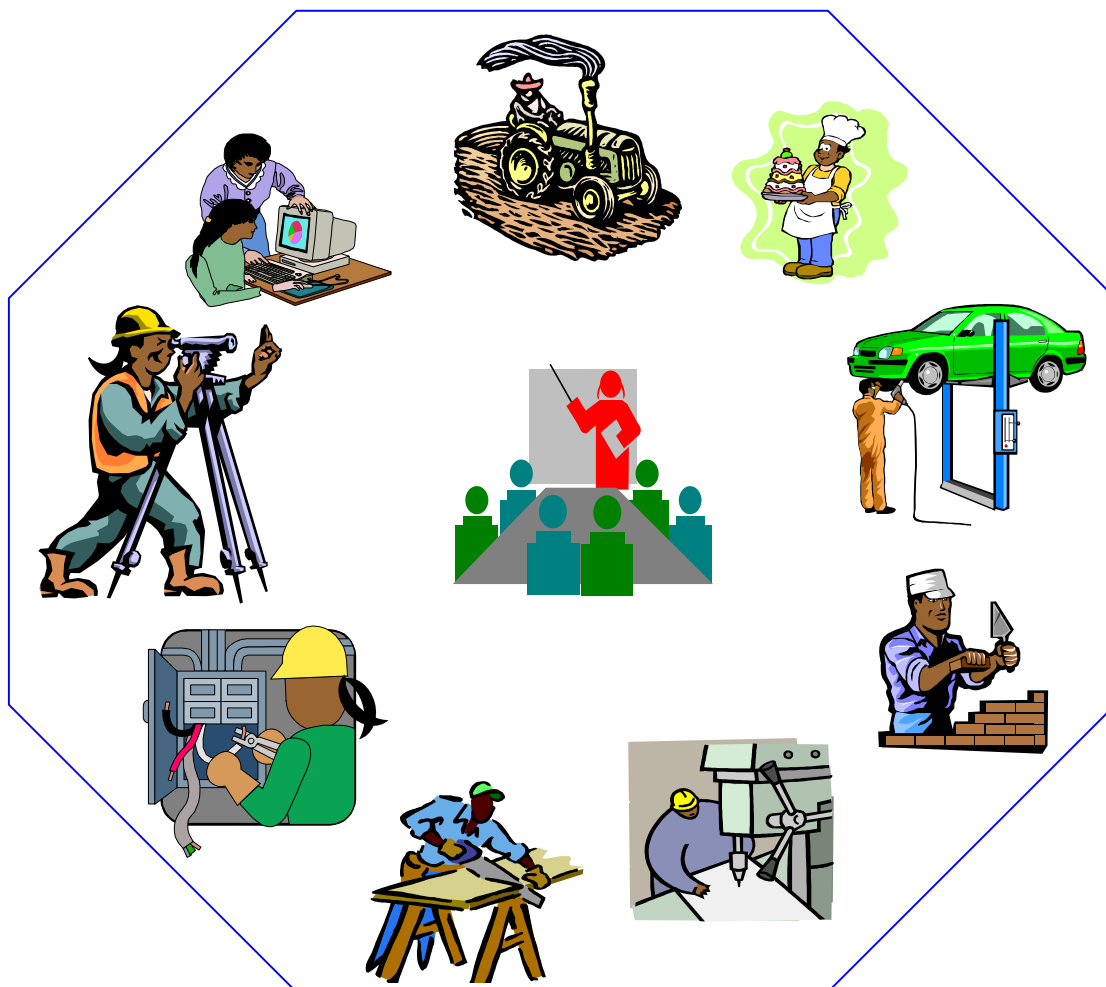


Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

CATERING OPERATION

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

UNIT OF COMPETENCE CHART

Occupational Standard: Catering Operation			
Occupational Code: CST COP			
<i>NTQF Level III</i>			
CST COP3 01 0912 Apply Catering Control Principles	CST COP3 02 0912 Provide and Coordinate Hospitality Service	CST COP3 03 0912 Provide Quality Customer Service	
CST COP3 04 0912 Organize Bulk Cooking Operations	CST COP3 05 0912 Apply Cook-Freeze Production Processes	CST COP3 06 0912 Select Catering Systems	
CST COP3 07 0912 Plan Catering for an Event or Function	CST COP3 08 0912 Source and Present Information	CST COP3 09 0912 Write Business Documents	
CST COP3 10 0912 Plan and Manage Meetings	CST COP3 11 0912 Analyze and Present Research Information	CST COP3 12 0912 Provide Visitor Information	
CST COP3 13 0912 Address Protocol Requirements	CST COP3 14 0912 Use Business Technology	CST COP3 15 0912 Organize in-House Events or Functions	
CST COP3 16 0912 Monitor Implementation of Work Plan / Activities	CST COP3 17 0912 Apply Quality Control	CST COP3 18 0912 Lead Workplace Communication	
CST COP3 19 0912 Lead Small Teams	CST COP3 20 0912 Improve Business Practice	CST COP3 21 1012 Maintain Quality System and Continuous Improvement Processes (Kaizen)	
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Occupational Standard: Catering Operation Level III	
Unit Title	Apply Catering Control Principles
Unit Code	CST COP3 01 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to minimise waste to reduce costs, maximise profitability and minimise negative environmental impacts. It requires the ability to effectively order, store and rotate stock to minimise contamination, wastage, loss and theft

Elements	Performance Criteria
1. Follow procedures to reduce wastage	1.1 Follow appropriate procedures for reducing wastage during ordering, storage and processing of food. 1.2 Take appropriate security measures to reduce loss
2. Minimize waste and minimize negative environmental impacts	2.1 Effectively control portions sizes using calibrated equipment where appropriate. 2.2 Follow recipes accurately to avoid wastage. 2.3 Order suitable quantities of stock to avoid over or under-ordering. 2.4 Rotate and document stock accurately. 2.5 Store food correctly and securely to minimize contamination, wastage, loss and theft.

Variable	Range
Procedures for reducing wastage must include:	<ul style="list-style-type: none"> • portion control • ordering to specifications • stock rotation • using appropriate equipment • appropriate storage • using standard recipe cards • following a food safety risk management program

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • ability to use portion control, stock control and other waste reduction measures effectively • ability to use the food safety program effectively to minimize food contamination and spoilage • production of portion-controlled menu items

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • role of the kitchen as a profit centre within an overall business • links between hygiene, food safety, waste minimization and environmental sustainability • procedures for reducing wastage in kitchen operations and for the organisation in particular • stock rotation practices for kitchen operations and for the organisation in particular
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • preparation and cooking, stock control and storage procedures that assist waste minimization and environmental sustainability • problem-solving skills to deal with options to minimize contamination and waste, increase yield and improve security • literacy skills to read recipes, menus, instructions and orders • numeracy skills to calculate quantities of stocks and to measure portion sizes
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: Catering Operation Level III	
Unit Title	Provide and Coordinate Hospitality Service
Unit Code	CST COP3 02 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide and coordinate hospitality service to customers. The unit integrates a range of well-developed key operational and organisational skills required by service staff in hospitality organisations providing a range of organisation products and services to multiple and diverse customers.</p> <p>The unit brings together the skills and knowledge covered in individual units and focuses on the way these must be applied in a hospitality setting to ensure a smooth work flow and quality customer service. It incorporates preparation, service and close-down of the work area, using a range of techniques, equipment and materials</p>

Elements	Performance Criteria
1. Organize and prepare for service	<p>1.1 Access appropriate workplace information in order to plan and organize tasks to be completed.</p> <p>1.2 Liaise with team members and other relevant people to confirm and inform others of service requirements.</p> <p>1.3 Develop and follow a work plan or schedule to maximize efficiency, taking into consideration roles and responsibilities of other team members.</p> <p>1.4 Prepare work area, equipment and supplies to meet service requirements according to established systems and procedures</p>
2. Provide service.	<p>2.1 Greet customers courteously and appropriately and determine their requirements for products and services.</p> <p>2.2 Offer information to customers on available products and services and assist them to make choices that meet individual needs, special requests or dietary or cultural requirements.</p> <p>2.3 Proactively promote, up-sell and cross-sell products and services where appropriate according to organization policy and procedures.</p> <p>2.4 Use the organization system and technology for reservations, ordering or stock control as appropriate.</p> <p>2.5 Provide service, using appropriate methods and techniques to meet customer expectations of quality, presentation and timeliness of delivery.</p> <p>2.6 Communicate effectively and work cooperatively as part of the team and according to established work plan.</p>

	<p>2.7 Follow workplace safety and hygiene procedures according to organization and legislative requirements.</p> <p>2.8 Provide quality customer service, deal appropriately with complaints and use appropriate communication techniques to deal with conflict.</p> <p>2.9 Identify problems, determine possible solutions and take appropriate action to resolve the situation according to organization procedures.</p> <p>2.10 Complete end of service procedures and farewell customers according to job role and organization procedures in a manner that will encourage them to return</p>
3. Close down after service	<p>3.1 Clear, clean or dismantle work area according to organization procedures, OHS requirements and environmental considerations.</p> <p>3.2 Complete administration and reporting requirements.</p> <p>3.3 Review and evaluate products and services with colleagues, where appropriate, identifying possible improvements.</p>

Variable	Range
Workplace information includes:	<ul style="list-style-type: none"> • job role and tasks to be performed • verbal or written advice affecting job performance and service requirements • details of expected business, including customer requirements and scheduling • knowledge and availability of products, services and specials • local area knowledge and venue facilities
End of service procedures include:	<ul style="list-style-type: none"> • safe storage of products, equipment and supplies • cleaning procedures related to work areas and equipment • debriefing sessions, including quality service reviews • restocking • preparation for the next service period
Environmental considerations include:	<ul style="list-style-type: none"> • recycling and minimising waste • responsible disposal of waste • efficient energy use • efficient water use

Evidence Guide

<p>Critical aspects of Competence</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • collection of direct, indirect and supplementary evidence showing provision of integrated complete service periods (shifts) to ensure integration of skills and consistency of performance in different circumstances • ability to multi-task and respond to multiple demands and requests of a number of customers with varying requirements • ability to deal with typical issues such as workplace time constraints, late arrivals, no-shows, walk-ins and other problems or contingencies • ability to meet, greet and interact positively with multiple and diverse customers throughout the hospitality experience • ability to maintain the cleanliness and tidiness of work areas, including dealing with disposables and recyclables • ability to monitor the service process and work flow, take some responsibility for others and provide technical advice and support to a team • compliance with relevant legislative and regulatory requirements, OHS requirements • demonstrated health and safety practices
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organisation administrative and reporting procedures • relevant legislative and regulatory requirements related to hygiene, health, safety, security and provision of hospitality products and services • current knowledge of all main products and services offered by the organisation
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • planning and organising work, including prioritising, sequencing and monitoring tasks and processes • integration and application of service skills, including preparation, service procedures, close down and customer relations • working cooperatively as part of a team and providing advice and support as required • using safe and hygienic work practices in relation to provision of hospitality products and services according to organisation and legislative requirements • communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication • numeracy skills to calculate and/or estimate bills, stock requirements and required ingredients, materials or equipment

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: Catering Operation Level III	
Unit Title	Provide Quality Customer Service
Unit Code	CST COP3 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide quality service to customers in a range of service industry workplaces. It requires the ability to determine and address diverse customer needs and expectations, ascertain changes in customer preferences, establish rapport, deal with complaints and difficult service situations, use opportunities for promoting and up-selling, apply knowledge of protocol and ritual for particular types of industry sectors and organisations, and systematically manage a clientele through rewards systems, databases, etc.

Elements	Performance Criteria
1. Develop and maintain product, service and market knowledge.	<p>1.1 Identify opportunities and use formal and informal research to develop and maintain knowledge of products and services.</p> <p>1.2 Use customer feedback and workplace observation to evaluate products, services and promotional initiatives and identify changes in customer preferences, needs and expectations.</p> <p>1.3 Share market, product and service knowledge obtained with colleagues to enhance the effectiveness of the team.</p> <p>1.4 Suggest ideas to appropriate person for product and service adjustments to meet customer needs for future planning according to organization policy.</p>
2. Provide a quality service experience to customers.	<p>2.1 Determine and clarify customer preferences, needs and expectations.</p> <p>2.2 Offer accurate information about appropriate products and services to customers to meet their needs and expectations.</p> <p>2.3 Anticipate customer preferences, needs and expectations throughout the service experience and provide products and services in a timely manner, appropriate to individual needs and preferences, and according to organization standards.</p> <p>2.4 Offer possible extras and add-ons appropriately and provide personalized and additional services and products where appropriate.</p>

	<p>2.5 Proactively promote products and services at appropriate opportunities according to current organization goals and promotional focus and employ selling techniques appropriately to encourage usage and purchase.</p> <p>2.6 Identify problems in products and services and take action immediately to address them and/or notify management.</p> <p>2.7 Liaise with team members to ensure timely and efficient service.</p> <p>2.8 Share information with other team members and relevant persons to ensure efficient service and timely and smooth workflow.</p>
3. Deal with complaints and difficult customer service situations.	<p>3.1 Use questioning techniques to establish and agree on the nature, possible cause and details of the complaint or difficult customer service situation with the customer and assess the impact on the customer of the situation.</p> <p>3.2 Use communication techniques to assist in the management of the complaint and handle the situation sensitively, courteously and discreetly.</p> <p>3.3 Take responsibility for finding a solution to the complaint within the scope of individual responsibility.</p> <p>3.4 Determine possible options to resolve the complaint and promptly analyze and decide on the best solution, taking into account any organization constraints.</p> <p>3.5 Take appropriate action swiftly to resolve the complaint and prevent escalation, in agreement with customer and to the customer's satisfaction.</p> <p>3.6 Where appropriate, use techniques to turn complaints into opportunities to demonstrate high quality customer service.</p> <p>3.7 Provide feedback on complaints to appropriate personnel in order to avoid future occurrence.</p> <p>3.8 Reflect on and evaluate complaint and solution to enhance response to future complaints or difficult service situations.</p>
4. Manage and use information about clients and customers.	<p>4.1 Determine and record customer information where appropriate to provide personalized service.</p> <p>4.2 Develop and maintain knowledge of organization promotional initiatives and implement where appropriate.</p> <p>4.3 Proactively provide enhanced products and services to clients and customers based on client information.</p>

Variable	Range
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<p>Formal and informal research may include:</p>	<ul style="list-style-type: none"> • discussions with colleagues • reading organization information • research of product and service information brochures • general media • membership of industry associations and networks • attendance at conferences, trade shows and industry events • distributing surveys and questionnaires 		
<p>Products, services and promotional initiatives may include:</p>	<ul style="list-style-type: none"> • tours and transport • conferences and conventions • function facilities • entertainment • shopping services • restaurant facilities • food and beverage • add-on services • special offers or packages 		
<p>Customer preferences, needs and expectations:</p>	<ul style="list-style-type: none"> • may be determined by: <ul style="list-style-type: none"> ➤ active listening ➤ questioning ➤ observation ➤ recognition of non-verbal signs • may be related to: <ul style="list-style-type: none"> ➤ age ➤ gender ➤ social and cultural characteristics ➤ prior knowledge ➤ special needs • may include: <ul style="list-style-type: none"> ➤ friendliness ➤ courtesy ➤ value for money ➤ prompt or timely service ➤ assistance ➤ empathy and support ➤ comfort ➤ new experience ➤ basic needs for food, shelter, transport or other services 		
<p>Product and service knowledge may relate to:</p>	<ul style="list-style-type: none"> • general features • special features • benefits • disadvantages • price • special offers • availability • how to purchase or order 		
<p>Promoting products and services may include:</p>	<ul style="list-style-type: none"> • displays • promotions 		
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	<ul style="list-style-type: none"> • special offers and deals • menus and specials • word of mouth • up-selling
Selling techniques include up-selling and suggestive selling and may involve:	<ul style="list-style-type: none"> • serving • helping • advising • building rapport with customers • arousing interest
Complaints or difficult customer service situations may include:	<ul style="list-style-type: none"> • problems or faults with the service or product • delays or poor timing of product or service supply • misunderstandings or communication barriers • difficult or demanding customers • customers with different or special needs or expectations • escalated complaints
Communication techniques may include:	<ul style="list-style-type: none"> • listening and active listening • asking questions to gain information, clarify ambiguities and adequately understand requirements • rephrasing and repeating questions, requests and statements to confirm that they have been correctly understood • empathising with the customer's situation while upholding organization policy • non-verbal communication and recognition of non-verbal signs • using communication techniques appropriate to different social and cultural groups • ability to speak clearly, be understood and use appropriate language, style and tone
Organization constraints may include:	<ul style="list-style-type: none"> • feasibility • costs and budgets • policy and procedures • job role and responsibility
Customer information may include:	<ul style="list-style-type: none"> • names • preferences and expectations such as favourite products, rooms, additional requirements and special needs • details of products and services experienced • comments and feedback provided
Promotional initiatives may include:	<ul style="list-style-type: none"> • reward systems and loyalty programs • promotions and specials • online promotions

Evidence Guide			
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • ability to provide a total quality service experience • knowledge of different customer preferences and ways to meet both stated and unstated requirements 		
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	<ul style="list-style-type: none"> • ability to use selling techniques to promote products and services within a specific tourism or hospitality context • ability to handle and resolve complaints and difficult customer service situations
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • any legal issues that impact on the sale of products and services • in-depth knowledge of organization products and services • general knowledge of the market for different types of products and services • different stated and unstated customer preferences and needs, and ways of meeting requirements • protocols, service rituals, and service culture and expectations in relevant industry context • expectations of socially and culturally diverse customers • role of frontline staff in maximising business performance through effective up-selling and promotion • ways in which different services present and promote products • client management and reward systems, such as customer databases, promotions and loyalty programs
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • communication skills to source information and determine customer needs and preferences through observation, questioning and active listening • appropriate personal presentation and use of non-verbal communication • selection and use of appropriate communication medium, including email and telephone and appropriate tone and style for different purposes and target audience • formal and informal research skills • conflict resolution techniques • managing own work tasks, timing and workflow problem-solving techniques to deal with contingencies, difficult service situations and customer complaints
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • demonstration of skills while undertaking normal job tasks, e.g. up-selling while providing food and beverage service, promoting the hotel or park restaurant while at reception, advising guests of special features or events while issuing tickets to a theme park or other attraction, or promoting through the development of menus, specials or other special products or services • work activities that allow interaction with multiple and diverse customer types to allow the candidate to respond to a range of requirements and customer service situations

<p>Assessment Methods</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct observation of the candidate providing service to customers • oral or written questions to determine product and service knowledge • case studies to test knowledge of appropriate products and services for different contexts, customers and situations • role-plays in which the candidate promotes products and services and demonstrates up-selling techniques • projects to develop menus, promotional ideas or suggestions for a particular product or service • project to research customer preferences for a particular organization or context • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
<p>Context of Assessment</p>	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Catering Operation Level III	
Unit Title	Organise Bulk Cooking Operations
Unit Code	CST COP3 04 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to organise bulk cooking operations. It covers those operations where food is provided to large numbers of people and where food production systems are used rather than food being prepared in an à la carte situation.</p> <p>The selection of food production systems refers to the selection of systems already installed in an enterprise</p>

Elements	Performance Criteria
1. Plan kitchen operations for bulk cooking	<p>1.1 Determine required quantities and calculate them according to recipes and specifications.</p> <p>1.2 Order food items in correct quantities for requirements.</p> <p>1.3 Prepare a mise en place list for food and equipment appropriate to the situation and clear and complete.</p> <p>1.4 Design a work schedule and work flow plan for the relevant section of kitchen, including time and temperature considerations, to maximize teamwork and efficiency and minimize spoilage, contamination and other risks to food safety</p>
2. Organize production of bulk cooking menus	<p>2.1 Organize preparation and service of orders for the relevant section of the kitchen.</p> <p>2.2 Control the sequence of dishes to enable smooth work flow, and minimize delays and risks to food safety.</p> <p>2.3 Exercise quality control at all stages of preparation and cooking to ensure that presentation, design, eye appeal and portion size of menu items are to the required standards.</p> <p>2.4 Put in place appropriate procedures to ensure that receiving, storing and cleaning procedures are correctly followed</p>
3. Select systems for bulk cooking	<p>3.1 Select appropriate food production systems for bulk cooking according to relevant factors.</p> <p>3.2 Identify appropriate equipment to assist production and cooking operations</p>
4. Use preparation and cooking techniques appropriate to bulk cooking system	<p>4.1 Select menu items compatible with the type of system chosen.</p> <p>4.2 Prepare and serve specialist recipes taking into account the type of food service system.</p> <p>4.3 Prepare food using methods that take into account the effects</p>

	<p>of different methods of preparation on nutrition quality and structure.</p> <p>4.4 Use systems and equipment safely and hygienically according to legislative and regulatory requirements.</p>
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Variable	Range
Food production systems may include the following:	<ul style="list-style-type: none"> • fresh cook • cook-chill for five day shelf life • cook-chill for extended life • cook-freeze
Factors affecting selection of food production systems may include:	<ul style="list-style-type: none"> • type of food to be prepared • quantity of food • timeframe • customer requirements • menu type • enterprise practices
Appropriate equipment to assist cooking operations includes equipment for:	<ul style="list-style-type: none"> • receiving • storing • preparing • cooking • post-cooking storing • re-thermalisation where applicable • serving
Legislative and regulatory requirements include:	<ul style="list-style-type: none"> • food safety standards • OHS • local council requirements

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge of food safety requirements in relation to bulk cooking • safe work practices in relation to manual handling, use of equipment and heated surfaces • ability to produce bulk food and maintain quality outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of different types of food production systems, including: <ul style="list-style-type: none"> ➤ fresh cook ➤ cook-chill for five day shelf life

	<ul style="list-style-type: none"> ➤ cook-chill for extended life ➤ cook-freeze ➤ equipment requirements for particular food production systems ➤ nutrition principles relating to each system, in particular the effects of cooking on the nutritional value of food ➤ culinary terms commonly used in the industry related to food production systems ➤ principles and practices of hygiene related to particular food production systems ➤ purchasing, receiving, storing, holding and issuing procedures in relation to bulk cooking ➤ costing, yield testing and portion control in relation to bulk cooking ➤ hazard analysis and critical control point (HACCP) or other food safety program requirements for the entire bulk cooking system, including service ➤ relevant legislation, including that concerning OHS legislation, food safety and use of particular equipment
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • organizational skills and teamwork sufficient to coordinate bulk cooking • logical and time-efficient work flow • safe work practices, in particular in relation to bending and lifting, using equipment, and contact with steam and heated surfaces • problem-solving skills to deal with quality shortfalls in bulk cooking and to assess routine and non-routine cleaning and equipment maintenance • literacy skills to research and prepare reports on different bulk cooking systems and equipment • numeracy skills to calculate quantities of commodities and other ingredients required for bulk cooking operations
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: Catering Operation Level III	
Unit Title	Apply Cook-Freeze Production Processes
Unit Code	CST COP3 05 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 reheating	<p>5.1 Remove required food items from the freezer and allow to thaw 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	<ul style="list-style-type: none"> • bulk foods • plated meals • sous-vide products • meals-on-wheels

individual items according to enterprise requirements, including:	<ul style="list-style-type: none"> takeaway meals
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

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

Occupational Standard: Catering Operation Level III	
Unit Title	Select Catering Systems
Unit Code	CST COP3 06 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate and select catering systems, including cook-chill systems, to meet the food production needs of a catering enterprise. It focuses on the planning and evaluation processes undertaken by supervisors and managers prior to the purchase of a system

Elements	Performance Criteria
1. Review catering system requirements	<p>1.1 Review catering system requirements taking into account all relevant factors.</p> <p>1.2 Identify enterprise constraints for the system</p>
2. Evaluate and select the catering system	<p>2.1 Evaluate the food production characteristics of systems against identified requirements.</p> <p>2.2 Evaluate system processes and equipment for all stages of the food production process.</p> <p>2.3 Evaluate staffing requirements for specific systems and match to identified requirements.</p> <p>2.4 Evaluate the installation requirements for specific systems and their operational impacts.</p> <p>2.5 Take into account production and organizational changes required to introduce particular systems.</p> <p>2.6 Identify and assess potential wastage issues for effects on profitability and their ability to cause negative environmental impacts.</p> <p>2.7 Identify quality control and hazard analysis and critical control points (HACCP) requirements for the chosen system.</p> <p>2.8 Consider costs and benefits of different systems and make selections accordingly.</p>

Variable	Range
Catering systems refer to integrated and distinct production, distribution and service systems, including the	<ul style="list-style-type: none"> • fresh cook • cook-chill for 5 day life • cook-chill for extended life • cook-freeze

following:	
Relevant factors may include:	<ul style="list-style-type: none"> • type of menu and nutritional requirements • production volume • location of service points • holding requirements
Enterprise constraints for the system must include availability of:	<ul style="list-style-type: none"> • facilities and equipment • operational issues • financial resources • human resources (current skills and training needs)
Stages of the food production process that need to be considered and evaluated in the selection of catering systems must include:	<ul style="list-style-type: none"> • receiving • storing • mise en place • preparing or cooking • post-cooking storage • re-thermalization or reconstitution where applicable • serving

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to assess and select catering systems for specific catering operations • ability to determine enterprise needs and constraints in selecting a system • project or work activities that allow the candidate to select a system for specific workplace situations and needs
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and methods of cookery for all major food groups, including preserved and packaged foods • types of catering systems and their operating features, including: <ul style="list-style-type: none"> ➤ fresh cook ➤ cook-chill for 5 day life ➤ cook-chill for extended life ➤ cook-freeze ➤ commercially packaged foods (tinned or dried) ➤ knowledge and understanding of the nutrition principles relating to each system ➤ requirements, regulations and legislation that impact on different systems, including OHS, hygiene codes, HACCP and storage issues
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • problem-solving skills to consider options and select the most appropriate option for a particular situation, and to deal with malfunctioning equipment • literacy skills to assess published information on different

	<p>catering systems</p> <ul style="list-style-type: none"> • numeracy skills to calculate operating costs and costs of purchase versus hire
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: Catering Operation Level III	
Unit Title	Plan Catering for an Event Or Function
Unit Code	CST COP3 07 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan the catering for an event or function. It involves developing the catering concept and planning and developing an operational plan to meet requirements

Elements	Performance Criteria
1. Identify overall event objectives and scope	<p>1.1 Clarify and agree on key objectives of the event or function in consultation with stakeholders.</p> <p>1.2 Analyze broad factors influencing catering and consult with stakeholders to determine overall approach</p>
2. Prepare the catering concept for an event or function	<p>2.1 Contribute ideas to the event concept, theme and format, according to scope of responsibility.</p> <p>2.2 Identify and define key catering elements in consultation with stakeholders to reflect event or function objectives and meet customer needs.</p> <p>2.3 Incorporate creative elements into the catering concept and theme.</p> <p>2.4 Verify the operational and service practicality of the catering concept, theme and format through consultation and analysis</p>
3. Prepare and implement an operational plan for the catering of an event or function	<p>3.1 Prepare an operational plan for the provision of catering and ancillary services, identifying steps, activities and sequence.</p> <p>3.2 Incorporate appropriate risk management issues into the plan.</p> <p>3.3 Review, verify and finalize details with the client.</p> <p>3.4 Provide accurate and complete information on the catering concept and operational plans to all relevant stakeholders to ensure timely and effective planning and implementation.</p> <p>3.5 Obtain approval from relevant stakeholders prior to implementation.</p> <p>3.6 Implement and monitor the catering plan for the event, making adjustments as required.</p> <p>3.7 Obtain feedback after the event and review plans to evaluate client satisfaction and degree to which it met objectives and client requirements.</p>

Variable	Range
Event or function	<ul style="list-style-type: none"> sporting events

may include:	<ul style="list-style-type: none"> • defence operations • exhibitions and shows, such as trade shows • product launches • conferences • meetings or seminars • training events • social celebrations
Stakeholders may include:	<ul style="list-style-type: none"> • event customers • suppliers and contractors • local community • organising committees • local authorities • colleagues • facilitators • entertainers
Broad factors influencing catering may include:	<ul style="list-style-type: none"> • event purpose • concept, style and theme • date and time • duration • nature of venue • numbers • audience or market profile • equipment availability • overall budget estimate
Key catering elements may include:	<ul style="list-style-type: none"> • type of food, including nutritional and cultural requirements • beverage requirements • style of service • timing of service • location of production and service • link between food and other aspects of the event, such as speeches • production and transport issues • catering staff requirements • liaison with others involved in the event
Creative elements may include:	<ul style="list-style-type: none"> • innovative presentation of food and beverage • food with interesting links to other event aspects • unusual combinations of food items or service ideas • innovative options to address particular operational limitations
Operational plan may include:	<ul style="list-style-type: none"> • costing of components and total catering • on-site catering management • staffing and contracting • roles and responsibilities • logistics and transport details • resources, e.g. venue, commodities, equipment, machinery, vehicles and staff • security arrangements

	<ul style="list-style-type: none"> • purchasing and storage of food, beverage, materials and equipment • production and distribution of food and beverage • recycling and correct and environmentally sound disposal practices for kitchen waste and hazardous substances
Ancillary services may relate to:	<ul style="list-style-type: none"> • theme and decor • management of event • staffing • logistics
Risk management issues may relate to:	<ul style="list-style-type: none"> • availability of equipment • power sources and back-up options • general food safety issues • beverage dispensing system safety • food safety issues for particular food types • seasonal fluctuations in food prices • customer preferences and inherent risks • cooking and service times • venue access and impacts on food preparation

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to plan catering that reflects event objectives and is operationally practical • knowledge of the range of catering options to be considered for different event styles and contexts • knowledge of issues and challenges associated with event catering • project or work activities conducted over a commercially realistic period of time so that the planning, evaluation and monitoring aspects of catering for an event or function can be assessed • demonstration of skills through the planning of catering for at least two different styles of event
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • formats and features of different types of events, including the interrelationship between catering and other event aspects and role and responsibilities of different event personnel • catering options and styles for different types of events, different types of customers, and varying numbers • operational constraints for catering within different styles of venue or site and in different climatic conditions • space and equipment requirements for different styles of catering and varying numbers • safety considerations associated with different types of catering equipment, including:

	<ul style="list-style-type: none"> • cooking equipment • beverage dispensing systems (inert gas, chemical use) • staffing and service requirements for particular types of catering • typical formats and running orders for different styles of events • principles and practices of food safety for preparation, storage and transport of food • risk management issues to be considered in the particular context of event catering
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • critical thinking skills to analyse event concept and develop, evaluate and select catering options • planning and organizational skills to develop cohesive operational plans and procedures for event catering • communication skills to consult and liaise on catering requirements with customers and other stakeholders • literacy skills to interpret event information and develop catering documentation and specifications • numeracy skills to work with catering numbers and event schedules
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: Catering Operation Level III	
Unit Title	Source and Present Information
Unit Code	CST COP3 08 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need.

Elements	Performance Criteria
1. Find information	<p>1.1 Identify a range of current and accurate information sources appropriate to the information to be sourced.</p> <p>1.2 Access a range of information sources and assess for relevance and applicability.</p> <p>1.3 Obtain information within designated timelines</p>
2. Prepare and present information	<p>2.1 Review information and select content to suit the specific need.</p> <p>2.2 Draft text if required, including all appropriate information.</p> <p>2.3 Express information within the draft text clearly, concisely and accurately.</p> <p>2.4 Present information according to organization guidelines and in a format appropriate to the circumstances.</p> <p>2.5 Deliver information to the appropriate person within designated timelines.</p>

Variable	Range
Information to be sourced may include:	<ul style="list-style-type: none"> • information from product suppliers, e.g. for sourcing a new supplier or product • information from other departments in the organization , e.g. about available products or services • customer service research, e.g. getting feedback from customers about a particular product or service • product and service styles that would meet certain customer and market requirements • availability of training courses • information on new workplace systems or equipment
Information sources may include:	<ul style="list-style-type: none"> • other colleagues and personnel • product suppliers • general and trade media • trade shows and exhibitions

	<ul style="list-style-type: none"> • industry associations • industry marketing or research bodies • customer feedback • lectures and presentations • could be print-based or electronic, including: • reference books • internet
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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 find and review current and correct information on various topics related to the particular information need • ability to present information in a logical, well-organised and appropriate manner • sourcing and providing information within typical workplace time constraints that meet determined deadlines
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • types of information resources available for a range of topics and how to access them • methods of presenting information in a logical sequence and of an appropriate depth • alternative presentation formats for special needs groups, such as large print • organizational policies and procedures that relate to the presentation of information
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • basic research skills, encompassing: <ul style="list-style-type: none"> ➤ identifying sources of required information, such as internet and industry journals ➤ questioning and active listening skills to elicit information ➤ note taking ➤ sorting and processing information ➤ written and oral communication skills for conveying information clearly and concisely
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Catering Operation Level III	
Unit Title	Write Business Documents
Unit Code	CST COP3 09 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and produce a range of business documents expressing ideas and requiring varying and formats, e.g. formal reports

Elements	Performance Criteria
1. Determine document requirements	<p>1.1 In consultation with relevant others, clearly define the business document requirements, including purpose, audience, format, style, content and scope.</p> <p>1.2 Obtain specialist assistance where appropriate and within budget parameters</p>
2. Conduct research	<p>2.1 Conduct research according to the requirements of the document, using formal and informal data collection methods as appropriate.</p> <p>2.2 Analyze and assess data for relevance prior to incorporation into document, identifying key issues</p>
3. Prepare document	<p>3.1 Develop the document using a suitable format, structure and style according to document purpose and organization requirements.</p> <p>3.2 Select and use appropriate technology and software to suit the requirements.</p> <p>3.3 Use a range of document presentation and graphic techniques to enhance impact and effectiveness of the information presented.</p> <p>3.4 Use language and style appropriate to the document and intended audience, ensuring clarity of information and ease of reading.</p> <p>3.5 Make recommendations for action where appropriate.</p> <p>3.6 Review and check the document prior to finalization to ensure it is accurate in content, free from spelling and typing errors, and meets all requirements.</p> <p>3.7 Adjust where necessary, and seek advice or comment from relevant others where appropriate.</p> <p>3.8 Publish the document in a format and style appropriate to the intended audience and purpose, and according to organization guideline.</p>
4. Follow up document	4.1 Present and circulate document for comment as required.

	<p>4.2 Respond to any feedback and comments received, and adjust document where required.</p> <p>4.3 Submit document to relevant persons as appropriate.</p> <p>4.4 Maintain and file copies of all documents within a secure and ordered system and according to organization practices</p>
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Variable	Range
Business documents may include:	<ul style="list-style-type: none"> • reports • newsletters • submissions • proposals • project reviews • web pages • client databases • tenders • complex letters • project briefs • business and operational plans
Audience may include:	<ul style="list-style-type: none"> • colleagues • customers • clients • suppliers • government or business personnel • legal or professional bodies • general public
Specialist assistance may be sought for:	<ul style="list-style-type: none"> • facts and information • instructions • formats and designs • legal or financial advice • further sources of information and specialist advice
Research may include:	<ul style="list-style-type: none"> • formal and informal • primary and secondary sources • interviews and focus groups • conferences and seminars • library research • statistics, reports and other business or government documents • internet search • review of catalogues, brochures and industry journals • market research, such as surveys and questionnaires
Technology and software may include:	<ul style="list-style-type: none"> • computers • modems • scanners • photocopiers • printers

	<ul style="list-style-type: none"> • word processing • graphic design
Document presentation techniques may include:	<ul style="list-style-type: none"> • font size and style • headings • layout • use of space • use of bullet lists, numbers and other graphic devices • pagination • use of tables of content, divider sheets, footnotes, endnotes, referencing, appendices and other literary conventions • use of organization stationery • type of binding, e.g. ring binder, spiral bound, wire bound, stapled or clipped • covers and coversheets • paper type and weight • logos, copyright information, etc.
Graphic techniques may include:	<ul style="list-style-type: none"> • photographs • drawings • maps • diagrams • illustrations • cartoons • graphs and charts

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • preparation and presentation of written documents that express ideas and concepts clearly, concisely and correctly • ability to adapt tone, format, style and language to suit purpose and audience • preparation of multiple business documents covering complex issues and addressing different communication needs • preparation of a suitable range of business documents which could include reports, newsletters, submissions, proposals, project reviews, tenders, and business and operational plans • development of business documents within typical workplace time constraints that meet determined deadlines
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Demonstrates knowledge of: • current business practices related to preparing and presenting documents, including report formats, structures and styles for commonly-used business documents • organization policies or guidelines and requirements for document design • design, layout and graphic presentation techniques for business documents, including alternative presentation formats for special needs groups, such as large print

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research skills, including academic research conventions and accessing research outside the immediate experience and expertise of the individual • critical thinking skills to allow for interpretation and rational and logical analysis of all research information collected, including input from colleagues and external specialists • communication skills to obtain specialist assistance and to seek and provide feedback • high-level written communication skills to express and explain varied and complex issues in business documents • proofreading and editing skills
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: Catering Operation Level III	
Unit Title	Plan and Manage Meetings
Unit Code	CST COP3 10 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and conduct structured meetings involving multiple participants. It requires the ability to write and distribute agendas, chair meetings and write minutes

Elements	Performance Criteria
1. Plan and prepare for meetings	<p>1.1 Identify the need for meetings and who should attend.</p> <p>1.2 Decide on style of meeting and required level of formality according to meeting purpose, occasion, nature of participants and organization procedures.</p> <p>1.3 Make arrangements for meeting according to organizational requirements and within designated timelines, including provision for people with special needs.</p> <p>1.4 Develop an agenda that reflects meeting purpose.</p> <p>1.5 Research or obtain information on agenda items to enable informed discussion at the meeting.</p> <p>1.6 Prepare meeting papers and dispatch to participants before the meeting, where appropriate, and within appropriate timeframes.</p>
2. Conduct meetings	<p>2.1 Chair meetings according to organization procedures and meeting protocols.</p> <p>2.2 Encourage open and constructive communication by using appropriate interpersonal and communication styles.</p> <p>2.3 Reach agreement with meeting participants on meeting goals and conduct.</p> <p>2.4 Present information and ideas clearly and concisely.</p> <p>2.5 Give all participants the opportunity to contribute.</p> <p>2.6 Manage meetings to maintain focus on agreed goals.</p> <p>2.7 Conduct meetings within agreed times, or adjust times with the agreement of participants.</p> <p>2.8 Record minutes of meetings where appropriate</p>
3. Debrief and follow up meetings	<p>3.1 Process and distribute documentation from meetings.</p> <p>3.2 Inform colleagues regarding the outcomes of meetings.</p> <p>3.3 Incorporate work resulting from meetings into the current work schedule, with tasks prioritised and actioned as appropriate</p>

Variable	Range
Meetings may include:	<ul style="list-style-type: none"> • one-off • regular • teleconferences • videoconferences • committee meetings • board meetings • annual general meetings • project management meetings • formal staff meetings
Documentation from meetings must include:	<ul style="list-style-type: none"> • agendas • minutes

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 plan for and conduct effective and structured meetings using appropriate procedures, protocols and documentation • ability to use effective communication skills in the conduct of meetings
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • different types and formats of meetings, including general awareness of procedures for formal meetings standard procedures for formal meetings, including: <ul style="list-style-type: none"> ➤ agenda format and order ➤ types of seating arrangements ➤ meeting terminology ➤ minutes ➤ role of chairperson and other office bearers ➤ group dynamics
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • meeting management and chairing skills, including: <ul style="list-style-type: none"> ➤ active listening ➤ questioning ➤ conflict management ➤ time keeping ➤ oral communication skills specific to the conduct of meetings, including presentation skills ➤ written communication skills specific to writing agendas,

	<p>supporting notes and minutes</p> <ul style="list-style-type: none"> ➤ summarizing and minute taking
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: Catering Operation Level III	
Unit Title	Analyze and Present Research Information
Unit Code	CST COP3 11 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems

Elements	Performance Criteria
1. Gather and organize information	<p>1.1. Gather and organize information in a format suitable for analysis, interpretation and dissemination in accordance with organizational requirements</p> <p>1.2. Access information held by the organization ensuring accuracy and relevance in line with established organizational requirements</p> <p>1.3. Ensure that methods of collecting information are reliable and make efficient use of resources in accordance with organizational requirements</p> <p>1.4. Identify research requirements for combining online research with non-electronic sources of information</p> <p>1.5. Use business technology to access, organize and monitor information in accordance with organizational requirements</p> <p>1.6. Update, modify, maintain and store information, in accordance with organizational requirements</p>
2. Research and analyze information	<p>2.1. Clearly define objectives of research ensuring consistency with organizational requirements</p> <p>2.2. Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources</p> <p>2.3. Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools</p> <p>2.4. Use reliable methods of data analysis that are suitable to research purposes</p> <p>2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives</p>
3. Present information	<p>3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology</p> <p>3.2. Structure and format reports in a clear manner that conforms</p>

	<p>to organizational requirements</p> <p>3.3. Report and distribute research findings in accordance with organizational requirements</p> <p>3.4. Obtain feedback and comments on suitability and sufficiency of findings in accordance with organizational requirements</p>
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Variable	Range
Information may include:	<ul style="list-style-type: none"> • demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
Organizational requirements may include:	<ul style="list-style-type: none"> • anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organization al policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	<ul style="list-style-type: none"> • checking research provided by others • checking written material including referrals and client files • individual research • information from other organization s • interviews with community members, colleagues/customers

	<ul style="list-style-type: none"> • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology may include:	<ul style="list-style-type: none"> • answering machine • computer • fax machine • photocopier • telephone
Objectives of research may include:	<ul style="list-style-type: none"> • comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies may include:	<ul style="list-style-type: none"> • data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases
Key words and phrases may include:	<ul style="list-style-type: none"> • American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
Boolean operators may include:	<ul style="list-style-type: none"> • exclude - / NOT • include +/- AND • or • phrase searching " "() • variations, depending on the resource being used
Methods of data analysis may include:	<ul style="list-style-type: none"> • data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives may include:	<ul style="list-style-type: none"> • community capacity building • community development • service provision • business planning

	<ul style="list-style-type: none"> • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organizational values and behaviours • people management • work procedures and quality assurance manuals
Feedback may include:	<ul style="list-style-type: none"> • audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organizational activities • knowledge of research processes and strategies to identify new sources of information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS) • organizational record keeping/filing systems, security procedures and safe recording practices • organizational policies and procedures relating to distribution of workplace information, and legal and ethical obligations • research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information

	<ul style="list-style-type: none"> • problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate • technology skills to select and use technology appropriate to a task • research skills to identify and access 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.
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: Catering Operation Level III	
Unit Title	Provide Visitor Information
Unit Code	CST COP3 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide visitors with general information about a local area

Elements	Performance Criteria
1. Access and update visitor information	<p>1.1 Identify and access appropriate <i>sources of visitor information</i>.</p> <p>1.2 Incorporate information into day-to-day working activities to support quality of service and standards within the organization.</p> <p>1.3 Share information with colleagues to support the efficiency and quality of service.</p> <p>1.4 Identify and use opportunities to update and maintain local knowledge</p>
2. Provide information	<p>2.1 Proactively identify information and assistance needs of different customers, including those with special needs.</p> <p>2.2 Provide accurate and unbiased information in a clear, concise, courteous and <i>culturally appropriate manner</i>.</p> <p>2.3 Where appropriate, assist or instruct visitors in the use of equipment and facilities or refer to relevant colleagues.</p> <p>2.4 Consider health and safety requirements when providing information and assistance.</p> <p>2.5 Promote <i>internal products and services</i> using appropriate customer service skills</p>
3. Seek feedback on services	<p>3.1 Proactively seek feedback on services from visitors.</p> <p>3.2 Observe visitor behavior to inform future service developments and correctly follow procedures for any formal customer evaluation.</p> <p>3.3 Provide information on visitor feedback to relevant colleagues.</p>

Variable	Range
Sources of visitor information may include:	<ul style="list-style-type: none"> • brochures • timetables • local visitor guides

	<ul style="list-style-type: none"> • library and local council • local people including local identities with specialised knowledge • winemakers and other wine experts • organization information • room directories • maps • internet
Visitor information must include:	<ul style="list-style-type: none"> • organization -specific information • local transport options • local attractions and events • general visitor facilities, including shopping locations, currency exchanges, post offices, banks and emergency services • specific shopping details, including local markets • accommodation options • restaurants, cafes and other dining venues • other facilities and services such as hairdressers, dentists and travel agencies • theatres and entertainment venues • sporting facilities • tours, local outings and trips • travelling routes • weather conditions
Opportunities to update and maintain local knowledge may include:	<ul style="list-style-type: none"> • talking and listening to colleagues and customers • participating in local familiarisation tours • visiting the local information centre • personal observation or exploration • watching television, videos and films • listening to radio • reading local newspapers, staff notice boards, leaflets, brochures and internal newsletters • attending team meetings
Culturally appropriate manner may involve:	<ul style="list-style-type: none"> • using gestures • using simple words in English or other person's language • providing written material • avoiding eye contact • providing information in different formats to suit the individual
Internal products and services may include:	<ul style="list-style-type: none"> • restaurant products • accommodation • products made by the organization (e.g. wine, food) • tours

	<ul style="list-style-type: none"> • general retail products (e.g. souvenirs)
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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 source accurate and current information on the local area • general knowledge of the local area sufficient to answer commonly asked customer questions relevant to job role • demonstration of skills on multiple occasions or in response to multiple requests reflecting breadth of knowledge and ability to respond to different situations
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • sources of information for organization and local area knowledge • general knowledge of organization, local attractions and events, transport options and general visitor facilities, including shopping, currency exchanges, post offices, banks and emergency services (the focus of this knowledge will vary according to organizational needs) • understanding of the need to provide advice in an unbiased and ethical manner • available sources of advice and referral for more complex requests • safety and emergency procedures for visitors, colleagues and self • sources of customers in the relevant industry context
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to interact in a friendly and courteous way with customers • basic research skills to source information on a predictable range of customer requests • literacy skills to understand, interpret and orally communicate local information and promotional material
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Catering Operation Level III	
Unit Title	Address Protocol Requirements
Unit Code	CST COP3 13 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to address protocol requirements in a broad range of business activities. The unit focuses on basic research skills to acquire a knowledge and understanding of protocol requirements within diverse business, social and cultural contexts, as well as the ability to use that knowledge in a practical workplace context

Elements	Performance Criteria
1. Source information on appropriate protocol	<p>1.1 Assess the need for protocol to be followed in given work contexts.</p> <p>1.2 Identify relevant sources of protocol information.</p> <p>1.3 Interpret relevant protocol information to inform work practice.</p>
2. Integrate appropriate protocol procedures into work activities	<p>2.1 Identify specific work activities that require appropriate use of protocol in a timely manner.</p> <p>2.2 Integrate the correct use of protocol into work activities.</p> <p>2.3 Liaise with colleagues and other stakeholders to determine appropriate protocol requirements.</p> <p>2.4 Provide appropriate information on protocol to relevant colleagues and stakeholders</p>
3. Update knowledge of protocol	<p>3.1 Identify and use opportunities to update protocol knowledge.</p> <p>3.2 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day working activities</p>

Variable	Range
Work contexts that require consideration of protocol issues may include:	<p>event organization , including:</p> <ul style="list-style-type: none"> • civic receptions • formal parades • freedom of city ceremonies • national day receptions • citizenship ceremonies • private functions • general business administration • marketing

Sources of protocol information may include:	<ul style="list-style-type: none"> libraries internet Office of the United Nations.
Specific work activities that require integration of protocol may include:	<ul style="list-style-type: none"> issuing invitations preparing running sheets preparing briefing papers liaison with dignitaries and officials correspondence to dignitaries and officials providing various services during the conduct of an event, including on-site management and service of food and beverage
Opportunities to update protocol knowledge may include:	<ul style="list-style-type: none"> informal networking with colleagues reading relevant journals internet research

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> knowledge of where to source accurate information on protocol for specific situations knowledge of appropriate protocols ability to apply protocol knowledge to a specific workplace requirement
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> importance and role of protocol in different business situations key sources of information on protocol main types of civic functions cultural groups in business activities correct use of national and state symbols, including flags, anthems and military salutes forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication <p>protocol procedures for different types of event, including:</p> <ul style="list-style-type: none"> invitations to VIPs arrival procedures, including for heads of state or government officials introduction protocols and order of speakers order of precedence for official guests seating arrangements dress styles

Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • research skills to identify and access information on protocol • literacy skills to interpret protocol information • numeracy skills to work with concepts around order and timing, such as for speakers or dignitaries
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: Catering Operation Level III	
Unit Title	Use Business Technology
Unit Code	CST COP3 14 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data

Elements	Performance Criteria
1. Select and use technology	<p>1.1. Select appropriate technology and software applications to achieve the requirements of the task</p> <p>1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements</p> <p>1.3. Use technology according to organizational requirements and in a way which promotes a safe work environment</p>
2. Process and organize data	<p>2.1. Identify, open, generate or amend files and records according to task and organizational requirements</p> <p>2.2. Operate input devices according to organizational requirements</p> <p>2.3. Store data appropriately and exit applications without damage to or loss of, data</p> <p>2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications</p>
3. Maintain technology	<p>3.1. Identify and replace used technology consumables in accordance with manufacturer's instructions and organizational requirements</p> <p>3.2. Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organizational requirements</p> <p>3.3. Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person</p>

Variable	Range
Technology may include:	<ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners

	<ul style="list-style-type: none"> • zip drives • photocopiers • shredders • binders • laminators • cutters
Software applications may include:	<ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organizational requirements may include:	<ul style="list-style-type: none"> • correctly identifying and opening files • legal and organization policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices may include:	<ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
Storage of data may include:	<ul style="list-style-type: none"> • appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
Technology consumables may include:	<ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance may include:	<ul style="list-style-type: none"> • in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
Identifying equipment faults	<ul style="list-style-type: none"> • checking repairs have been carried out • encouraging feedback from work colleagues

may include:	<ul style="list-style-type: none"> • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation • ethical principles <ul style="list-style-type: none"> ➢ codes of practice ➢ privacy laws ➢ occupational health and safety (OHS) • organizational policies, plans and procedures, especially in regard to file-naming and storage conventions • organizational IT procedures including back-up and virus protection procedures • basic technical terminology in relation to reading help-files and manuals
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine technology problems
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Catering Operation Level III	
Unit Title	Organise in-House Events or Functions
Unit Code	CST COP3 15 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organise in-house events or functions from the perspective of an individual working within a commercial venue.

Elements	Performance Criteria
1. Establish and confirm event requirements	<p>1.1 Liaise with client to establish specific event operational requirements.</p> <p>1.2 Calculate quotations to ensure maximum profitability of the function and provide to client according to organization procedures.</p> <p>1.3 Develop options and ideas in consultation with colleagues and suppliers to assist client with event planning.</p> <p>1.4 Identify and pursue additional sales opportunities through effective communication with client to ensure maximum profitability of the function.</p> <p>1.5 Negotiate and agree upon final event details, with confirmation in writing provided to client, including financial and other conditions.</p> <p>1.6 Prepare, maintain and issue relevant event documentation to clients and suppliers</p>
2. Coordinate in-house event services	<p>2.1 Liaise with appropriate colleagues and suppliers to facilitate effective planning of event services.</p> <p>2.2 Identify and organize appropriate internal and external resource requirements.</p> <p>2.3 Research relevant information about new or previously unused services for incorporation into current and future events.</p> <p>2.4 Identify and consider possible event impacts and take appropriate action to address these impacts.</p> <p>2.5 Prepare, update and distribute event documentation to clients, relevant colleagues and suppliers according to organization procedures.</p> <p>2.6 Prepare and organize relevant event briefings in a timely fashion.</p> <p>2.7 Minimize use of printed materials and maximize electronic transmission of all client and event documents to reduce negative environmental impacts</p>

3. Monitor and evaluate in-house services	<p>3.1 Monitor event set-up and operation according to service agreements and relevant safety requirements.</p> <p>3.2 Promptly identify operational problems and take appropriate action to resolve.</p> <p>3.3 Obtain feedback from clients, colleagues and suppliers and use or share this information for future event organization.</p> <p>3.4 Finalize post-event administrative requirements accurately and promptly.</p>
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Variable	Range
Specific event operational requirements may relate to:	<ul style="list-style-type: none"> • catering • technical equipment • overall format and style • access • bump-in and bump-out • security • timing
Options and ideas may relate to:	<ul style="list-style-type: none"> • different approaches to use of space • refining or adjusting catering options • ideas about technical requirements • possible use of other suppliers
Additional sales opportunities may include:	<ul style="list-style-type: none"> • extra services • upgraded services
Event documentation may include:	<ul style="list-style-type: none"> • paper-based or electronically transmitted materials • access and security details • booking conditions • confirmations • financial documents, including invoices and receipts • running sheets • service vouchers • information packs
Internal and external resource requirements may include:	<ul style="list-style-type: none"> • entertainment • equipment • furniture • catering • security • display or decoration • other specialist services, such as interpreters
Event impacts may	<ul style="list-style-type: none"> • access

relate to:	<ul style="list-style-type: none"> • crowds • noise • security • staffing requirements • negative environmental impacts due to: • inefficient use of energy, water and other resources during event set-up, operation and break-down • unsafe disposal of all waste, especially hazardous substances
Event briefings may be verbal or written and may be for:	<ul style="list-style-type: none"> • internal staff • external suppliers • participants • staff in client organization
Operational problems may relate to:	<ul style="list-style-type: none"> • failure to provide agreed services • deficit in quality of services being provided • non-performance of internal or external suppliers • technical malfunctions • last minute changes in client requirements • unforeseen incidents or circumstances
Post-event administrative requirements may include:	<ul style="list-style-type: none"> • finalising accounts • collecting event feedback

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to coordinate efficient, resource effective and safe events and provide services that meet agreed client requirements • effective liaison and proactive identification of operational problems • accuracy in presentation of event information and the ability to tailor venue services to meet client needs • knowledge of the types and range of event services that may be required by different clients • demonstration of skills through the organization of more than one event • presence of typical workplace time constraints for the completion of tasks
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • general characteristics of different types of events and event clients for different styles of venue • role of different venue personnel in the event management process, including the relationships of different venue

	<p>personnel to clients</p> <ul style="list-style-type: none"> • understanding of event costing and venue profitability requirements • range and general features of typical internal and external services required for different types of events, including: <ul style="list-style-type: none"> • catering • technical • use of space or different layouts • security • entertainment • display and decoration • current industry practice in relation to use of different services and technologies • typical event coordination procedures and systems within a commercial venue • types of problems that commonly occur during event planning and operations • purposes and features of various types of documentation used to control the event management process within a venue • safety legislation and requirements that impact on event set-up and operation • the environmental impacts of resource, water and energy use during event set-up, operation and break-down and minimal impact practices to reduce these • correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • organizational skills to coordinate a complete event within a framework of existing venue procedures and systems • problem-solving skills to anticipate and respond to a range of event planning and operational issues • communication and interpersonal skills to establish and conduct positive business relationships with internal and external clients • literacy skills to develop and interpret a range of event documentation • numeracy skills to estimate and calculate costs of different services and products
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Catering Operation Level III	
Unit Title	Monitor Implementation of Work plan/Activities
Unit Code	CST COP3 16 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</p>

	<p>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: Catering Operation Level III	
Unit Title	Apply Quality Control
Unit Code	CST COP3 17 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in manufacturing works.

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

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

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • 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: Catering Operation Level III	
Unit Title	Lead Workplace Communication
Unit Code	CST COP3 18 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: Catering Operation Level III	
Unit Title	Lead Small Teams
Unit Code	CST COP3 19 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>

	4.7 All relevant documentation is completed in accordance with company procedures
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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 Skills	<ul style="list-style-type: none"> • communication skills required for leading teams • informal performance counseling skills • team building skills

	<ul style="list-style-type: none"> • negotiating skills
Resource Implications	<ul style="list-style-type: none"> • access to relevant workplace or appropriately simulated environment where assessment can take place • materials relevant to the proposed activity or task
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral questioning / Written Test • Observation/Demonstration
Context of Assessment	<ul style="list-style-type: none"> • Competency may be assessed individually in the actual workplace or through accredited institution.

Occupational Standard: Catering Operation Level III	
Unit Title	Improve Business Practice
Unit Code	CST COP3 20 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	<p>5.1 Plans to increase yield per existing client are developed</p> <p>5.2 Plans to add new clients are developed</p> <p>5.3 Proposed plans are ranked according to agreed criteria</p> <p>5.4 An action plan to implement the top ranked plans is developed and agreed</p> <p>5.5 Practice work practices are reviewed to ensure they support growth plans</p>
6. Implement and monitor plans	<p>6.1 Implementation plan is developed in consultation with all relevant stakeholders</p> <p>6.2 Indicators of success of the plan are agreed</p> <p>6.3 Implementation is monitored against agreed indicators</p> <p>6.4 Implementation is adjusted as required</p>

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees • location

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

	<ul style="list-style-type: none"> • the tangible product - what is perceived • the augmented product - total package of consumer • features/benefits • product differentiation from competitive products • new/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand may include:	<ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	<ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools include:	<ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	<ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide	
Critical Aspects of Competence	The candidate must be able to demonstrate: <ul style="list-style-type: none"> • ability to identify the key indicators of business performance

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

Occupational Standard: Catering Operation Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	CST COP3 21 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

<p>4. Provide training in quality systems and improvement processes</p>	<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>
<p>5. Monitor and review performance</p>	<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>
<p>6. Build continuous improvement process</p>	<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>
<p>7. Facilitate the identification of improvement opportunities</p>	<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>
<p>8. Evaluate relevant components of quality system</p>	<p>8.1 Undertake regular audits of components of the quality system that relate to the work area</p> <p>8.2 Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures</p>

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

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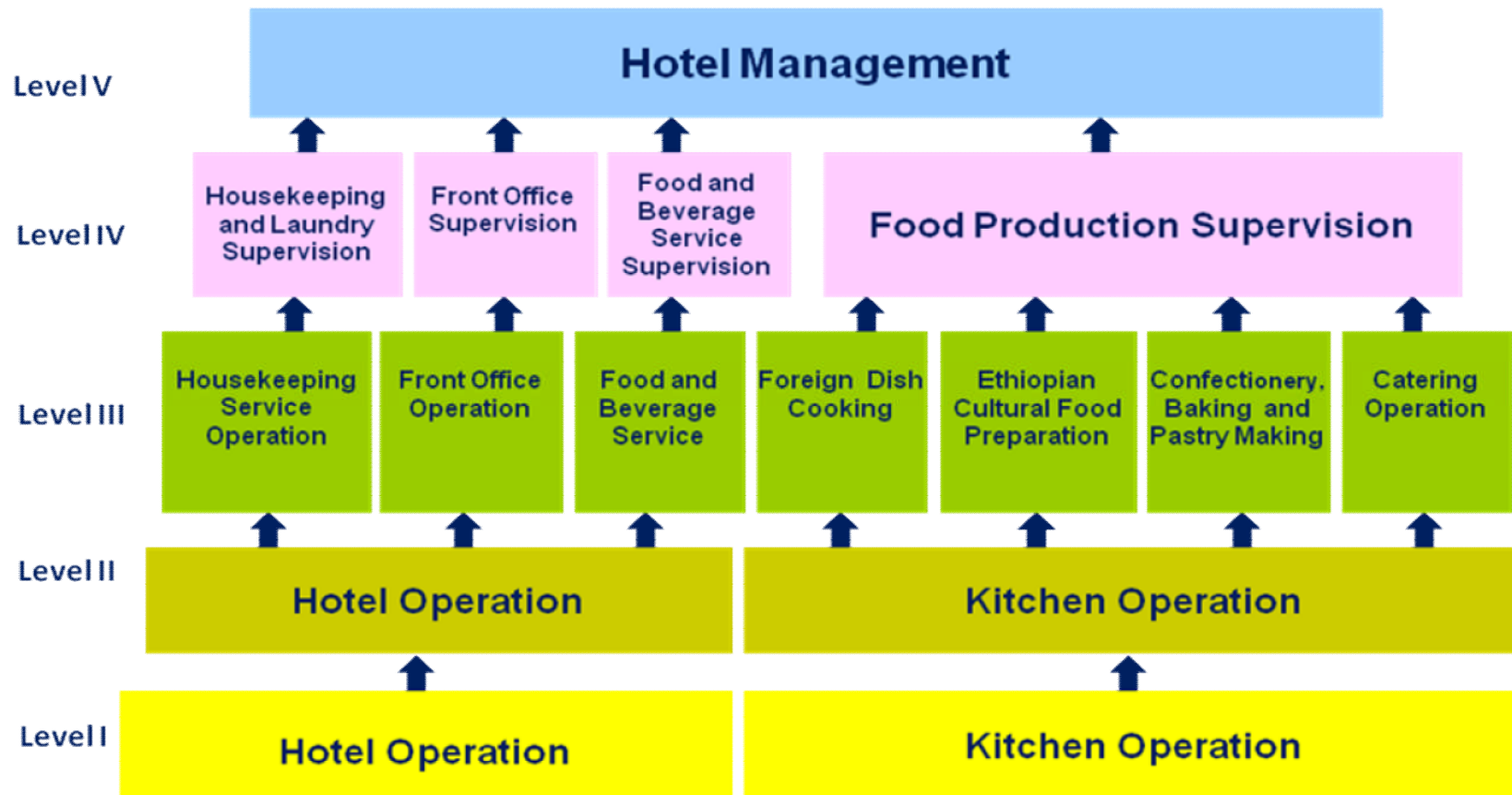
Evidence Guide

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

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

	<p>developing and refining techniques and processes</p> <ul style="list-style-type: none"> • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation
Resources Implication	<p>Access may be required to:</p> <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	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <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	<p>Competence may be assessed in the work place or in a simulated workplace setting / environment.</p>

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



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