven cooking
Preventative measures may include:	<ul style="list-style-type: none"> • identifying and discarding poisonous or non-edible parts of food items • safe handling of food items with potential for injury, such as spines and thorns • using particular cooking techniques to maximize quality and appeal • safe and hygienic operation of food preparation equipment

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • preparation of a range of specialised menu items of the same or varying categories of food, depending on the enterprise or context • preparation of a range of specialised food items to enterprise standards within typical workplace time constraints • selection of cookery methods appropriate to the product, and taking into consideration any dietary, historical and cultural issues • food safety in relation to preparation, cooking and storage of specialised food items
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • effects of methods of preparation and cooking on the flavour and appearance of specialised food items • culinary terms used to describe specialised food items and equipment • history and significance of specialised food items • principles and practices of hygiene • purchasing and storage of specialist food items
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • negotiation skills to purchase products at cost-effective prices • advanced or specialised preparation and cooking techniques • safe work practices, particularly in relation to using advanced or specialist cooking and preparation techniques • problem-solving skills to deal with breakdowns in systems or equipment • literacy skills to research specialised food items

	<ul style="list-style-type: none"> numeracy skills to calculate effective cost price and quantities of commodities and other ingredients for specialised food items
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: Foreign Dish Cooking Level III	
Unit Title	Monitor Catering Revenue and Costs
Unit Code	CST FDC3 12 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to establish and monitor the costs involved in operating a food service operation.</p> <p>Control systems may be computerised or manual and may cover stock control, online purchasing, income and expenditure, and summary reports of stock usage</p>

Elements	Performance Criteria
1. Establish and maintain a purchasing and ordering system	<p>1.1 Establish and implement appropriate basic systems for purchasing and ordering efficiently to maximize profit and quality and to minimize costs and wastage.</p> <p>1.2 Establish and maintain systems for storing food items to avoid deterioration, wastage, theft and spoilage.</p> <p>1.3 Ensure that stock records are systematically and regularly updated</p>
2. Establish and maintain a financial control system.	<p>2.1 Prepare and record departmental and operational income and expense statements accurately and on time.</p> <p>2.2 Meet budget forecasts within defined fiscal periods and adequately explain any variations.</p> <p>2.3 Keep financial records updated and use them effectively</p>
3. Maintain a production control system	<p>3.1 Develop food control and production schedules and maintain them in a manner that maximizes efficiency and minimizes waste.</p>

	<p>3.2 Design work flows and staff rostering to minimize unit labor cost.</p> <p>3.3 Monitor daily sales and make timely adjustments to menus to reflect customer preferences</p>
4. Select and use technology	<p>4.1 Select appropriate computer systems and business machines and use them to increase ease and efficiency.</p> <p>4.2 Select appropriate software according to the needs of the establishment</p>

Variable	Range
Appropriate computer systems and business machines may include:	<ul style="list-style-type: none"> • point-of-sale systems, such as cash registers • integrated computer-based systems • calculators • fax machines
Appropriate software may include:	<ul style="list-style-type: none"> • spreadsheets • accounting • database • financial planning and tracking • stock control • rostering • scheduling and production

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge of financial systems relevant to kitchen operations • ability to set up a food production system linked to cost and revenue control systems and targets • ability to develop and maintain an efficient cost control and monitoring system within a commercial cookery environment
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • costing, yield testing and portion control • role of the kitchen as a profit centre within an overall business • features and benefits of typical record keeping and accounting systems used in commercial kitchens • features and benefits of inventory and stock control systems used in commercial kitchens • labour costs for catering operations in general and for the organisation in particular
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • implementing purchasing, receiving, storing, holding and issuing procedures • organisational skills and teamwork • problem-solving skills to develop approaches to cost-control

	<p>challenges</p> <ul style="list-style-type: none"> • literacy skills to analyse information and trends • numeracy skills to calculate data related to cost and revenue controls
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: Foreign Dish Cooking Level III	
Unit Title	Establish and Maintain Quality Control of Food
Unit Code	CST FDC3 13 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to ensure that high standards of food quality are established and maintained in a commercial kitchen environment. These tasks are generally undertaken by a qualified cook or chef who also has some supervisory responsibilities. Quality procedures may be manual or computer-based. Quality data may be collected over different timeframes, according to enterprise requirements and practice

Elements	Performance Criteria
1. Establish and implement procedures for quality control	<p>1.1 Apply appropriate quality procedures to ensure the quality of raw materials, cooking processes, portion control, presentation and protection of food from contamination for all menu items.</p> <p>1.2 Ensure that products and services are consistent and meet enterprise requirements.</p> <p>1.3 Ensure that food items match menu descriptions</p>
2. Monitor quality	<p>2.1 Apply procedures to monitor quality, including observation, formal audits and reviews, tasting and seeking feedback.</p> <p>2.2 Apply procedures to monitor and ensure compliance with current food safety program and legislative and regulatory requirements</p>
3. Solve quality-related problems	<p>3.1 Identify and solve problems related to quality control of food.</p>

Variable	Range
Quality procedures may include:	<ul style="list-style-type: none"> • formal audits against enterprise quality standards and requirements • formal compliance inspections against industry and regulatory requirements • feedback from colleagues and customers • reviews of costs and revenues

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • demonstrated ability to establish, implement and maintain quality control systems in a commercial kitchen

	<ul style="list-style-type: none"> • knowledge of food safety regulations and requirements • knowledge of quality systems and options suitable for a commercial cookery or catering enterprise
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • role of quality control in the kitchen and its link to overall business performance and profitability • key areas for monitoring quality • features and benefits of different quality control mechanisms used in commercial kitchens
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • problem-solving skills to deal with quality or service breakdowns highlighted in audits and reviews • literacy skills to read or prepare reports about food quality and read information about food safety legislation and standards • numeracy skills to calculate ratios of satisfaction and summarise audit responses as percentages
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: Foreign Dish Cooking Level III	
Unit Title	Apply Cook-Freeze Production Processes
Unit Code	CST FDC3 14 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to apply the process of cook-freeze food production, and covers receipt of goods, cooking, freezing, storing, thawing and reheating food to ensure microbiological safety and palatability.</p> <p>The unit may be customised to suit enterprise-specific production processes or centralised operations and to cover specific needs. For example, a food production kitchen may not freeze cooked food and its scope of operation may involve receiving precooked and frozen food for storage, preparation, plating and distribution.</p>

Elements	Performance Criteria
1. Receive and store goods according to appropriate food hygiene and health standards	<p>1.1 Check delivered goods to ensure correct quantities and acceptable use-by dates.</p> <p>1.2 Conduct temperature checks on delivered goods by using temperature measuring devices correctly and ensuring that they are within specified tolerances.</p> <p>1.3 Record temperature check results according to enterprise procedures.</p> <p>1.4 Move stock quickly to freezer storage, ensuring that freezer doors are not left open for extended periods of time</p>
2. Prepare and cook food to meet industry safety standards	<p>2.1 Check to ensure raw food and ingredients are not spoilt or contaminated prior to preparation.</p> <p>2.2 Prepare and cook foods according to quality control requirements and food standards for cook-freeze operations.</p> <p>2.3 Portion and package food following required procedures, including correct time and temperature and using correct containers for freezing where necessary</p>
3. Freeze cooked food	<p>3.1 Freeze food according to appropriate food safety standards.</p> <p>3.2 Freeze food in batches, according to enterprise procedures, allowing each freezing cycle to be completed</p>
4. Store frozen food	<p>4.1 Label frozen food items according to relevant food standards and codes of practice.</p> <p>4.2 Place food items in appropriate storage once the freezing cycle and labeling is complete.</p> <p>4.3 Monitor and record storage temperatures accurately</p>
5. Prepare frozen food for	5.1 Remove required food items from the freezer and allow

reheating	<p>thawing according to enterprise procedures and food safety requirements.</p> <p>5.2 Space trays to permit air circulation.</p> <p>5.3 Thaw product to 0-4 degrees Celsius within 24 hours.</p> <p>5.4 Transport food safely to the point of production and service, maintaining correct temperatures</p>
6. Reheat food product	<p>6.1 Preheat oven to required temperature according to enterprise procedures and food safety standards.</p> <p>6.2 Prepare food product for reheating appropriately.</p> <p>6.3 Space reheating containers to allow air flow.</p> <p>6.4 Reheat using appropriate methods according to manufacturer recommendations, oven type, loading procedures and other established procedures of the enterprise and food safety standards.</p> <p>6.5 Check and record product temperature according to enterprise procedures and food safety standards.</p> <p>6.6 Clean thermometers between temperature checks of each food item.</p> <p>6.7 Reheat fully frozen food where required in emergencies, according to enterprise procedures and food safety standards</p>
7. Maintain and serve reheated food	<p>7.1 Transfer reheated food safely to heated bain marie.</p> <p>7.2 Maintain food temperature at 70 degrees Celsius.</p> <p>7.3 Minimize warm holdings.</p> <p>7.4 Follow portion control and serving procedures of the enterprise.</p> <p>7.5 Serve or deliver food items at temperatures that comply with food safety standards, enterprise policy and client preferences.</p>

Variable	Range
Temperature checks must be conducted on a range of foods, including:	<ul style="list-style-type: none"> • raw foods • ingredients • cold, frozen or reheated foods or ingredients
Foods to be produced by cook-freeze methods may consist of entire meals or individual items according to	<ul style="list-style-type: none"> • bulk foods • plated meals • sous-vide products • meals-on-wheels • takeaway meals

enterprise requirements, including:	
Appropriate storage may include:	<ul style="list-style-type: none"> • temperature • stock rotation • shelf life • food safety • impact on product quality • protection from contamination and spoilage
Appropriate methods for thawing frozen food items may include use of:	<ul style="list-style-type: none"> • chillers • cool rooms • refrigerators
Appropriate methods for reheating may include:	<ul style="list-style-type: none"> • low-heat convection • infra-red radiation • microwave • water bath • kettle • combi ovens

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • a variety of food items must be produced • production of multiple cook-freeze food items to meet differing needs • observance of HACCP or other food safety program requirements during the entire cook-freeze cycle • ability to operate a cook-freeze system and equipment • ability to produce, package, store, re-thermalize and serve food items prepared within a cook-freeze system • OHS and food hygiene regulations • preparation of cook-freeze food items within typical work time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • temperature specifications for the maintenance of food safety and quality • freezing and storage requirements, including preparation and packaging • principles and methods of food production • cook-freeze systems • OHS, food safety and hygiene regulations, including safe food-handling practices • hazard analysis and critical control points (HACCP) or other food safety program requirements for the entire cook-freeze production and delivery process

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • conducting temperature checks and recording data • using cook-freeze production equipment • problem-solving skills to deal with problems such as equipment failure or malfunction • literacy skills to read menus, recipes, task sheets and equipment manuals • numeracy skills to calculate portions and ingredients required, and to monitor temperatures
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: Foreign Dish Cooking Level III	
Unit Title	Develop Menus to Meet Special Dietary and Cultural Needs
Unit Code	CST FDC3 15 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop menus and meal plans for all customers, including meeting specific dietary and cultural needs. The unit focuses on the knowledge and skills required to meet nutritional requirements in the preparation of meal plans, diets and menus. The menu may be developed with or without the direction of a dietician or medical specialist, depending on the job role.</p> <p>Evidence is required of knowledge and understanding of a range of different cultural, dietary and special requirements. However, the focus of this range will vary according to the target markets of a particular workplace. Special dietary needs include therapeutic and contemporary regimes as well as customer requests</p>

Elements	Performance Criteria
1. Identify the dietary and cultural requirements of customers	<p>1.1 Identify the dietary and cultural requirements of different target groups through consideration of all appropriate factors.</p> <p>1.2 Take into consideration contemporary dietary trends and regimes in assessing dietary requirements.</p> <p>1.3 Liaise with dietitians, medical specialists or other relevant people in order to identify and confirm requirements, where appropriate</p>
2. Develop menus and meal plans to meet dietary and cultural requirements	<p>2.1 Select a variety of suitable foods, meals and menus for specific requirements taking account of Dietary Guidelines and menu planning principles.</p> <p>2.2 Develop menus and meal plans that promote good health and reduce the incidence of diet-related health problems, in consultation with relevant people and according to job role.</p> <p>2.3 Prepare cyclic menus when required and balance them in terms of nutritional requirements and variety.</p> <p>2.4 Recommend food preparation and cooking methods to maximize nutritional value of food.</p> <p>2.5 Identify appropriate combinations of food to meet macro and micro nutrient requirements.</p> <p>2.6 Take into consideration special needs, including texture, composition and portion size.</p> <p>2.7 Incorporate sufficient choice of dishes into the menus.</p>

	2.8 Cost menus to comply with costing constraints and to maximize profitability of menus.
	2.9 Use correct terminology in menus and meal plans
3. Evaluate meals and menus	3.1 Evaluate meals and menus to ensure customer satisfaction. 3.2 Adjust menus as required to ensure dietary needs and goals are met

Variable	Range
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 • exclusions for allergies and food intolerance
Cultural requirements may include the dietary requirements or sanctions and cultural needs of any ethnic, cultural or religious group, including:	<ul style="list-style-type: none"> • kosher • halal • vegetarian • Hindu
Target groups refer to all sectors of the population and may include:	<ul style="list-style-type: none"> • infants • children • adolescents • athletes • the aged
Factors to be considered when identifying the dietary and cultural needs of target groups may include:	<ul style="list-style-type: none"> • age requirements • lifestyle • food preferences • food restrictions or allergies • physical condition • nutritional requirements • those with varying nutritional and energy requirements due to physical condition • cultural or religious needs
Contemporary	<ul style="list-style-type: none"> • vegetarian

dietary trends and regimes may include current trends and fashions such as:	<ul style="list-style-type: none"> • low-fat, low-carbohydrate or low-kilojoule • macrobiotic
Menus and meal plans may be developed to address the requirements of individuals or larger target audiences, including:	<ul style="list-style-type: none"> • daily meal plans • daily or weekly menus • cyclic menus
Methods used to evaluate diets and meal plans, and analyse foods may include:	<ul style="list-style-type: none"> • computer programs • customer feedback questionnaires • interviews with customers and health support personnel • nutrition guides

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 menus and meal plans to meet different dietary and cultural needs • knowledge of commodities required to meet particular dietary and cultural needs • knowledge of the consequences of failing to address special dietary requirements • project or work activities that allow the candidate to develop menus to meet multiple and differing dietary and cultural needs
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic principles and practices of nutrition, including: <ul style="list-style-type: none"> ➢ nutrients and their food sources ➢ influences on food choice ➢ food labeling requirements and interpretation ➢ food additives and preservatives ➢ health implications of food choices • Dietary Guidelines for older, children and Adolescents • dietary sensitivities, including food allergies and intolerances, 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

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • cookery techniques and recipe modification to suit special dietary requirements • literacy skills to read and write menus and recipes • communication skills to liaise with dieticians and relevant people, clarify requirements, provide information, and listen to and interpret information and non-verbal communication • numeracy skills to calculate nutritional values of foods and menus and to calculate cost of menus
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: Foreign Dish Cooking Level III	
Unit Title	Prepare Desserts for Foreign Cuisines
Unit Code	CST FDC3 16 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, prepare, produce and store a range of foreign desserts

Elements	Performance Criteria
1. Select desserts for foreign cuisines	<p>1.1 Identify desserts for foreign cuisines.</p> <p>1.2 Select a range of key commodities used in foreign desserts.</p> <p>1.3 Identify cookery methods required for particular menu items and cuisines.</p> <p>1.4 Identify key characteristics of foreign desserts and service, according to cuisine, enterprise requirements and customer preferences</p>
2. Prepare and produce desserts	<p>2.1 Select, weigh and use ingredients required for particular dessert items, recipes and cuisines.</p> <p>2.2 Use cookery methods, specialized techniques and assembled equipment as required for particular dessert items and cuisines.</p> <p>2.3 Prepare fillings where required, to correct consistency.</p> <p>2.4 Prepare desserts according to recipe and enterprise requirements for consistency and temperature.</p> <p>2.5 Prepare and produce desserts for special occasions according to instructions and requirements.</p> <p>2.6 Follow food hygiene and OHS regulations and requirements in all tasks</p>
3. Store dessert and sweet products	<p>3.1 Store dessert items as required, according to food hygiene and safety requirements, and under correct storage conditions and temperatures, to maintain quality, extend shelf life and maximize appearance and eating characteristics.</p> <p>3.2 Follow appropriate reheating, reconstituting and serving procedures, as required for dessert items to preserve eating qualities, appearance and taste</p>

Variable	Range
A wide variety of desserts must be made and include but not limited to	<ul style="list-style-type: none"> • sweet buns • gulab jamoons • tua bab, moon sum palang, da ku and kao nieu tu • kueh

these:	<ul style="list-style-type: none"> • sweet soups • cakes • serikaya, bikang, dadar gulung and kuih • Baklava • millefeuille
Ingredients may include fresh, dried and preserved items such as:	<ul style="list-style-type: none"> • tropical fruits, such as mango and jackfruit • sweet potatoes • flowers • rice and rice products • flour and farinaceous products • beans, bean paste and bean curd • sweeteners, such as palm sugar • flavorings, such as rose and orange waters • milk products • setting agents and thickeners, such as agar-agar • yeast • spices • kulfi • halva • eggs • coconut cream and flesh • specialised ingredients, such as saku peek, kanom talai and khaw neaw mamuang
Cookery methods may include:	<ul style="list-style-type: none"> • steaming • boiling • baking • deep-frying • simmering
Specialised techniques may include:	<ul style="list-style-type: none"> • shaping ingredients • marinating • chilling • freezing • using seaweed and jelly powders • using setting and thickening agents
Equipment may include equipment requiring assembly and that used for preparing, cooking and serving foreign desserts, such as:	<ul style="list-style-type: none"> • bowls • traditional and contemporary steamers • whisks • spoons • ladles
Dessert texture and <i>consistency</i> may include:	<ul style="list-style-type: none"> • liquid • soft • firm
Dessert serving <i>temperatures</i> may include:	<ul style="list-style-type: none"> • chilled • room temperature • warm or hot

Special occasions may include:	<ul style="list-style-type: none"> • religious and non-religious festivals and celebrations • feast days and commemorative events • symbolic events • banquets • wedding
Appropriate storage may include:	<ul style="list-style-type: none"> • chilling • freezing • covering
Recyclable products may include:	<ul style="list-style-type: none"> • glass bottles and jars • plastics • paper and cardboard • tin or aluminium containers • fruit and vegetable matter

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare foreign desserts and accompaniments using a range of cookery and preparation methods appropriate to the cuisine • knowledge of foreign dessert styles, including cultural considerations, ingredients, culinary terminology and equipment • preparation of a wide variety of desserts and accompaniments relevant to the particular foreign, cuisine, using authentic and appropriate ingredients • ability to undertake duties according to organisational hygiene, health and safety practices • sound disposal methods for kitchen waste • ability to prepare desserts within the timeframe required by a commercial kitchen
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • cuisine characteristics, and cultural and religious practices related to food preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes • kitchen and service culture, including kitchen organisation • culinary terms related to particular foreign cuisines, including regional variations • principles and practices of personal and professional 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"> • food preparation for particular foreign cuisines, including following recipe requirements, portion control and costings • precision cutting techniques and implements for the particular style of foreign cuisine • evaluating quality of ingredients, dishes and food items,

	<p>including blending and balancing flavours and aromatics, correct flavour structure, texture and consistency, correct acid balance, correct colour and plate presentation</p> <ul style="list-style-type: none"> • using garnishes for presentation, including consideration of colour and eye appeal • selecting, using and maintaining specialised equipment, tableware and service ware for preparing, cooking, serving and presenting food • identifying, selecting, storing and using typical commodities, thickening and flavouring agents, and seasonal delicacies relevant to the particular foreign cuisine and appropriate cookery methods • safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • maintaining a tidy workstation • planning and organising • working in teams • assembling, moulding, pleating, deep-frying, steaming and baking techniques • reheating and refreshing techniques • problem-solving skills to adjust flavourings where dishes and accompaniments are not balanced as required by a particular cuisine • literacy skills to read requirements of orders and recipes • numeracy skills to calculate quantities and portions against menus and orders, and to ascertain amounts of flavourings required to achieve required strength and flavour characteristics
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: Foreign Dish Cooking Level III	
Unit Title	Participate in Environmentally Sustainable Work Practices
Unit Code	CST FDC3 17 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.

Elements	Performance Criteria
1. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Document and measure current usage of resources using appropriate techniques 1.4 Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance 2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency 3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Make suggestions for improvements to workplace practices in own work area

Variable	Range
Environmental and resource efficiency issues may include:	<ul style="list-style-type: none"> • maximising opportunities to improve business environmental performance • minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage

Appropriate techniques may include:	<ul style="list-style-type: none"> • examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements
Compliance may include:	<ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> ➢ international ➢ commonwealth ➢ state/territory ➢ local government ➢ industry ➢ organization
Organizational plans may include:	<ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	<ul style="list-style-type: none"> • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate • prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organizational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organization resource consumption, within work role • identifying organizational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • environmental and resource hazards/risks • environmental or sustainability legislation, regulations and codes of practice applicable to own work role • OHS issues and requirements • organizational structure, and reporting channels and procedures • relevant environmental and resource efficiency systems and procedures • sustainability in the workplace • terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • analytical skills to comply with all relevant legislation associated with job specifications and procedures • communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency • communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organization • literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use • technology skills to select and use technology appropriate for a task
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise plans, work responsibilities)
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios

	<ul style="list-style-type: none"> • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organizational plans to improve environmental practices and resource efficiency
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Develop Keyboard Skills
Unit Code	CST FDC3 18 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop basic keyboard skills using touch typing techniques.

Elements	Performance Criteria
1. Use safe work practices	<p>1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements</p> <p>1.2 Ensure work organization meets organizational and occupational health and safety (OHS) requirements for computer operation</p>
2. Identify and develop keyboard skills	<p>2.1 Identify and apply keyboard functions for both alpha and numeric keyboard functions</p> <p>2.2 Apply touch typing technique to complete a task</p> <p>2.3 Develop speed and accuracy in accordance with workplace requirements for level of responsibility</p>
3. Check accuracy	<p>3.1 Proofread document carefully to identify errors</p> <p>3.2 Amend document, correct errors and complete a final accuracy check</p>

Variable	Range
Ergonomic requirements may include:	<ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organization may include:	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing
Touch typing technique may vary according to:	<ul style="list-style-type: none"> • level of competency of operator • workplace requirements

Speed and accuracy must be:	<ul style="list-style-type: none"> • consistent with degree of experience of operator • relevant to level of responsibility
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Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying touch typing technique to enter alphanumeric characters • safely using keyboard
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as OHS • Organizational benchmarks for keyboarding.
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback • literacy skills to identify work requirements, to comprehend basic workplace documents, and to produce and proofread simple documents • problem-solving skills to solve routine problems in the workplace, while under direct supervision • technology skills to use equipment safely while under direction, and to use basic keyboard, touch typing and mouse skills to produce simple documents
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of workplace documentation
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • demonstration of techniques • oral or written questioning to assess knowledge of keyboard operations and functions • review of completed documents
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Produce Simple Word Processed Documents
Unit Code	CST FDC3 19 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents.

Elements	Performance Criteria
1. Prepare to produce documents	<p>1.1 Use safe work practices to ensure ergonomic, work organization, energy and resource conservation requirements are addressed</p> <p>1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required</p> <p>1.3 Identify organizational and task requirements for document layout and design</p>
2. Produce documents	<p>2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organizational style and presentation requirements</p> <p>2.2 Use system features to identify and manipulate screen display options and controls</p> <p>2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production</p>
3. Finalise documents	<p>3.1 Ensure final document is previewed, checked, adjusted and printed in accordance with organizational and task requirements</p> <p>3.2 Ensure document is prepared within designated time lines and organizational requirements</p> <p>3.3 Name and store document in accordance with organizational requirements and exit application without information loss/damage</p>

Variable	Range
Ergonomic requirements may include:	<ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation

	<ul style="list-style-type: none"> • posture • screen position • workstation height and layout
Work organization requirements may include:	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Conservation requirements may include:	<ul style="list-style-type: none"> • disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	<ul style="list-style-type: none"> • agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
Organizational requirements may include:	<ul style="list-style-type: none"> • company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organization name, time, date, document title, filename etc. in header/footer • templates
Formatting may include:	<ul style="list-style-type: none"> • alignment on page • columns • company logo/letterhead • enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation

Software functions may include:	<ul style="list-style-type: none"> • default settings • document protection • grammar check • headers/footers • indent • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
Screen display options and controls may include:	<ul style="list-style-type: none"> • layout view • maximise/minimise • normal view • page view • print preview • ruler • toolbars • zoom percentage
Checking may include:	<ul style="list-style-type: none"> • accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
Printing may include:	<ul style="list-style-type: none"> • basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document
Designated time lines may include:	<ul style="list-style-type: none"> • organizational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s
Naming and storing documents may include:	<ul style="list-style-type: none"> • appropriate file type • authorised access • file names according to organizational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc • filing locations • organizational policy for backing up files

	<ul style="list-style-type: none"> • organizational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up
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Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • formatting styles and their effect on formatting, readability and appearance of documents • purpose, use and function of word processing software • organizational requirements for ergonomics, work periods and breaks, and conservation techniques • organizational style guide
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to clarify document requirements • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organization's procedures, and to use basic models to produce a range of correspondence • problem-solving skills to solve routine problems
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of word processed documents and style guides
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of formatted document • review of final document • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Control and Order Stock
Unit Code	CST FDC3 20 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to control and order stock. It requires the ability to process stock orders, maintain stock levels, minimise stock losses, manage stock takes and maintain all documents that relate to the administration of stock

Elements	Performance Criteria
1. Maintain stock levels and records	<p>1.1 Use stock control systems to administer all stock control and ordering processes fully and efficiently.</p> <p>1.2 Monitor and maintain stock levels to organization requirements.</p> <p>1.3 Monitor stock security and adjust systems as required.</p> <p>1.4 Monitor and adjust stock reorder cycles as required.</p> <p>1.5 Inform colleagues of their individual responsibilities in regard to the reordering of stock.</p> <p>1.6 Maintain records of stock storage and movement according to organization procedures.</p> <p>1.7 Monitor stock performance, and identify and report fast or slow-selling items according to organization procedures</p>
2. Process stock orders	<p>2.1 Process orders for stock according to organization procedures.</p> <p>2.2 Maintain and record stock levels ensuring information is complete, correct and current.</p> <p>2.3 Check incoming stock records against purchase and supply agreements and record all necessary details</p>
3. Minimize stock losses	<p>3.1 Identify and record stock losses according to organization procedures.</p> <p>3.2 Report losses according to organization procedures.</p> <p>3.3 Identify avoidable losses and establish reasons for them.</p> <p>3.4 Recommend solutions to loss situations and implement related procedures to prevent future avoidable losses</p>

4. Follow up orders	<p>4.1 Monitor the delivery process to ensure agreed deadlines are met.</p> <p>4.2 Liaise with colleagues and suppliers to ensure continuity of supply.</p> <p>4.3 Follow up on routine supply problems or refer problems to appropriate person according to organization policy.</p> <p>4.4 Distribute stock to agreed allocations ensuring that it is protected from loss, contamination, spoilage, temperature abuse and pests, and is in line with relevant OHS and food safety procedures</p>
5 Organize and administer stock takes	<p>5.1 Organize stock takes at appropriate intervals according to organization policy and procedures.</p> <p>5.2 Allocate stocktaking responsibilities to staff.</p> <p>5.3 Produce accurate stock take reports within designated timelines.</p>

Variable	Range
Stock control systems may be:	<ul style="list-style-type: none"> • manual • computerised
Stock may include:	<ul style="list-style-type: none"> • food and beverages • equipment, such as office equipment and maintenance and cleaning equipment • linen • stationery • brochures and promotional material • cleaning supplies and chemicals • vouchers and tickets • souvenirs and other retail products

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ordering, control and overall administration of continuous stock supply within a specific tourism and hospitality industry environment • ability to meet accuracy and speed requirements for completion and maintenance of stock records • project or work activities conducted over a commercially realistic period of time so that the stock control and maintenance aspects of this unit can be assessed

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • stock ordering procedures • stock level maintenance techniques appropriate to industry sector • stock take procedures appropriate to industry sector • stock recording systems • stock security systems and procedures • types of stock control documentation and systems • reasons for stock loss and damage and methods used to control these
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to process all stock order documents and reconcile incoming stock records against purchase orders • writing skills to record and maintain all stock records and produce complex stock take reports • high-level communication skills to inform colleagues on their individual stock ordering and stock take responsibilities and liaise with suppliers about deliveries and discrepancies • critical thinking skills to allow for the analysis of stock records to determine stock losses and to make appropriate recommendations for improvements • numeracy skills to perform complex calculations involving reconciling stock orders and levels
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: Foreign Dish Cooking Level III	
Unit Title	Identify Hazards, and Assess and Control Safety Risks
Unit Code	CST FDC3 21 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess the associated safety risks and take measures to eliminate or control and minimise the risk. It focuses on the processes necessary to control specific workplace safety risks. This risk management approach is central to compliance with OHS legislation, which imposes obligations on businesses (whether small, medium or large) in all countries to manage the safety of their workers and anyone else in the workplace. In the service industries, the workplace includes any location where the business operates and 'others' includes customers

Elements	Performance Criteria
1. Identify hazards	<p>1.1 Access and use <i>hazard identification tools and template documents</i> according to organization procedures.</p> <p>1.2 Use <i>appropriate methods to identify actual or foreseeable hazards</i> that have the potential to harm the health and safety of workers or <i>anyone else in the workplace</i>.</p> <p>1.3 Involve other personnel where appropriate in hazard identification process.</p> <p>1.4 Keep records of <i>hazards</i> identified according to organization procedures</p>
2. Assess the safety risk associated with a hazard	<p>2.1 Access and use risk assessment tools and template documents according to organization procedures.</p> <p>2.2 Consult with a range of personnel within the organization to achieve broad input into risk assessment process.</p> <p>2.3 Participate with or involve <i>other personnel where appropriate in the risk assessment process according to consultation requirements</i> of OHS legislation.</p> <p>2.4 Collect sufficient evidence of the type and level of risk that the identified hazard poses.</p> <p>2.5 Use a systematic and <i>four-staged hierarchical process</i> model to conduct a risk assessment.</p> <p>2.6 Document the outcome of the risk assessment and proposed actions.</p> <p>2.7 Keep records of risk assessments according to organization procedures</p>

3. Eliminate or control the risk	<p>3.1 Consult with a range of personnel within the organization to achieve broad input into risk control process.</p> <p>3.2 Implement control measures according to individual level of responsibility or refer to appropriate personnel for permission or further action.</p> <p>3.3 Where possible eliminate the risk and if not practical take actions to control the risk using a five-step hierarchical approach</p>
4. Review the risk assessment process	<p>4.1 Identify inadequacies in hazard identification and risk assessment processes and resolve or report them to the appropriate person.</p> <p>4.2 Document any changes to the process and implement new processes for future risk management activities.</p>

Variable	Range
Hazard identification tools and risk assessment tools and template documents may include:	<ul style="list-style-type: none"> self-designed tools developed for the organization as part of an OHS management system tools and templates developed: <ul style="list-style-type: none"> ➤ by external consultancy services ➤ by industry associations for use by member businesses ➤ for public use and found within business management publications, including those developed by OHS regulatory authorities self-designed tools
Appropriate methods to identify actual or foreseeable hazards include:	<ul style="list-style-type: none"> conduct of site safety audits completion of a safety checklist inspections of the workplace observation of daily activities investigation of accidents and incidents review of injury or illness registers environmental monitoring of the workplace investigation of staff complaints or reports of safety concerns review of staff feedback via consultative processes, such as meetings, surveys or suggestion box submissions
Anyone else in the workplace may include:	<ul style="list-style-type: none"> customers visiting supplier representatives contractors
The workplace may include:	<ul style="list-style-type: none"> operational offices of the business retail outlet of any sort warehouse sport or recreation facility performance venue field location of the business where services are delivered to customers

	<ul style="list-style-type: none"> any place where the organization normally conducts its business activities, for example: <ul style="list-style-type: none"> ➤ in a tourism business this could be any destination to which customers are taken on tour ➤ for an event it could be any location where the event happens
Hazard may include:	<ul style="list-style-type: none"> beverage dispensing systems using inert gases physical environment, for example: <ul style="list-style-type: none"> working space of workers lighting hot and cold environments climate, weather or exposure, such as insufficient shade and protection from rain, sun or wind exposure to flood, fire and storm prevailing noise levels electrical items flooring equipment designed to assist with or replace manual handling pests crowds wild animals and local wildlife customers' abilities to fully engage in all activities, e.g. health issues hazards associated with activities to be undertaken plant, for example: <ul style="list-style-type: none"> machinery tools appliances equipment working practices, for example: <ul style="list-style-type: none"> opening and closing procedures security procedures any standard operating procedures for work-related tasks inappropriate rostering and shift allocation length of time spent at certain task and allocation of breaks security issues, for example: <ul style="list-style-type: none"> theft and robbery irrational or angry, drunk or drug-affected customers bomb scares
Other personnel who jointly participate in consultation, hazard identification, and risk assessment and control may include:	<ul style="list-style-type: none"> staff under supervision peers and colleagues supervisors managers contractors OHS representatives OHS committee members.

Four-staged hierarchical process model must include:	<ul style="list-style-type: none"> identifying the injury or illness consequences that could result from the hazard determining the exposure to the hazard estimating the probability that an incident or injury will occur determining an overall risk level for the identified hazard
Five-step hierarchical approach must include:	<ul style="list-style-type: none"> substituting a system of work or equipment with something safer isolating the hazard introducing engineering controls using personal protective equipment implementing combined control methods to minimise risk

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> project or work activities that show the candidate's ability to identify workplace hazards, and assess and control safety risks for a given service industry operation in line with regulatory requirements ability to access and use appropriate template documents for hazard identification and risk assessment ability to apply appropriate methods for hazard identification, and risk assessment and control knowledge and understanding of the consultative approach to hazard identification, assessment of associated safety risks and implementation of controls knowledge of OHS legislation requirements for hazard identification, and risk assessment and control ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist knowledge of specific and relevant OHS legislative requirements demonstration of skills in conducting risk assessments for different hazard scenarios
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> broad and working knowledge of relevant state or territory OHS legislation, specifically requirements for: <ul style="list-style-type: none"> ➤ when, where and how hazards must be identified ➤ when, where and how risk assessments must be conducted ➤ incorporation of appropriate consultation in the hazard identification and risk assessment process ➤ record keeping OHS consultative mechanisms commonly used by organizations role of OHS committees or OHS representatives as mechanisms for consultation

	<ul style="list-style-type: none"> • context of risk assessments within an overall OHS management system • key elements of OHS risk assessments • format and use of appropriate hazard identification and risk assessment templates • range of methods for identifying hazards in the workplace • common methods applied to the assessment of safety risks, such as the four-staged process model recommended and published by state and territory OHS authorities • common methods applied to controlling risks, such as the five-stepped hierarchical process model recommended and published by state and territory OHS authorities • OHS record-keeping procedures • specific organizational policy and procedures for OHS management
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to access appropriate hazard identification and risk assessment templates • high-level communication skills to communicate and consult with colleagues on issues of hazard identification and assessment of risks associated with those hazards • literacy skills to read and interpret: • complex materials describing regulatory requirements that relate to OHS management • organizational policies and procedures and template documents • literacy skills to write hazard identification and risk assessment documents • critical thinking skills to allow for rational and logical evaluation of hazards and associated risks, and to apply or suggest effective controls while incorporating the views of other people consulted in the workplace
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: Foreign Dish Cooking Level III	
Unit Title	Contribute to Workplace Improvements
Unit Code	CST FDC3 22 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to generate and propose ideas for improvements to workplace practices, services or products. It requires the ability to identify areas for improvement, generate appropriate ideas or solutions, and discuss and review their appropriateness

Elements	Performance Criteria
1. Identify areas for improvement to work practices, services or products	1.1 Clearly identify own role in work practices and role of others. 1.2 Identify opportunities for improvements to work practices, services or products. 1.3 Check and clarify areas where improvements could be made
2. Generate ideas for improvement	2.1 Generate a range of ideas or solutions. 2.2 Gather information relevant to ideas. 2.3 Review ideas for relevance and practicality. 2.4 Further develop suitable ideas based on information collection and review
3. Discuss ideas with others	3.1 Identify people who can contribute to the ideas for improvement to work practices, services or products. 3.2 Select appropriate communication methods for discussing ideas. 3.3 Share and discuss ideas, seek feedback and consider all opinions. 3.4 Review feedback, modify and further develop ideas in response to feedback
4. Develop ideas for improvement	4.1 Explore processes required to implement suggested improvements to work practices, services or products. 4.2 Present ideas for improvement to appropriate people
5. Review process for proposing improvements	5.1 Review process for developing, discussing and presenting ideas and identify how things could be done better

Variable	Range
Checking and clarifying areas for	<ul style="list-style-type: none"> observing problems observing inefficient work practices

improvement may involve:	<ul style="list-style-type: none"> • observing non-compliance with policies and procedures • understanding current procedures and processes • asking questions to ensure full understanding of work practices, services or products
Generating a range of ideas may involve:	<ul style="list-style-type: none"> • talking to colleagues or supervisors • considering how work practices are applied in other workplaces • using brainstorming techniques • visualising different ways of working • developing checklists and plans
Developing suitable ideas may involve:	<ul style="list-style-type: none"> • thinking through all aspects of ideas • exploring processes, resources and time required to implement ideas
People who can contribute may include:	<ul style="list-style-type: none"> • colleagues • supervisors • managers • friends and family who work outside the organization • those who can challenge or support the ideas • those who can provide technical knowledge on the viability of the ideas • those who can fund or promote the implementation of the ideas
Communication methods may include:	<ul style="list-style-type: none"> • face-to-face discussions • interviews • telephone discussions • email • written correspondence, such as memos, letters and reports • suggestion boxes and suggestion boards • surveys and questionnaires • newsletter contributions • formal and informal meetings
Seeking and considering feedback may involve:	<ul style="list-style-type: none"> • actively listening • asking questions • clarifying understanding • accepting the opinions and ideas of others, especially those with cultural or special needs • taking into account technical and OHS considerations and restrictions
Exploring processes for implementation of ideas may involve:	<ul style="list-style-type: none"> • identifying all steps required to implement ideas for improvement • seeking technical advice • identifying physical and human resources required • identifying how long it would take to make changes
Reviewing process may involve identifying:	<ul style="list-style-type: none"> • communication problems that were encountered • lack of access to appropriate information to develop ideas • problems with own ability to present ideas and influence others

	<ul style="list-style-type: none"> • aspects that worked well • solutions for generation and presentation of future ideas
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • project or work activities that show candidate's ability to observe work practices and analyse problems or areas where improvements could be implemented • knowledge of own role, role of others and services and products offered by the organization • ability to develop a range of ideas for workplace improvements or solutions to problems • ability to consult with others, seek feedback, modify ideas and present suggested improvements
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • work practices, services or products of the organization • organizational structure, own role and role of various personnel • typical communication methods used within organizations • typical evaluation and review procedures used within organizations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to use creative thinking techniques to generate a range of innovative ideas • observation skills • basic skills in analysing work practices, services, products and positive and negative feedback <p>basic research skills, including:</p> <ul style="list-style-type: none"> • identifying sources of required information • questioning and active listening skills to elicit information • note taking • sorting and processing information <p>creative thinking techniques</p> <ul style="list-style-type: none"> • written and oral communication skills for conveying ideas clearly and concisely • basic presentation skills • literacy skills to interpret written information relating to work practices, services and products • ability to experiment with ideas and modify them according to feedback • ability to relate to colleagues from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities and to listen to ideas and opinions of others with an open mind
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: Foreign Dish Cooking Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	CST FDC3 23 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 • 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	<p>Access is required to real or appropriately simulated work areas, materials and equipment</p>
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	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Apply Quality Control
Unit Code	CST FDC3 24 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	1.1 Agreed quality standard and procedures are acquired and confirmed 1.2 Standard procedures are introduced to organizational staff / personnel. 1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy. 1.4 Standard procedures are revised / updated when necessary
2. Assess quality of service delivered	2.1 Services delivered are checked against organization quality standards and specifications 2.2 Service delivered are evaluated using the appropriate evaluation parameters and in accordance with organization standards 2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures 3.2 Records of work quality are maintained according to the requirements of the organization
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures 4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded. 5.2 All service processes and outcomes are recorded.

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 • 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: Foreign Dish Cooking Level III	
Unit Title	Lead Workplace Communication
Unit Code	CST FDC3 25 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
Methods of communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Using Internet • Cell phone

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.

Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Lead Small Teams
Unit Code	CST FDC3 26 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 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 of management or appropriate specialist and to negotiate on their behalf • 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	<ul style="list-style-type: none"> • communication skills required for leading teams

Skills	<ul style="list-style-type: none"> • 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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Oral questioning / Written Test • Observation/Demonstration
Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution.

Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Improve Business Practice
Unit Code	CST FDC3 27 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 plans	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 4.5 Competitor analysis is obtained 4.6 Market position is developed/reviewed 4.7 Practice brand is developed 4.8 Benefits of practice/practice products/services are

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

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 • 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

	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • trade associations/journals • Yellow Pages small business surveys • libraries • Internet • Chamber of Commerce • client surveys • 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

	<ul style="list-style-type: none"> • product mix • the core product - what is bought • 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 • 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

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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 • 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.
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

Occupational Standard: Foreign Dish Cooking Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	CST FDC3 28 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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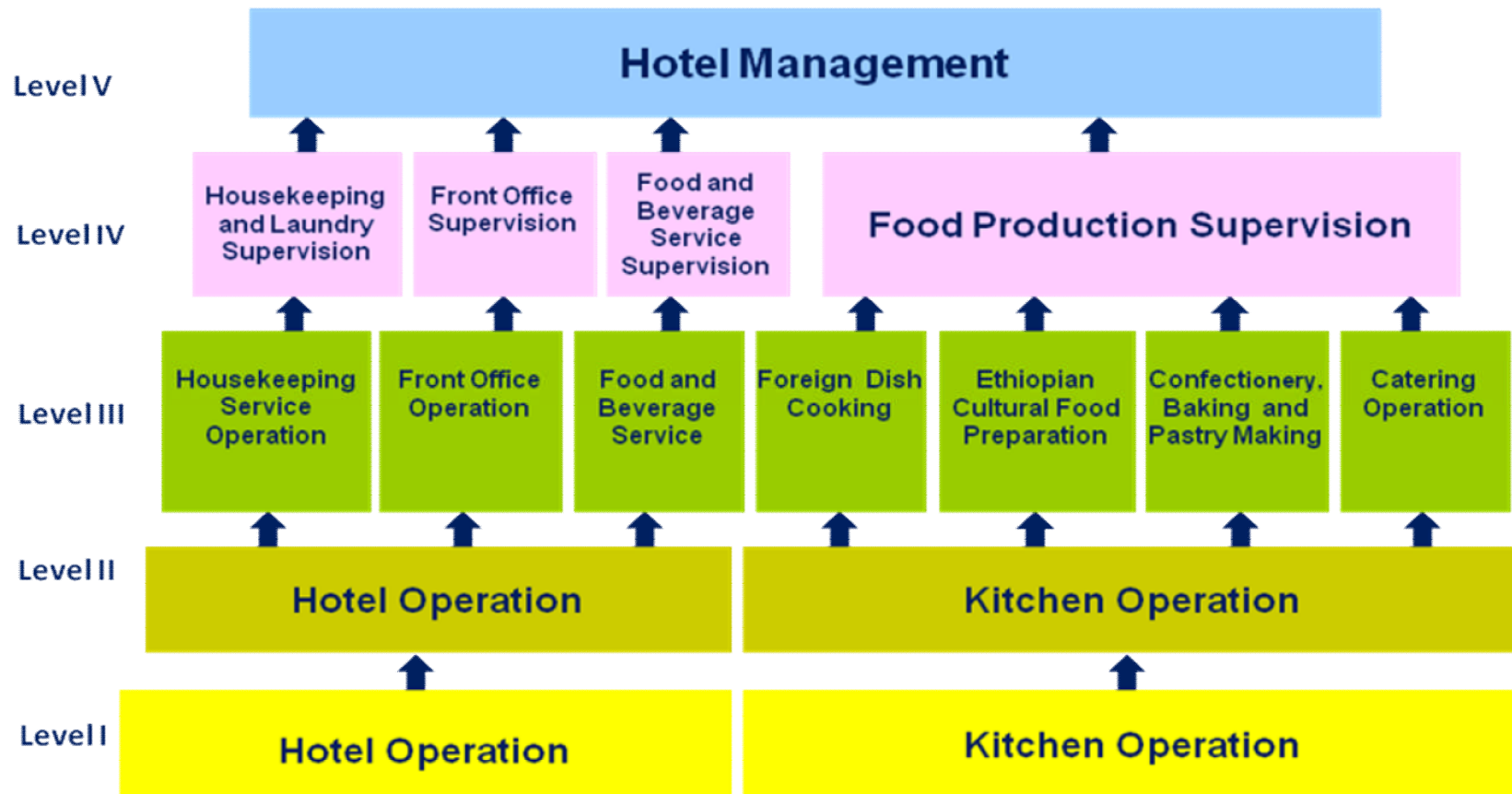
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, 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

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	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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This occupational standard was developed in September 2012 at Addis Ababa, Ethiopia.

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