



Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD
HOTEL KITCHEN OPERATION
NTQF Level I and II



*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 Ethiopia 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 Ethiopia Occupational Standard which 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 title
- Unit code
- 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:

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

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UNIT OF COMPETENCE CHART

Occupational Standard: Hotel Kitchen Operation		
Occupational Code: CST HKO		
<i>NTQF Level I</i>		
CST HKO1 01 0912 Use Basic Methods of Cookery	CST HKO1 02 0912 Prepare Appetizers and Salads	CST HKO1 03 0912 Prepare Basic Ethiopian Cultural Dishes
CST HKO1 04 0912 Organize and Prepare Food	CST HKO1 05 0912 Present Food	CST HKO1 06 0912 Receive and Store Kitchen Supplies
CST HKO1 07 0912 Clean and Maintain Kitchen Premises	CST HKO1 08 0912 Prepare Sandwiches	CST HKO1 09 0912 Develop and Update Hospitality Industry Knowledge
CST HKO1 10 0912 Work With Colleagues and Customers	CST HKO1 11 0912 Work In a Socially Diverse Environment	CST HKO1 12 0912 Follow Health, Safety and Security Procedures
CST HKO1 13 0912 Follow Workplace Hygiene Procedures	CST HKO1 14 0912 Carry Out Basic Workplace Calculations	CST HKO1 15 0912 Receive and Respond To Workplace Communication
CST HKO1 16 0912 Demonstrate Work Values	CST HKO1 17 0912 Work With Others	CST HKO1 18 0912 Apply Quality Standards
CST HKO1 19 0912 Develop Understanding of Entrepreneurship	CST HKO1 20 1012 Apply 5S Procedures	

NTQF Level II

CST HKO2 01 0912

Prepare, Cook and Serve Food for Food Service

CST HKO2 02 0912

Prepare Intermediate Ethiopian Cultural Dishes

CST HKO2 03 0912

Prepare Stocks, Sauces and Soups

CST HKO2 04 0912

Prepare Vegetables, Fruit, Eggs and Farinaceous Dishes

CST HKO2 05 0912

Select, Prepare and Cook Poultry

CST HKO2 06 0912

Select, Prepare and Cook Seafood

CST HKO2 07 0912

Select, Prepare and Cook Meat

CST HKO2 08 0912

Prepare Hot and Cold Desserts

CST HKO2 09 0912

Prepare Pastries, Cakes and Yeast Goods

CST HKO2 10 0912

Plan and Prepare Food for Buffets

CST HKO2 11 0912

Prepare Foods According to Dietary and Cultural Needs

CST HKO2 12 0912

Package Prepared Foodstuffs

CST HKO2 13 0912

Operate a Fast Food Outlet

CST HKO2 14 0912

Apply Cook-Chill Production Processes

CST HKO2 15 0912

Transport and Store Food in a Safe and Hygienic Manner

CST HKO2 16 0912

Implement Food Safety Procedures

CST HKO2 17 0912

Work in Team Environment

CST HKO2 18 0912

Participate in Workplace Communication

CST HKO2 19 0912

Develop Business Practice

CST HKO2 20 1012

Apply Continuous Improvement Processes (Kaizen)

NTQF Level I

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Use Basic Methods of Cookery
Unit Code	CST HKO1 01 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare menu items for the kitchen of a hospitality or catering operation. The unit underpins effective performance in all other cookery units

Elements	Performance Criteria
1 Select and use cooking equipment and technology	<p>1.1 Select appropriate equipment and technology for particular cooking methods.</p> <p>1.2 Use equipment hygienically, safely and according to manufacturer instructions</p>
2 Prepare and cook food using basic methods of cookery	<p>2.1 Use various cookery methods to prepare dishes to enterprise standard.</p> <p>2.2 Calculate correct quantities and ratios of commodities for specific cookery methods.</p> <p>2.3 Complete cooking process in a logical and safe manner.</p> <p>2.4 Identify problems with the cooking process promptly and take corrective action.</p> <p>2.5 Prepare dishes using a range of methods and current technology within acceptable enterprise and customer timeframes.</p> <p>2.6 Work cooperatively with kitchen and front-of-house colleagues to ensure timely preparation of dishes.</p>

Variable	Range
Equipment and technology may include but not limited to these:	<ul style="list-style-type: none"> • electric, gas or induction ranges • ovens, including combi ovens • microwaves • grills and griddles • deep-fryers • salamanders • food processors • blenders • mixers • slicers • tilting fry pan and bratt pan

	<ul style="list-style-type: none"> • steamers • utensils • cutlery
Cookery methods may include	<ul style="list-style-type: none"> • boiling • poaching • steaming • stewing • braising • roasting • baking • grilling • shallow frying • deep-frying • stir-frying • pan-frying
commodities including:	<ul style="list-style-type: none"> • dairy products, such as milk, butter, yoghurt, cheeses and alternatives • dry goods, such as flours, sugars, pastas and rice • standard fruit and vegetables • eggs • meat, seafood and poultry, which may be fresh, frozen, preserved or pre-prepared, and may also include meat products such as standard cuts, sausages, hams, salami and other meat products • general food items, such as oils, sauces, condiments and flavourings, garnishes, coatings and batters

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare dishes on more than one occasion within realistic workplace time constraints using a range of cookery methods • knowledge of major food groups, culinary terminology and equipment as they relate to the required methods of cookery • application of hygiene and safety principles and procedures during the cooking process

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • food classification for the major food groups • characteristics of different foods and appropriate cookery methods • underlying principles of all basic methods of cookery • culinary terms commonly used in association with the required methods of cookery • effects of different cookery methods on the nutritional value of food • principles and practices of personal and professional hygiene related to working in a kitchen, including appropriate uniform and personal protective equipment
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • logical and time-efficient work flow • use and characteristics of a range of equipment used for the required methods of cookery • safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • waste minimisation techniques and environmental considerations in relation to different cookery methods • problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure • literacy skills to read menus, orders and instructions • numeracy skills to calculate quantities and portions against orders
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Prepare Appetizers and Salads
Unit Code	CST HKO1 02 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare and present appetizers and salads in a commercial kitchen or catering operation.</p> <p>Appetizers are foods that normally precede a meal, or may be served as an accompaniment to drinks. They include a range of hot and cold dishes which can be either classical or modern, and vary in ethnic and cultural origins. Salads may be vegetable or fruit-based, and may also include classical or modern and varying ethnic and cultural types</p>

Elements	Performance Criteria
1 Prepare and present a variety of salads and dressings	<p>1.1 Choose suitable ingredients that meet enterprise quality standard for salads and dressings.</p> <p>1.2 Prepare salads using fresh seasonal ingredients to an acceptable enterprise standard to maximize nutritional value, eating characteristics and taste.</p> <p>1.3 Prepare suitable sauces and dressings to either incorporate into, or accompany, salads.</p> <p>1.4 Present salads attractively according to enterprise standards</p>
2 Prepare and present a range of hot and cold appetizers	<p>2.1 Produce appetizers to an acceptable enterprise standard using the correct ingredients ensuring symmetry and neatness of presentation, appropriate ingredient combinations, precise and uniformly cut ingredients, and attractive service ware and garnishes.</p> <p>2.2 Select and prepare glazes correctly, where required.</p> <p>2.3 Select and use correct equipment to assist in production of appetizers.</p> <p>2.4 Use quality trimmings or other leftovers where and when appropriate.</p> <p>2.5 Prepare and present appetizers in a hygienic, logical and sequential manner within the required timeframe.</p> <p>2.6 Present appetizers attractively according to classical, cultural or enterprise standards</p>
3 Store appetizers and salads	<p>3.1 Store appetizers and salads in appropriate conditions and containers and at the correct temperature to maintain freshness, taste and quality.</p>

Variable	Range
Salads may be: but not limited to these;	<ul style="list-style-type: none"> • garden salads • fruit salads • classical salads, e.g. caesar and waldorf • modern • diverse cultural and ethnic recipes • warm or cold
Dressings may include: but not limited to these	<ul style="list-style-type: none"> • French • classic • diverse cultural and ethnic
Appetisers may also be referred to as and must include:	<ul style="list-style-type: none"> • hors d'oeuvres • canapés • savouries • antipasto • tapas • finger foods • sandwiches

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

	<ul style="list-style-type: none"> principles and practices of hygiene related to working in a kitchen, including appropriate uniform and other personal protective equipment
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> knife skills to prepare a range of appetisers and salads safe work practices, particularly when using knives logical and time-efficient work flow waste minimisation techniques and environmental considerations in relation to appetisers and salads problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure literacy skills to read menus, orders and instructions Numeracy skills to calculate quantities and portions against orders
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<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: Hotel Kitchen Operation Level I	
Unit Title	Prepare Basic Ethiopian Cultural Dishes
Unit Code	CST HKO1 03 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare and present Ethiopian cultural foods and cultural beverages in a commercial kitchen or catering operation.</p> <p>Ethiopian dishes are foods that normally include a range of hot and cold dishes which can be either classical or modern, and vary in ethnic and cultural origins.</p>

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

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

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

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

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Organize and Prepare Food
Unit Code	CST HKO1 04 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to organise and prepare a variety of foods within the kitchen of a hospitality or catering operation. It requires the ability to use general food preparation techniques, contribute to the organisation's profitability through effective resource use and to minimise negative environmental impacts by reusing resources, recycling and using safe methods for disposing of kitchen waste.</p> <p>The term 'organising and preparing food' is also referred to as 'mise en place' and includes basic preparation prior to serving food, which may involve cooking components of a dish but does not include the actual presentation</p>

Elements	Performance Criteria
1 Select, prepare and use equipment	<p>1.1 Select knives and equipment of the correct type and size for the job, and ensure that it is clean, safely assembled and ready before use.</p> <p>1.2 Use equipment correctly, safely and hygienically</p>
2 Assemble ingredients for menu items	<p>2.1 Identify and obtain ingredients according to standard recipes, recipe cards or enterprise requirements.</p> <p>2.2 Assemble ingredients according to the correct quantity, type and quality required</p>
3 Prepare food items	<p>3.1 Prepare food items required for menus according to correct weight, amount and number of portions.</p> <p>3.2 Clean, peel and prepare vegetables and fruit as required for menu items.</p> <p>3.3 Prepare dairy products required for menu items, ensuring they are correctly handled.</p> <p>3.4 Measure, sift where appropriate, and use dry goods as required for menu items.</p> <p>3.5 Correctly handle all food items according to food safety procedures and the handling requirements for particular types of food.</p> <p>3.6 Prepare food items in the required form and timeframe</p>

4 Portion food ingredients	<p>4.1 Select and use suitable knives and equipment for food portioning.</p> <p>4.2 Portion food ingredients accurately, according to size, weight and required menu items.</p> <p>4.3 Store prepared and portioned foodstuffs according to food safety procedures and the storage requirements for particular types of food</p>
5 Contribute to profitability	<p>5.1 Use the designated quantity, weight and portions of ingredients to minimize wastage and maximize profitability of meals prepared.</p> <p>5.2 Prepare the correct amount of food items according to expected numbers of customers to minimize wastage and maximize profitability of meals prepared</p>
6 Reduce food preparation costs and negative environmental impacts	<p>6.1 Use energy and water resources efficiently when cleaning equipment and organizing and preparing food to reduce costs and negative environmental impacts.</p> <p>6.2 Save reusable by-products of food preparation for future cooking activities.</p> <p>6.3 Use recyclable products during food preparation and dispose of them in designated recycling bins.</p> <p>6.4 Safely dispose of all kitchen waste and hazardous substances to minimize negative environmental impacts.</p>

Variable	Range
Knives and equipment may be mechanical or power driven and: must include the use of:	<ul style="list-style-type: none"> • knives, cleavers and utensils such as butcher and boning knives, filleting knives, butter spreading knives, vegetable peeler or knives, slicers • knife sharpening equipment • graters • commercial mixers food processors, blenders and attachments • scales • measures • whisks • thermometers • saws and meat cleavers • meat bats • meat hooks • larding needles • mincers

	<ul style="list-style-type: none"> • bow choppers • slicing machines • grills or salamanders • fryers • large fixed equipment, such as bains Marie and fridges • patisserie cutting implements • cutting implements for nuts and fruits • beaters • spatulas • wooden spoons • piping bags and attachments • moulds, shapes and cutters • cake tins
Food items to be prepared:	<p>must include the use of:</p> <ul style="list-style-type: none"> • dairy products, including milk, yoghurt, cheeses and alternatives, e.g. soy products • dry goods, such as flours, sugars, pastas and rice • standard fruit and vegetables • general food items such as sauces, condiments and flavourings, garnishes, coatings and batters may include the use of: <ul style="list-style-type: none"> ➤ meat, seafood and poultry that may be fresh, frozen, preserved or pre-prepared ➤ meat products such as standard cuts, sausages, hams and salami
Food ingredients to be portioned may include:	<ul style="list-style-type: none"> • meat • seafood • poultry • pastry • dough • fruit • vegetables
Reusable by-products may include:	<ul style="list-style-type: none"> • meat and fish off cuts • bones and trimmings • fruit peelings and off cuts • vegetable peelings and off cuts • unused portions of: <ul style="list-style-type: none"> ➤ fruits ➤ vegetables ➤ seafood, meat and poultry

	<ul style="list-style-type: none"> ➤ flowers ➤ garnishes ➤ accompaniments ➤ batter ➤ dough ➤ pastry ➤ fillings ➤ sauces and dips ➤ eggs ➤ coconut cream and flesh ➤ combined spices ➤ pastes <ul style="list-style-type: none"> • glass bottles and jars • plastics • paper and cardboard • tin or aluminium containers • fruit and vegetable matter
Kitchen waste and hazardous substances may include:	<p>Any used or out of date ingredient or food item such as:</p> <ul style="list-style-type: none"> • cooking oils • animal fat • ghee • dairy products, including milk, yoghurt, cheeses and soy products • dry goods, such as flours, sugars, pastas and rice • fruit and vegetables • general food items such as sauces, condiments and flavorings, garnishes, coatings and batters • meat, seafood and poultry • meat products such as standard cuts, sausages, hams and salami • Any cleaning agent or chemicals.

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to organise efficient, resource effective preparation of a variety of foods according to expected numbers of customers and to maximise profitability and minimise negative environmental impacts • ability to use a range of cookery and preparation methods appropriate to the cuisine • ability to undertake duties according to organisational

	<p>hygiene, health and safety practices</p> <ul style="list-style-type: none"> • knowledge of food safety procedures and correct handling and storage requirements for different types of food • knowledge of correct and environmentally sound disposal methods for kitchen waste and in particular for hazardous substances • ability to organise and prepare a wide variety of general food items within the timeframe required by a commercial kitchen
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • the key characteristics and uses of the main categories of food items and those that are particularly used in the organisation • menu and recipe requirements for the particular style, products and cuisine being served • expected numbers of customers to be served • full details of food safety procedures used in kitchen operations and the particular food safety regime for the organisation • correct handling and storage requirements for different types of food • applications of different types of cleaning products • the essential features of and safe practices for using common hazardous substances used within kitchens and in particular substances used by the organisation e.g. cleaning products • the environmental impacts of cleaning equipment and preparing food and minimal impact practices to reduce these especially those that relate to reusable resources, water and energy use • correct and environmentally sound disposal methods for kitchen waste and hazardous substances
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • logical and time-efficient work flow • knife handling techniques • cutting techniques for foods as required for menu items • hygienic handling of food and equipment according to local, state or territory and national regulatory requirements • safe work practices according to OHS principles and procedures, particularly with regard to using knives • cleaning techniques for kitchen equipment • problem-solving skills to deal with minor problems, such as shortages of ingredients • literacy skills to read recipes, menus, instructions and orders • numeracy skills to calculate portions, and weigh and measure quantities of ingredients

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	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: Hotel Kitchen Operation Level I	
Unit Title	Present Food
Unit Code	CST HKO1 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to efficiently and professionally plate, present and serve food in a commercial kitchen or catering operation.

Elements	Performance Criteria
1. Prepare food for service	<p>1.1 Identify foods for menu items.</p> <p>1.2 Arrange sauces and garnishes to enterprise requirements for specific dishes</p>
2. Portion and plate food	<p>2.1 Ensure that sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served.</p> <p>2.2 Portion food according to enterprise policies and standard recipes.</p> <p>2.3 Plate food and present neatly and attractively, without drips or spills, to the enterprise requirements for the specified dish, taking into consideration eye appeal, color and contrast, temperature of food, service equipment, and classical and innovative arrangement styles.</p> <p>2.4 Serve food to be displayed in public areas in appropriate service ware at the correct temperature, in an attractive manner, without drips or spills and giving attention to color</p>
3. Work in a team	<p>3.1 Demonstrate good teamwork with all kitchen and food service staff to ensure timely, quality service of food.</p> <p>3.2 Organize and follow a kitchen routine for food service to maximize food quality and minimize delays.</p> <p>3.3 Maintain a high standard of personal and work-related hygiene practices.</p>

Variable	Range
foods must be plated, presented and served, including:	<ul style="list-style-type: none"> • entrees • main courses • desserts • soups • sandwiches • breakfast items • canapés and appetisers

Service equipment may include:	<ul style="list-style-type: none"> • food and beverage trays • buffet or suitable table • dishes and platters • buffet and smorgasbord display items
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • application of hygiene and safety principles and procedures • ability to plate, present and serve a general range of foods efficiently and within realistic workplace time constraints • ability to work as part of a team in a positive and courteous manner
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • use and characteristics of basic food products and types of menus as required • classical and innovative styles of food presentation for major food groups
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • logical and time-efficient work flow • safe work practices according to OHS principles and procedures • hygienic handling of food and equipment according to regulatory requirements • waste minimisation techniques and environmental considerations in relation to food presentation • problem-solving skills to deal with minor problems such as shortages of ingredients, spillages and mistakes • literacy skills to read menus and orders • numeracy skills to calculate portions and plate menu items uniformly
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: Hotel Kitchen Operation Level I	
Unit Title	Receive and Store Kitchen Supplies
Unit Code	CST HKO1 06 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to receive and store supplies in commercial cookery or catering operations. It focuses on the general stock handling procedures required for food and kitchen-related goods.</p> <p>Supplies refer to all perishable and non-perishable goods received from both internal and external suppliers and maintained within a stock control system</p>

Elements	Performance Criteria
1 Take delivery of supplies	<p>1.1 Check all incoming supplies against specifications, orders and delivery documentation taking into account quantity, size, weight, quality and freshness, according to enterprise procedures and regulatory requirements.</p> <p>1.2 Identify and record information about the supplier, any temperature checks undertaken, any variations and discrepancies and report them to the appropriate person.</p> <p>1.3 Inspect supplied items for damage, quality, use-by dates, breakages or discrepancies and record details according to enterprise policy and regulatory requirements.</p> <p>1.4 Manage excess stock appropriately, according to enterprise policy</p>
2 Store supplies	<p>2.1 Transport supplies to appropriate storage area promptly, ensuring that stock is protected from loss, contamination, spoilage, temperature abuse and pests according to OHS and food safety procedures.</p> <p>2.2 Store supplies in appropriate storage area, ensuring compliance with enterprise procedures, food safety program, and regulatory requirements for temperature, ventilation and sanitation.</p> <p>2.3 Record supply levels accurately and promptly according to enterprise procedures and regulatory requirements.</p> <p>2.4 Label supplies according to enterprise procedures</p>

3 Rotate and maintain supplies	<p>3.1 Rotate supplies according to enterprise policy.</p> <p>3.2 Move and shift supplies according to safety and hygiene requirements.</p> <p>3.3 Check the quality of supplies and complete reports as required.</p> <p>3.4 Dispose of damaged or spoiled supplies according to enterprise and regulatory requirements.</p> <p>3.5 Safely dispose of all excess or spoilt stock and waste, especially hazardous substances, to minimize negative environmental impacts.</p> <p>3.6 Identify and report any problems promptly.</p> <p>3.7 Maintain storage areas in optimum condition, ensuring that they are clean, at required temperature, free from vermin or infestation and free from defects</p>
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Variable	Range
Supplies:	<p>must include:</p> <ul style="list-style-type: none"> • food, including dry goods, dairy products, meat and seafood, poultry, fruit and vegetables and frozen goods <p>may include:</p> <ul style="list-style-type: none"> • beverages • utensils and equipment for food preparation • cleaning materials and equipment • linen, such as tea towels, serviettes, tablecloths and aprons • stationery, vouchers and tickets
Temperature checks may be taken for a range of foods at different temperatures, including:	<ul style="list-style-type: none"> • raw foods • ingredients • cold, frozen or reheated foods or ingredients
Variations and discrepancies must include:	<ul style="list-style-type: none"> • rejection of food that is likely to be contaminated, for example, it is at the incorrect temperature (food that is intended to be frozen but has thawed, or cold food that is in the temperature danger zone) • packaged food that is exposed through damaged packaging • incorrect quantities, amounts or weights • wrong product
Regulatory requirements include:	<ul style="list-style-type: none"> • Ethiopian Food Standards Code • Federal and regional food safety regulations

Storage may include:	<ul style="list-style-type: none"> • refrigeration • freezers • cool rooms • dry stores
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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 receive, handle and store kitchen supplies safely and efficiently • knowledge of the OHS and hygiene issues related to receipt, handling and storage of supplies
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles of stock control, including: <ul style="list-style-type: none"> ➤ rotation ➤ correct storage procedures for specific goods ➤ food segregation ➤ checking for slow moving items ➤ common examples of stock control documentation and systems ➤ enterprise requirements and procedures related to the Ethiopian Food Standards Code and food safety programs ➤ suitable storage for the various types of food ➤ basic supplies and commodities ➤ hygiene procedures related to stock handling and storage ➤ correct and environmentally sound disposal methods for waste and in particular for hazardous substances
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to use a thermometer correctly to undertake temperature checks using a thermometer for a range of foods at different temperatures • logical and time-efficient work flow • safe work practices, particularly in relation to lifting and handling, and stacking and transporting goods • waste minimisation techniques and environmental considerations in relation to receipt and storage of kitchen supplies • problem-solving skills to deal with minor problems such as shortages, variations and errors • literacy skills to read and check delivery documentation against order requirements and complete records relating to deliveries

	<ul style="list-style-type: none"> • numeracy skills to count and check quantities of stock
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: Hotel Kitchen Operation Level I	
Unit Title	Clean and Maintain Kitchen Premises
Unit Code	CST HKO1 07 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to clean and maintain kitchens, and food preparation and storage areas in commercial cookery or catering operations. It requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts

Elements	Performance Criteria
1 Clean, sanitize and store equipment	<p>1.1 Select and prepare suitable wet and dry cleaning agents and chemicals according to relevant manufacturer and OHS and environmental requirements</p> <p>1.2 Clean and sanitize equipment and utensils according to manufacturer instructions and without causing damage.</p> <p>1.3 Store or stack cleaned equipment and utensils safely and in the designated place.</p> <p>1.4 Use cleaning equipment safely and according to manufacturer instructions.</p> <p>1.5 Assemble and disassemble cleaning equipment in a safe manner.</p> <p>1.6 Store cleaning equipment safely and correctly in the designated position and area</p>
2 Clean and sanitize premises	<p>2.1 Follow cleaning schedules correctly.</p> <p>2.2 Use chemicals and equipment correctly and safely to clean and sanitize walls, floors, shelves and other surfaces.</p> <p>2.3 Clean and sanitize walls, floors, shelves and working surfaces without causing damage to health or property.</p> <p>2.4 Follow procedures in the event of a chemical accident according to enterprise policy and procedures.</p> <p>2.5 Sort linen and safely remove it according to enterprise procedures</p>
3 Reduce negative environmental impacts	<p>3.1 Use energy, water and other resources efficiently when cleaning premises to reduce negative environmental impacts.</p> <p>3.2 Safely dispose of all waste, especially hazardous substances, to minimize negative environmental impacts</p>

Variable	Range
OHS and environmental requirements may include:	<ul style="list-style-type: none"> • enterprise policies and procedures related to cleaning operations and disposal of used chemicals • general workplace safety procedures • correct use of manual handling techniques • use of hazardous substances and storage requirements • enterprise security procedures
Equipment to be cleaned and sanitised must include:	<ul style="list-style-type: none"> • crockery • glassware • cutlery • utensils • pots, pans and dishes • containers • chopping boards • garbage bins
Cleaning equipment may include:	<ul style="list-style-type: none"> • dishwashers • floor scrubbers or polishers • mops • cleaning cloths • brooms and dustpans • pressurised steam and water cleaners
Surfaces to be cleaned must include:	<ul style="list-style-type: none"> • walls • floors • shelves • benches and working surfaces • ovens, stoves, cooking equipment and appliances • fridges, freezers and cool rooms • storerooms and cupboards • extraction fans
Procedures in the event of a chemical accident may include:	<ul style="list-style-type: none"> • following first aid procedures within scope of individual responsibility • ensuring contaminated food is destroyed • ensuring food preparation area, surfaces and equipment are treated according to enterprise procedures to avoid any risk to food
Linen may include:	<ul style="list-style-type: none"> • napkins • tablecloths • serving cloths • tea towels

	<ul style="list-style-type: none"> • clothing • cleaning cloths
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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 select and use relevant equipment and cleaning agents safely, efficiently and according to acceptable enterprise cleaning routines and timeframes • ability to organise resource effective cleaning of both wet and dry areas and large and small equipment and utensils commonly found in a commercial kitchen • ability to undertake duties according to organisational food safety, health and safety practices • knowledge of correct and environmentally sound disposal methods for waste and in particular for hazardous substances • ability to complete cleaning tasks within the timeframe required by a within commercially realistic timeframes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • sanitising and disinfecting methods and procedures and the importance and purpose of each • hygiene and cross-contamination issues for kitchens • cleaning procedures for various surfaces and equipment, including wet and dry • correct cleaning chemicals, equipment and procedures for cleaning various surfaces and materials • enterprise procedures and standards in relation to presentation of premises • safe work practices relating to use of cleaning equipment, bending and manual handling • applications of different types of cleaning products • the essential features of and safe practices for using common hazardous substances used to clean commercial kitchens and in particular substances used by the organisation e.g. cleaning products and chemicals • the environmental impacts of cleaning commercial kitchens and equipment and minimal impact practices to reduce these especially those that relate to resource, water and energy use • correct and environmentally sound disposal methods for kitchen waste and in particular for hazardous substances
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • correct use of personal protective equipment • cleaning techniques for premises and equipment • correct and safe usage and storage of cleaning materials and

	<p>chemicals</p> <ul style="list-style-type: none"> • safe work practices, particularly in relation to bending, lifting, carrying and using equipment • logical and time-efficient work flow • problem-solving skills to deal with difficult or unusual stains and soiling • literacy skills to read instructions and labels on equipment and cleaning chemicals • numeracy skills to calculate the dilution requirements of chemical and cleaning products
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: Hotel Kitchen Operation Level I	
Unit Title	Prepare Sandwiches
Unit Code	CST HKO1 08 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare and present a variety of sandwiches in a commercial kitchen or catering operation.</p> <p>Sandwiches may be classical or modern, hot or cold, of varying cultural and ethnic origins and use a variety of fillings and types of bread.</p> <p>Sandwiches may be pre-prepared or made on demand according to customer requests.</p> <p>Preparation, presentation and storage potential of sandwiches will depend on bread types and fillings</p>

Elements	Performance Criteria
1 Prepare and present a variety of sandwiches	<p>1.1 Prepare a variety of sandwich types, including classical and contemporary.</p> <p>1.2 Select suitable bases from a range of bread types.</p> <p>1.3 Produce sandwiches using the correct ingredients to an acceptable enterprise standard.</p> <p>1.4 Prepare sandwiches using a range of appropriate techniques.</p> <p>1.5 Select appropriate equipment for toasting and heating and use it correctly and safely.</p> <p>1.6 Prepare and present sandwiches in a logical and sequential manner within the required timeframe.</p> <p>1.7 Prepare sandwiches according to enterprise standards and customer requests.</p> <p>1.8 Present sandwiches in an attractive manner, using suitable garnishes and service ware</p>
2 Store sandwiches	2.1 Store sandwiches hygienically at the correct temperature and in appropriate conditions to maintain freshness and quality

Variable	Range
Sandwich types to be prepared may include:	<ul style="list-style-type: none"> • Pullman • open sandwiches • club sandwiches

	<ul style="list-style-type: none"> • pinwheel, domino or chequerboard sandwiches • filled rolls, focaccia or pita bread • those using specialised or ethnic breads such as dark rye, gluten-free and Turkish
Standard for producing sandwiches must ensure:	<ul style="list-style-type: none"> • neatness of presentation • appropriate ingredient combinations • precise and uniformly cut ingredients • uniform size and shape • attractive service ware and garnishes
Preparation and storage of sandwiches must include consideration of:	<ul style="list-style-type: none"> • bread type • ingredients, nature and consistency of fillings • need for chilling • use of plastic wrap or foil • use of bulk-storage containers • use of customised containers for display, presentation and sale
Techniques for making sandwiches may include:	<ul style="list-style-type: none"> • spreading • layering • piping • portioning • moulding • cutting • garnishing

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of sandwiches of different types using different breads and ingredients • ability to prepare a quantity of sandwiches within industry-realistic timeframes • ability to present sandwiches attractively • hygienic food-handling practices • safe work practices, particularly in relation to cutting and slicing
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • suitable breads and fillings and appropriate food combinations for sandwiches • suitable storage techniques to maintain optimum quality of ingredients • culinary terms commonly used in the industry in relation to sandwiches

	<ul style="list-style-type: none"> • principles and practices of hygiene, including dress standards • basic food information in relation to special dietary needs and customer requests, and suitable breads and ingredients to meet these needs • portion control for sandwiches • past and current trends in sandwiches
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • creative presentation techniques for sandwiches • logical and time-efficient work flow • safe work practices, particularly in relation to cutting and slicing • waste minimisation techniques and environmental considerations in relation to preparation of sandwiches • problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in sandwiches produced, and equipment failure • communication skills to listen and understand and clarify customer requirements, provide information and interpret non-verbal communication • literacy skills to read requirements of orders and menus • numeracy skills to calculate quantities and portions against sandwich orders • organisational skills and teamwork
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Develop and Update Hospitality Industry Knowledge
Unit Code	<u>CST HKO1 09 0912</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and update knowledge of the hospitality industry, including the role of different industry sectors and key legal and ethical issues that must be considered by hospitality industry personnel in their day-to-day work. This knowledge underpins effective performance in the hospitality industry.

Elements	Performance Criteria
1. Seek information on the hospitality industry	1.1 Identify and access information sources on the hospitality industry appropriately and correctly. 1.2 Obtain information to assist effective work performance within the industry. 1.3 Access and update specific information on relevant sectors of work. 1.4 Use knowledge of the hospitality industry in the correct context to enhance quality of work performance
2. Source and apply information on legal and ethical issues for the hospitality industry	2.1 Obtain information on legal and ethical issues to assist effective work performance. 2.2 Conduct day-to-day hospitality industry activities according to legal obligations and ethical industry practices
3. Update hospitality industry knowledge	3.1 Identify and use a range of opportunities to update general knowledge of the hospitality industry. 3.2 Monitor current issues of concern to the industry. 3.3 Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities

Variable	Range
Information sources	Include: <ul style="list-style-type: none"> • media • reference books • libraries • unions • industry associations

	<ul style="list-style-type: none"> • industry journals • internet • information services • personal observation and experience • colleagues, supervisors and managers • industry contacts, mentors and advisers
Information to assist effective work performance within the industry	<p>must include:</p> <ul style="list-style-type: none"> • different sectors and businesses of the hospitality industry, their interrelationships and the services available in each sector • relationships between tourism and hospitality • relationships between the hospitality industry and other industries, such as: <ul style="list-style-type: none"> • entertainment • food production • wine production • recreation • meetings and events • retail • industry working conditions • environmental issues and requirements • industrial relations issues and major organizations • career opportunities within the industry • work ethic required to work in the industry • industry expectations of staff • quality assurance
Legal issues that impact on the industry	<p>include:</p> <ul style="list-style-type: none"> • consumer protection • duty of care • EEO (Equal Employment opportunity) • anti-discrimination • work place relations • child sex tourism
Ethical issues impacting on the	<p>industry relate to:</p> <ul style="list-style-type: none"> • confidentiality • commission procedures • overbooking • pricing • tipping • familiarizations • gifts and services free of charge • product recommendations

Issues of concern to the industry	may be related to: <ul style="list-style-type: none"> • government initiatives • emerging markets • environmental and social issues • labor issues • industry expansion or retraction
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Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • sourced initial and updated hospitality industry information and to apply this to day-to-day activities • understood the hospitality industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues relating to a specific sector or workplace • understood the key legal and ethical issues for the hospitality industry
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • different sectors of the hospitality industry and their interrelationships, including a general knowledge of the role and function of: <ul style="list-style-type: none"> ➤ food and beverage ➤ front office ➤ food production or kitchen operations ➤ housekeeping ➤ clubs ➤ gaming • overview of quality assurance, quality activities and continuous improvement in the • hospitality industry and the role of individual staff members within the quality process • industry information sources • role of trade unions and employer groups in the industry • environmental responsibilities of the industry, including waste minimization and recycling • main objectives, requirements and impact on individual staff of federal, and state or territory legislation, regulations and guidelines that apply to the industry in the following areas: <ul style="list-style-type: none"> ➤ liquor, including responsible service of alcohol ➤ health and safety ➤ hygiene ➤ gaming ➤ workplace relations ➤ workers' compensation ➤ consumer protection and trade practices ➤ duty of care ➤ building regulations

	<ul style="list-style-type: none"> ➤ equal employment opportunity (EEO) and anti-discrimination • overview of current and emerging technology used in the hospitality industry
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • identifying relevant information • questioning techniques to obtain information • note taking • sorting and summarizing information • communication and literacy skills to source, read and interpret general information on the hospitality industry • literacy skills to read and interpret plain English information documents that relate to legal issues affecting the hospitality industry
Resources Implication	<ul style="list-style-type: none"> • the candidate has accessed appropriate computers, printers and communication technologies to facilitate the processes involved in sourcing industry information • access to information sources in order to conduct research and collect sufficient information
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: Hotel Kitchen Operation Level I	
Unit Title	Work with Colleagues and Customers
Unit Code	CST HKO1 10 0912
Unit Descriptor	<p>This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in the service industries. This is a core unit underpinning all other units involving interaction with colleagues and customers.</p> <p>Key required skills and knowledge for this role include meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums.</p>

Elements	Performance Criteria
1 Communicate with customers.	<p>1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.</p> <p>1.2 Use language and tone appropriate to a given situation in both written and spoken communication.</p> <p>1.3 Source relevant information about products and services and provide information clearly to customers.</p> <p>1.4 Use appropriate non-verbal communication in all situations.</p> <p>1.5 Observe and take into consideration non-verbal communication of colleagues and customers.</p> <p>1.6 Show sensitivity to cultural and social differences.</p> <p>1.7 Use active listening and questioning to facilitate effective two-way communication.</p> <p>1.8 Select an appropriate medium of communication for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the relevant factors involved.</p> <p>1.9 Use communication medium correctly and according to standard protocols and organization procedures</p>
2 Maintain personal presentation standards	<p>2.1 Practice high standards of personal presentation according to organization requirements, work location, impacts on different types of customers and specific requirements for particular work functions</p>

3 Provide service to colleagues and customers	<p>3.1 Identify colleague and customer needs and expectations correctly, including customers with special needs, and provide appropriate products, services or information.</p> <p>3.2 Meet all reasonable colleague and customer needs and requests within acceptable organization timeframes.</p> <p>3.3 Identify and take all opportunities to enhance service quality</p>
4 Respond to conflicts and customer complaints	<p>4.1 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.</p> <p>4.2 Recognize customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organization procedures.</p> <p>4.3 Respond to customer complaints positively, sensitively and politely and in consultation with the customer.</p> <p>4.4 Refer escalated complaints to the appropriate person according to individual level of responsibility and organization policy and procedures.</p> <p>4.5 Maintain a positive and cooperative manner at all times</p>
5 Work in a team.	<p>5.1 Demonstrate trust, support and respect towards team members in day-to-day work activities.</p> <p>5.2 Recognize and accommodate cultural differences within the team.</p> <p>5.3 Identify work-team goals jointly with colleagues and relevant others.</p> <p>5.4 Identify, prioritize and complete individual tasks within designated timeframes.</p> <p>5.5 Seek assistance from other team members, supervisors and managers when required.</p> <p>5.6 Offer assistance to colleagues when required to ensure designated work goals are met.</p> <p>5.7 Acknowledge and respond to feedback and information from other team members.</p> <p>5.8 Negotiate changes to individual responsibilities to meet reviewed work goals.</p>

Variable	Range
Communication	<p>May be:</p> <ul style="list-style-type: none"> • verbal • written format, such as electronic (e.g. email) or hard copy (e.g. letter) • by telephone

	<ul style="list-style-type: none"> • in languages other than English, including Australian Indigenous languages • visual, such as sign language • via an interpreter
Customers and colleagues	<p>May be:</p> <ul style="list-style-type: none"> • workmates and colleagues • external customers and clients • members of other tourism and hospitality industry sectors • individuals or groups, such as consultants and committees • government or other organisations • visitors • media
Non-verbal communication	<p>May include:</p> <ul style="list-style-type: none"> • body language • dress and accessories • gestures and mannerisms • voice tonality and volume • use of space • culturally specific communication customs and practices
Cultural and social differences	<p>May include:</p> <ul style="list-style-type: none"> • modes of greeting, fare welling and conversation • body language, including use of body gestures • formality of language
Medium of communication	<p>May include:</p> <ul style="list-style-type: none"> • fax • email or other electronic communication • simple written messages, such as restaurant bookings or phone messages • face-to-face • telephone • two-way communication systems • standard forms and pro formas • assistive technology, e.g. telephone typewriter (TTY) • through interpreters
Factors	<p>Affecting the selection of appropriate medium may include:</p> <ul style="list-style-type: none"> • technical and operational features • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required

	<ul style="list-style-type: none"> urgency and timeframes
Protocols and organization procedures	<p>May include:</p> <ul style="list-style-type: none"> modes of greeting and fare welling addressing the person by name timeframe for required response style manual requirements standard letters and pro formas
Personal presentation	<p>May include:</p> <ul style="list-style-type: none"> dress hair and grooming hands and nails jewellery
Customers with special needs	<p>May include:</p> <ul style="list-style-type: none"> those with a disability those with special cultural or language needs unaccompanied children parents with young children pregnant women aged people
Customer complaints	<p>May relate to:</p> <ul style="list-style-type: none"> problems with the service, such as delays or wrong orders problems with the product communication barriers or misunderstandings

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> ability to communicate effectively with customers and colleagues (including those with special needs) within a range of situations required for the relevant job role ability to work effectively in a team ability to respond effectively to a range of customer service situations understanding of communication and customer service and its importance in a tourism or hospitality context
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> protocol and service rituals of the industry, sector and organisation ethics of professional hospitality and tourism behaviour characteristics, uses and conventions of different types of communication mediums

	<ul style="list-style-type: none"> teamwork principles
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> communication skills in relation to listening, questioning and non-verbal communication basic written communication skills, including writing clear and concise messages, notes, emails and faxes basic literacy skills to read messages, notes, emails and faxes basic telephone skills identifying and responding to different cultural, language and special needs and expectations meeting personal presentation standards according to organisation requirements identifying and dealing with conflict situations, complaints and misunderstandings within scope of responsibility customer service skills, including meeting customer requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services
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: Hotel Kitchen Operation Level I	
Unit Title	Work in a Socially Diverse Environment
Unit Code	CST HKO1 11 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to be culturally aware when serving customers and working with colleagues from diverse backgrounds. It requires the ability to communicate with people of different social and cultural backgrounds with respect and sensitivity and address cross-cultural misunderstandings.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>

Elements	Performance Criteria
1. Communicate with customers and colleagues from diverse backgrounds	<p>1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity.</p> <p>1.2 Take into consideration cultural differences in all verbal and non-verbal communication.</p> <p>1.3 Make attempts to overcome language barriers by communicating through the use of gestures, sign language, or simple words in English or the other person's language.</p> <p>1.4 Obtain assistance from colleagues, reference books or outside organizations when required</p>
2. Address cross-cultural misunderstandings	<p>2.1 Identify issues that may cause conflict or misunderstanding in the workplace.</p> <p>2.2 Address difficulties with appropriate people and seek assistance from team leaders or others where required.</p> <p>2.3 Consider possible cultural differences when difficulties or misunderstandings occur.</p> <p>2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.</p> <p>2.5 Refer problems and unresolved issues to the appropriate team leader or supervisor for follow-up.</p>

Variable	Range
Cultural differences	<p>May relate to:</p> <ul style="list-style-type: none"> • race • language • special needs

	<ul style="list-style-type: none"> • family structure • gender • age • sexual preference
Attempts to overcome language barriers	<p>May include:</p> <ul style="list-style-type: none"> • meet, greet and farewell customers • give simple directions • give simple instructions • answer simple enquiries • prepare for, serve and assist customers • describe goods and services
Outside organizations	<p>May include:</p> <ul style="list-style-type: none"> • interpreter services • diplomatic services • local cultural organisations • appropriate government agencies • educational institutions • special needs advocacy groups
Possible cultural differences	<p>And needs may include:</p> <ul style="list-style-type: none"> • language spoken • forms of address • levels of formality or informality • varied cultural interpretation of non-verbal behaviour • work ethics • personal grooming, including dress and hygiene habits • family and social obligations and status • observance of special religious, feasts or other celebratory days • customs, beliefs and values • product preferences

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • social and cultural understanding and sensitivity in responding to different types of customers and colleagues • ability to identify and respond to the cultural context of the workplace • ability to apply knowledge of different cultures and cultural characteristics appropriately when communicating with colleagues and customers

	<ul style="list-style-type: none"> Ability to communicate effectively with customers and colleagues from a broad range of backgrounds and on different operational activities that are relevant to the particular organisation and job role.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> principles that underpin cultural awareness overview of general characteristics and key aspects of the main social and cultural groups in Australian society, including Indigenous and non-Indigenous people, sufficient to aid cross-cultural understanding overview of general characteristics of various international tourist groups appropriate to sector and individual workplace to enable their identification basic knowledge of types of disability and implications for the workplace principles and basic knowledge of EEO and anti-discrimination legislation as they apply to individual employees, and any associated workplace policies
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> literacy skills to read and understand any workplace equal employment opportunity (EEO) and anti-discrimination policies and plain English information documents produced by government information agencies basic communication skills to identify and attempt to resolve misunderstandings which may be due to cross-cultural issues
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: Hotel Kitchen Operation Level I	
Unit Title	Follow Health, Safety and Security Procedures
Unit Code	CST HKO1 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to follow predetermined health, safety and security procedures. It requires the ability to incorporate safe work practices into all workplace activities and to participate in the organisation's OHS management practices

Elements	Performance Criteria
1. Follow workplace procedures for health, safety and security	<p>1.1 Correctly and consistently follow the organization's health, safety and security procedures according to relevant legislative requirements.</p> <p>1.2 Incorporate safe work practices into all workplace activities.</p> <p>1.3 Follow the safety directions of supervisors or managers and heed any workplace safety warning signs.</p> <p>1.4 Use any required protective equipment and wear required personal protective clothing.</p> <p>1.5 Identify and promptly report unsafe work practices, issues and breaches of health, safety and security procedures.</p> <p>1.6 Report any suspicious behavior or unusual occurrences promptly to the designated person.</p>
2. Follow procedures for emergency situations	<p>2.1 Recognize emergency and potential emergency situations promptly and determine or take required actions within the scope of individual responsibility.</p> <p>2.2 Follow the organization's emergency procedures correctly.</p> <p>2.3 Seek assistance promptly from colleagues or other authorities where appropriate.</p> <p>2.4 Report details of emergency situations accurately according to organization procedures</p>

3. Participate in the organization's OHS practices	<p>3.1 Participate in OHS management practices developed by the organization to ensure a safe workplace.</p> <p>3.2 Actively participate in the OHS consultation processes and identify and report safety and procedural issues requiring attention.</p> <p>3.3 Ensure immediate work area is free from hazards, participate in scheduled hazard identification activities and report hazards on an ongoing basis.</p> <p>3.4 Participate in risk assessments and suggest appropriate ways of controlling risk.</p> <p>3.5 Raise OHS issues and concerns with designated persons according to organization and legislative requirements</p>
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Variable	Range
Health, safety and security procedures	<p>May involve:</p> <ul style="list-style-type: none"> • emergency, fire and accident • incident and accident reporting • consultation • hazard identification • risk assessment • risk control <p>security, including:</p> <ul style="list-style-type: none"> • documents • cash • equipment • people • key control systems
Safe work practices	<p>May include:</p> <ul style="list-style-type: none"> • use of personal protective clothing and equipment • safe posture and movements, including sitting, standing and bending • using safe manual handling techniques for such things as lifting and transferring • taking designated breaks • rotating tasks • using knives and equipment and handling hot surfaces • taking account of the dangers associated with inert gases used in beverage dispensing systems • using computers and electronic equipment • safe handling of chemicals, poisons and dangerous materials

	<ul style="list-style-type: none"> • using ergonomically sound furniture and workstations • clearing any hazards from immediate work area • paying attention to safety signage
Issues and breaches of health, safety and security procedures	<p>May include:</p> <ul style="list-style-type: none"> • loss of keys • strange or suspicious persons • broken or malfunctioning equipment • loss of property, goods or materials • damaged property or fittings • lack of suitable signage when required • lack of training on health and safety issues
Emergency situations	<p>May include:</p> <ul style="list-style-type: none"> • bomb threats • irrational customers • accidents • robberies or armed hold-ups • fires • floods • earthquakes • power failure
Participation in OHS management practices	<p>May involve:</p> <ul style="list-style-type: none"> • active participation in OHS induction training and safe work practice training • involvement in hazard identifications • involvement in risk assessments • involvement in suggesting methods for and making joint decisions on how to eliminate or control risks • involvement in writing parts of OHS policies and procedures
Consultation	<p>Processes may involve:</p> <ul style="list-style-type: none"> • OHS discussions with all employees during the course of each business day • a diary, whiteboard or suggestion box used by staff to report issues of concern • regular staff meetings that involve OHS discussions • special staff meetings or workshops to specifically address OHS issues • surveys or questionnaires that invite feedback on OHS issues • informal meetings with notes • formal meetings with agendas, minutes and action plans • discussions with and reports to formal OHS representatives and committee members

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 follow predetermined health, safety and security procedures, incorporate safe work practices into all workplace activities and participate in consultation, hazard identification and risk assessment activities for a given service industry operation in line with regulatory requirements • knowledge and understanding of the implications of disregarding those procedures • knowledge and understanding of the legal requirement to work according to health, safety and security procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • individual employee responsibilities in relation to ensuring safety of self, other workers and other people in the workplace • broad understanding of employer's responsibilities under relevant state or territory OHS legislation • broad understanding of employee's responsibility to participate in OHS practices under relevant state or territory OHS legislation • ramifications of failure to observe OHS policies and procedures and legislative requirements • working knowledge and understanding of the contents of health, safety and security procedures that relate to the individual workplace • major workplace hazards and associated health, safety and security risks associated with the hazards as relevant to the individual workplace • safe work practices relevant to individual job roles and responsibilities • broad understanding of the particular consultation, hazard identification and risk assessment methods used in the particular workplace • familiarity with hazard identification and risk assessment tools and template documents
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to read and interpret workplace safety signs, procedures, emergency evacuation plans, and hazard identification and risk assessment tools and template documents • communication skills to participate in consultation processes, to clearly report and explain hazards, to contribute to risk assessments and to assertively suggest control methods

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: Hotel Kitchen Operation Level I	
Unit Title	Follow Workplace Hygiene Procedures
Unit Code	CST HKO1 13 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply good hygiene practices within a range of service industry operations. It requires the ability to follow predetermined procedures, identify and control simple hazards and take particular hygiene measures to ensure the non-contamination of food and other items that might put customers, colleagues and self at a health risk

Elements	Performance Criteria
1. Follow hygiene procedures and identify hygiene hazards	<p>1.1 Access and follow hygiene procedures and policies correctly and consistently according to organization and legal requirements to ensure health and safety of customers and colleagues.</p> <p>1.2 Identify and report poor organization practices that are inconsistent with hygiene procedures.</p> <p>1.3 Identify hygiene hazards that may affect the health and safety of customers, colleagues and self.</p> <p>1.4 Take action to remove or minimize the hazards within scope of individual responsibility and according to organization and legal requirements.</p> <p>1.5 Promptly report hygiene hazards to appropriate person for follow up where control of hazard is beyond the scope of individual responsibility</p>
2. Report any personal health issues	<p>2.1 Report any personal health issues that are likely to cause a hygiene risk.</p> <p>2.2 Report incidents of food contamination that have resulted from the personal health issue.</p> <p>2.3 Do not participate in food handling activities where there is a risk of food contamination as a result of the health issue</p>
3. Prevent food and other item contamination	<p>3.1 Maintain clean clothes, wear required personal protective clothing and only use organization-approved bandages and dressings to prevent contamination to food.</p> <p>3.2 Ensure that no clothing or other items worn contaminate food.</p> <p>3.3 Prevent unnecessary direct contact with ready to eat food.</p> <p>3.4 Do not allow food to become contaminated with any body fluids or tobacco product from sneezing, coughing, blowing nose, spitting, smoking or eating over food or food</p>

	<p>preparation surfaces.</p> <p>3.5 Maintain the use of clean materials and clothes and safe and hygienic practices to ensure that no <i>cross-contamination of other items in the workplace occurs</i></p>
4. Prevent cross-contaminations by washing hands	<p>4.1 <i>Wash hands at appropriate times</i> and follow hand washing procedures correctly and consistently according to organization and legal requirements.</p> <p>4.2 Wash hands using <i>appropriate facilities</i>.</p>

Variable	Range
Hygiene procedures	<p>May relate to:</p> <ul style="list-style-type: none"> • personal hygiene • safe and hygienic handling of food and beverages • regular hand washing • correct food storage • suitable dress and personal protective equipment and clothing • avoidance of cross-contamination • hygienic cleaning practices to avoid cross-contamination • use of cleaning equipment, clothes and materials to avoid cross-contamination • safe handling and disposal of linen and laundry • appropriate handling and disposal of garbage • cleaning and sanitising • procedures documented in the organisation food safety program • procedures covered by staff training programs • procedures required by the national food safety code
Poor organization practices	<p>May include:</p> <ul style="list-style-type: none"> • poor personal hygiene practices • poor food handling practices that may result in the contamination of food • poor cleaning practices that may result in cross-contamination of food and other items • practices inconsistent with the organisation's food safety program • outdated practices not in keeping with current organisation activities
Hygiene hazards	<p>May include:</p> <ul style="list-style-type: none"> • contaminated food • vermin • airborne dust

	<ul style="list-style-type: none"> • items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions • dirty equipment and utensils • contaminated garbage • use of practices not in keeping with current organisation activities • colleagues without appropriate training or understanding of good hygiene practices, policies and procedures • equipment not working correctly, such as fridge and temperature probes
Health issues	<p>May relate to:</p> <ul style="list-style-type: none"> • food-borne diseases • airborne diseases • infectious diseases
Other items worn	<p>May include:</p> <ul style="list-style-type: none"> • hair accessories • jewellery • watches • bandages
Cross-contamination of other items in the workplace	<p>May involve:</p> <ul style="list-style-type: none"> • infected linen • items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions • dirty equipment and utensils • spreading bacteria from bathroom or bedroom areas to kitchen areas in an accommodation facility
Washing hands at appropriate times	<p>Might include:</p> <ul style="list-style-type: none"> • immediately before working with food • immediately after handling raw food • before commencing or recommencing work with food • immediately after using the toilet • immediately after smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any wound
Appropriate facilities	<p>For hand washing may include:</p> <ul style="list-style-type: none"> • warm running water • soap • single use towels • designated hand washing sink

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to access and interpret hygiene procedures and consistently apply these during day-to-day activities • understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures • project or work activities that show the candidate's ability to apply good hygiene practices on multiple occasions in a range of different operational circumstances to ensure consistency in the application of hygiene procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • very basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations • working knowledge of organisation personal hygiene policies and procedures • ramifications of failure to observe hygiene policies and procedures • broad understanding of the general hazards in handling food, linen, laundry and garbage, including major causes of contamination and cross-infection • sources and effects of microbiological contamination of food and other items that would require protection in the industry sector and business • basic understanding of the choice and application of cleaning and sanitising equipment and materials
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to verbally report hygiene hazards and poor organisation practice • literacy skills to read and interpret relevant organisation policies, procedures and diagrams that identify good hygiene practices
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: Hotel Kitchen Operation Level I	
Unit Title	Carry Out Basic Workplace Calculations
Unit Code	<u>CST HKO1 14 0912</u>
Unit Descriptor	This unit involves the skills and knowledge required to carry out basic routine workplace calculations, including carrying out required mathematical operations, preparing basic estimates of mass, size and volume, and interpreting basic graphical representations of mathematical information. It includes calculations for routine industry-related tasks using manual and electronic processes. It specifically includes the skills and knowledge needed to estimate/calculate manual load shifting requirements

Elements	Performance Criteria
1 Carry out calculations	<p>1.1 Items are counted singly and in batches and sorted numerically, as required in workplace tasks</p> <p>1.2 Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division</p> <p>1.3 Calculations involving fractions, percentages and mixed numbers, and using the four basic processes, are performed as required to complete workplace tasks</p> <p>1.4 The functions of a calculator, numeric keypad or computer are used to perform workplace tasks</p> <p>1.5 Numerical information is self-checked and corrected for accuracy</p>
2 Prepare estimates	<p>2.1 Quantities of materials and resources required to complete a work task are estimated</p> <p>2.2 The time needed to complete a work activity is estimated</p> <p>2.3 Accurate estimates for work completion are made</p>
3 Interpret graphical representations of mathematical information	<p>3.1 Information represented in symbols, diagrams and pictorial representations is recognised, interpreted and acted upon in workplace tasks</p>

Variable	Range
Calculations will be those involved in:	basic routine work functions may occur by day or night and in a variety of work contexts

Calculations	<p>may involve:</p> <ul style="list-style-type: none"> • money • volume • weight • time • length and distance • area • perimeter
Mathematical operations may include:	<ul style="list-style-type: none"> • multiplication • division • addition • subtraction • percentages • fractions
Consultative processes may include:	<ul style="list-style-type: none"> • staff members • management • union representatives • industrial relations, Occupational Health and Safety specialists • other professional or technical staff
workplace procedures may include:	<ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Calculations may involve the basic use of a range of technology including:	<ul style="list-style-type: none"> • manual techniques • calculator • computer
Information/documentation may include:	<ul style="list-style-type: none"> • workplace procedures, checklists and instructions • goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications • workplace policies

	<ul style="list-style-type: none"> • supplier and/or client instructions • material safety data sheets • relevant codes of practice including the national standards for manual handling and the industry safety code • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures
Applicable regulations and legislation may include:	<p>relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes</p> <p>dangerous goods and freight regulations and codes</p> <p>relevant Ethiopian and state/territory OHS legislation</p>

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant procedures and duty of care requirements • Relevant OHS responsibilities • Basic mathematical operations and techniques • Ways of representing basic mathematical information • Procedures for identifying and using relevant workplace technology when carrying out workplace calculations • Typical mathematical problems and appropriate action and solutions
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when carrying out basic workplace calculations • Read and interpret instructions, procedures and information relevant to basic workplace calculations • Interpret and follow operational instructions and prioritise work • Complete documentation related to work activities • Operate electronic communication equipment to required protocol • Work collaboratively with others when carrying out basic

	<p>workplace calculations</p> <ul style="list-style-type: none"> • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems that may arise when carrying out basic workplace calculations • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies and environments • Work systematically with required attention to detail • Operate and adapt to differences in equipment in accordance with standard operating procedures
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: Hotel Kitchen Operation Level I	
Unit Title	Receive and Respond To Workplace Communication
Unit Code	CST HKO1 15 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.

Element	Performance Criteria
1. Follow routine spoken messages	1.1. Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions 1.2. Instructions/information are properly recorded 1.3. Instructions are acted upon immediately in accordance with information received 1.4. Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear
2. Perform workplace duties following written notices	2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines 2.2 Routine written instruction are followed in sequence 2.3 Feedback is given to workplace supervisor based on the instructions/information received

Variable	Range
Written notices and instructions	It refers to : <ul style="list-style-type: none"> • Handwritten and printed material • Internal memos • External communications • Electronic mail • Briefing notes • General correspondence • Marketing materials • Journal articles
Organizational Guidelines	It may include: <ul style="list-style-type: none"> • Information documentation procedures • Company policies and procedures • Organization manuals

	<ul style="list-style-type: none"> • Service manual
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Evidence Guide	Evidence Guide
Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Demonstrated knowledge of organizational procedures for handling verbal and written communications • Received and acted on verbal messages and instructions • Demonstrated competency in recording instructions/information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Knowledge of organizational policies/guidelines in regard to processing internal/external information • Ethical work practices in handling communications • Communication process
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Conciseness in receiving and clarifying messages/information/communication • Accuracy in recording messages/information
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Pens • Note pads
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Direct Observation • Oral interview • Written Evaluation • Third Party Report
Context of Assessment	<p>Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</p>

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Demonstrate Work Values
Unit Code	CST HKO1 16 0912
Unit Descriptor	This unit covers the knowledge, skills, and attitude in demonstrating proper work values.

Elements	Performance Criteria
1. Define the purpose of work	<p>1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.</p> <p>1.2 Personal mission is in harmony with company's values</p>
2. Apply work values/ethics	<p>2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines</p> <p>2.3 Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.</p> <p>2.4 Company resources are used in accordance with transparent company ethical standard, policies and guidelines.</p>
3. Deal with ethical problems	<p>3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines.</p> <p>3.2 Work incidents/situations are reported and/or resolved in accordance with company protocol/guidelines.</p> <p>3.3 Resolution and/or referral of ethical problems identified are used as learning opportunities.</p> <p>3.4 Application of good manners and right conduct</p>

4. Maintain integrity of conduct in the workplace	<p>4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shared with co-workers using appropriate behavior and language.</p>
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Variable	Range
Work values/ethics/concepts	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> • Commitment/ Dedication • Sense of urgency • Sense of purpose • Love for work • High motivation • Orderliness • Reliability and Dependability • Competence • Goal-oriented • Sense of responsibility • Being knowledgeable • Loyalty to work/company • Sensitivity to others • Compassion/Caring attitude • Balancing between family and work • Sense of nationalism
Work practices	<ul style="list-style-type: none"> • Quality of work • Punctuality • Efficiency • Effectiveness • Productivity • Resourcefulness • Innovativeness/Creativity • Cost consciousness • 5 S (sort, set in order, shine, standardize ,sustain,) • Attention to details

Incidents/situations	<ul style="list-style-type: none"> • Violent/intense dispute or argument • Gambling • Use of prohibited substances • Pilferages • Damage to person or property • Vandalism • Falsification • Bribery • Sexual Harassment • Blackmail
Company resources	<ul style="list-style-type: none"> • Consumable materials • Equipment/Machineries • Human • Time • Financial resources
Instructions	<ul style="list-style-type: none"> • Verbal • Written

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Defined one's unique sense of purpose for working • Clarified and affirmed work values/ethics/concepts consistently in the workplace • Demonstrated work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines • Demonstrated personal behavior and relationships with co-workers and/or clients consistent with ethical standards, policy and guidelines • Used company resources in accordance with company ethical standard, policies and guidelines. • Followed company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior

Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Occupational health and safety • Work values and ethics • Company performance and ethical standards • Company policies and guidelines • Fundamental rights at work including gender sensitivity • Work responsibilities/job functions • Corporate social responsibilities • Company code of conduct/values • Balancing work and family responsibilities
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Self awareness, understanding and acceptance
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or assessment location • Case studies/Scenarios
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Portfolio Assessment • Interview • Third Party Reports
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Work With Others
Unit Code	CST HKO1 17 0912
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to develop workplace relationship and contribute in workplace activities.

Element	Performance Criteria
1. Develop effective workplace relationship	<p>1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship</p> <p>1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions</p> <p>1.3 Feedback provided by others in the team is encouraged, acknowledged and acted upon</p> <p>1.4 Differences in personal values and beliefs are respected and acknowledged in the development</p>
2. Contribute to work group activities	<p>2.1 Support is provided to team members to ensure workgroup goals are met</p> <p>2.2 Constructive contributions to workgroup goals and tasks are made according to organizational requirements</p> <p>2.3 Information relevant to work is shared with team members to ensure designated goals are met</p>

Variable	Range
Duties and responsibilities	<ul style="list-style-type: none"> • Job description and employment arrangements • Organization's policy relevant to work role • Organizational structures • Supervision and accountability requirements including OHS • Code of conduct
Work group	<ul style="list-style-type: none"> • Supervisor or manager • Peers/work colleagues • Other members of the organization
Feedback on performance	<ul style="list-style-type: none"> • Formal/Informal performance appraisal • Obtaining feedback from supervisors and colleagues and clients • Personal, reflective behavior strategies • Routine organizational methods for monitoring service

	delivery
Providing support to team members	<ul style="list-style-type: none"> • Explaining/clarifying • Helping colleagues • Providing encouragement • Providing feedback to another team member • Undertaking extra tasks if necessary
Organizational requirements	<ul style="list-style-type: none"> • Goals, objectives, plans, system and processes • Legal and organization policy/guidelines • OHS policies, procedures and programs • Ethical standards • Defined resources parameters • Quality and continuous improvement processes and standards
Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Provided support to team members to ensure goals are met • Acted on feedback from clients and colleagues • Accessed learning opportunities to extend own personal work competencies to enhance team goals and outcomes
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • The relevant legislation that affects operations, especially with regards to safety • Reasons why cooperation and good relationships are important • Knowledge of the organization's policies, plans and procedures • Understanding how to elicit and interpret feedback • Knowledge of workgroup member's responsibilities and duties • Importance of demonstrating respect and empathy in dealings with colleagues • Understanding of how to identify and prioritize personal development opportunities and options
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Ability to read and understand the organization's policies and work procedures • Write simple instructions for particular routine tasks • Interpret information gained from correspondence • Communication skills to request advice, receive feedback and work with a team

	<ul style="list-style-type: none"> • Planning skills to organized work priorities and arrangement • Technology skills including the ability to select and use technology appropriate to a task • Ability to relate to people from a range of social, cultural and ethnic backgrounds.
Resource Implications	<p>The following resources must be provided:</p> <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>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Direct observations of work activities of the individual member in relation to the work activities of the group • Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal • Case studies and scenarios as a basis for discussion of issues and strategies
Context for Assessment	<ul style="list-style-type: none"> • Competency assessment may occur in workplace or any appropriately simulated environment • Assessment shall be observed while task are being undertaken whether individually or in group

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Apply Quality Standards
Unit Code	CST HKO1 18 0912
Unit Descriptor	This unit covers the skills and knowledge required in applying quality standards in assuring hospitality operation

Elements	Performance Criteria
1. Assess own work	<p>1.1 Completed work is checked against workplace standards relevant to the operations being undertaken</p> <p>1.2 An understanding is demonstrated on how the work activities and completed work relate to the next operation process and to the final appearance of the product</p> <p>1.3 Unacceptable prepared food items are identified and isolated in accordance with company policies and procedures</p> <p>1.4 Faults and any identified causes are recorded and reported in accordance with workplace procedures</p>
2. Assess quality of received articles	<p>2.1 Received goods are checked against workplace standards and specifications</p> <p>2.2 Materials or goods are measured using the appropriate measuring instruments in accordance with workplace procedures</p> <p>2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with workplace procedures</p>
3. Record information	<p>3.1 Basic information on the quality performance is recorded in accordance with workplace procedures</p> <p>3.2 Records of work quality are maintained according to the requirements of the company</p>
4. Study causes of quality deviations	<p>4.1 Causes of deviations from final products are investigated and reported in accordance with workplace procedures</p> <p>4.2 Suitable preventive action is recommended based on workplace quality standards and identified causes of deviation from specified quality standards of materials or final product</p>
5. Complete documentation	<p>5.1 Information on quality and other indicators of production performance is recorded.</p> <p>5.2 All production processes and outcomes are recorded.</p>

Variable	Range
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Quality check	<ul style="list-style-type: none"> • Visual inspection • Physical measurements • Check against quality specifications
Quality standards	<ul style="list-style-type: none"> • Ingredients • Intermediate product • Final product • Serving processes
Quality parameters	<ul style="list-style-type: none"> • Nutritional value • freshness • Temperature • Appealing • Flavor • Texture • Consistency • Hygienic

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Check completed work continuously against workplace standards • Identify and isolate unacceptable processed items or final products • Check received ingredient or final product against workplace standards • Identify and apply corrective actions on the causes of identified faults • Measure materials or products • Record basic information regarding quality performance • Investigate causes of deviations of processed food against standards • Recommend suitable preventive actions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of ingredients used • Safety environment aspects of operation processes • Relevant measurement techniques and quality checking procedures • Workplace procedures • Reporting procedures

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Interpret work instructions, specifications, standards and patterns appropriate to the required work • Carry out relevant visual inspections of materials and final products • Carry out relevant physical measurements • Maintain accurate work records in accordance with procedures • Meet work specifications • 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 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 • Observation/Demonstration • Written test
Context for Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Develop Understanding of Entrepreneurship
Unit Code	CST HKO1 19 0912
Unit Descriptor	This unit covers skills, knowledge and attitude required to understand the principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the major entrepreneurial competences.

Elements	Performance Criteria
1. Describe and explain the principles, concept and scope of entrepreneurship	<p>1.1 The principles, concept and terminology of entrepreneurship are analyzed and discussed</p> <p>1.2 The different / various forms of enterprises in the community are identified and their roles understood</p> <p>1.3 The identified enterprises are categorized and classified</p> <p>1.4 The terms and elements involved in the concept of enterprising, both on a personal level and in the context of being enterprising in business are identified and interpreted</p> <p>1.5 Functions of entrepreneurship in business and how the entrepreneurs improved business and economic environment are explained</p>
2. Discuss how to become entrepreneur	<p>2.1 Self-employment as an alternative option for an individual economic independence and personal growth is discussed and analyzed</p> <p>2.2 Advantages and disadvantages of self-employment are discussed and explained</p> <p>2.3 Entrepreneurial characteristics and traits are identified and discussed</p> <p>2.4 Self-potential is assessed to determine if qualified to become future entrepreneur</p> <p>2.5 Major competences of successful entrepreneurship are identified and explained</p>
3. Discuss how to organize an enterprise	<p>3.1 The importance and role of business entrepreneurship in the society are discussed and correlated to the operations of the economy</p> <p>3.2 Facts about small and medium enterprises are discussed, clarified and understood</p> <p>3.3 Key success factor in setting up small and medium business are identified and explained</p> <p>3.4 Business opportunities are identified and assessed</p> <p>3.5 Business ideas are generated using appropriate tools,</p>

	<p>techniques and steps</p> <p>3.6 Procedures for identifying suitable market for business are discussed and understood</p> <p>3.7 Major factors to consider in selecting a location for a business are identified and discussed</p> <p>3.8 Basic types of business ownership are identified and explained</p> <p>3.9 Amount of money needed to start an enterprise estimated and distinction between pre operations and initial operation payments clarified</p> <p>3.10 Advantages and disadvantages of using various sources of capital to start an enterprise are identified</p>
4. Discuss how to operate an enterprise	<p>4.1 Disadvantages and advantages of three alternative means of becoming an entrepreneur are identified and understood</p> <p>4.2 Process of hiring and managing people is discussed and explained</p> <p>4.3 The importance and techniques of managing time are discussed and understood</p> <p>4.4 The techniques and procedures of managing sales are discussed and explained</p> <p>4.5 Factors to consider in selecting suppliers and the steps to follow when doing business with them are identified and discussed</p> <p>4.6 Awareness of how new technologies can affect small and medium business are developed</p> <p>4.7 Characteristics of appropriate technology for use in small and medium business are identified and explained</p> <p>4.8 Different types of cost that occur in a business and how to manage them are discussed and understood</p> <p>4.9 Factors and procedures in knowing the cost of the enterprise are discussed and understood</p> <p>4.10 Importance of financial record keeping and preparing simple financial statement are explained and understood</p> <p>4.11 The application of self-management skills and negotiation skills are discussed in operating a business</p> <p>4.12 Risk assessment and management of business enterprise are performed</p>
5. Develop one's own business plan	<p>5.1 Process of preparing/ writing a business plan is discussed and applied</p> <p>5.2 Standard structure and format are applied in preparing business plan</p>

	<p>5.3 Findings of the business plan are interpreted, assessed and analyzed</p> <p>5.4 Feasibility of the business idea is made clear and understandable</p> <p>5.5 Problems that may arise or encounter when starting a business are identified and understand</p> <p>5.6 Techniques and procedures in obtaining and sourcing information are discussed and understood</p>
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Variables	Range
Classification	<ul style="list-style-type: none"> • Private vs. public • Profit vs. non-profit • Formal vs. Non-formal • Individual vs. Community • Local vs. Foreign • Business vs. Social • Small vs. Large • Manufacturing vs. Service • Consumer vs. Industrial
Major factors	<ul style="list-style-type: none"> • Economics (local economy) • Population • competition
Three alternative	<ul style="list-style-type: none"> • Buying an existing business • Starting a new business • Operating a franchising business

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • explained principles and concept of entrepreneurship • discussed how to become entrepreneur • discussed how to organize an enterprise • discussed how to operate an enterprise • develop business plan
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Entrepreneurship principles, concepts and terminologies • Entrepreneurial competence • Entrepreneurial motivation • Risk assessment and evaluation • Principles and process of negotiations • Self-management and self-employment • Managing sales, people and time • Factors in setting up small and medium business • Small and Medium Enterprise

	<ul style="list-style-type: none"> • Business plan development • Discussion techniques and procedures
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Planning and Leading • Presentation skills • Using technology • Managing money • Preparing simple financial statement • Selecting suppliers
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Tools, equipment and facilities appropriate to the proposed activities • Materials relevant to the proposed activities
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Demonstration/ Direct Observation with Oral Questioning
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Hotel Kitchen Operation Level I	
Unit Title	Apply 5S Procedures
Unit Code	CST HKO1 20 1012
Unit Descriptor	This unit of competence covers the skills, attitudes and knowledge required by an employee or worker to apply 5S procedures (structured approach to housekeeping) to their own job and work area and maintains the housekeeping and other standards set by 5S. The unit assumes the employee or worker has a particular job and an allocated work area and that processes in the work area are known by the individual.

Elements	Performance Criteria
1. Develop understanding of quality system	1.1 Discuss quality assurance procedures of the enterprise or organization 1.2 Understand the relationship of quality system and continuous improvement in the workplace 1.3 Identify and relate to workplace requirements the purpose and elements of quality assurance (QA) system 1.4 Explain the 5S system as part of the quality assurance of the work organization
2. Sort needed items from unneeded	2.1 Identify all items in the work area 2.2 Distinguish between essential and non-essential items 2.3 Sort items to achieve deliverables and value expected by downstream and final customers 2.4 Sort items required for regulatory or other required purposes 2.5 Place any non-essential item in a appropriate place other than the workplace 2.6 Regularly check that only essential items are in the work area
3. Set workplace in order	3.1 Identify the best location for each essential item 3.2 Place each essential item in its assigned location 3.3 After use immediately return each essential item to its assigned location 3.4 Regularly check that each essential item is in its assigned location
4. Shine work area	4.1 Keep the work area clean and tidy at all times 4.2 Conduct regular housekeeping activities during shift 4.3 Ensure the work area is neat, clean and tidy at both

	beginning and end of shift
5. Standardize activities	<p>5.1 Follow procedures</p> <p>5.2 Follow checklists for activities, where available</p> <p>5.3 Keep the work area to specified standard</p>
6. Sustain 5S system	<p>6.1 Clean up after completion of job and before commencing next job or end of shift</p> <p>6.2 Identify situations where compliance to standards is unlikely and take actions specified in procedures</p> <p>6.3 Inspect work area regularly for compliance to specified standard</p> <p>6.4 Recommend improvements to lift the level of compliance in the workplace</p>

Variable	Range
Elements of QA system	<ul style="list-style-type: none"> • corrective action • mission statements • monitoring procedures • SOPs • work instructions • PDCA concept
5S	<p>5S is a system of work organization originally developed in Japan based around housekeeping principles. A close translation of the five stages in the housekeeping approach is:</p> <ul style="list-style-type: none"> • sort • set in order • shine • standardize • sustain <p>Japanese terms:</p> <ul style="list-style-type: none"> • seiri - eliminating everything not required for the work being performed (sort) • seiton - efficient placement and arrangement of equipment and material (set in order) • seison - tidiness and cleanliness (shine) • seiketsu - ongoing, standardized, continually improving seiri, • seiton, seison • shitsuke - discipline with leadership
Items in the work area	<p>Includes:</p> <ul style="list-style-type: none"> • tools • jigs/fixtures • materials/components • plant and equipment

	<ul style="list-style-type: none"> • manuals • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
Sort	<p>Sort involves keeping only what is absolutely necessary for the processes in the work area. Sort includes:</p> <ul style="list-style-type: none"> • clearing the work area of all non-essential equipment and materials <p>Non-essential items are those not required to either produce product, conduct process or operations, or make required adjustments to equipment during process or operations</p>
Set in order	<p>After removing unnecessary materials, the remaining materials must be those that are required immediately for either the machine or the job at hand. All of these materials/change/parts etc must have an assigned location on the production floor.</p> <p>Locations should be clearly marked and labeled to show what belongs where. assigning required equipment and materials appropriate locations in the work area</p>
Shine	<p>includes:</p> <ul style="list-style-type: none"> • keeping the work area clean at all times • this should be carried out to a regular daily schedule against allowed time and, on most occasions, at the end of a job
Standardize	<p>Once 5S is established, standardizing activities help maintain the order and the housekeeping standards. Standardizing may use procedures and checklists developed from a procedure. Standardizing includes:</p> <ul style="list-style-type: none"> • activities that help maintain the order and the housekeeping standards • using procedures and checklists developed from a procedure • OHS measures such as signage, symbols / coding and labeling of work area and equipment
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer based or in some other format

Sustain	<p>includes:</p> <ul style="list-style-type: none"> • making sure that daily activities are completed every day regardless of circumstance • cleaning up after a job • undertaking inspections, including: <ul style="list-style-type: none"> – informal inspections carried out often, at least weekly – formal inspections carried out at least monthly • generating continuous improvement actions from daily activities • following up specific actions to generate continuous improvement
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Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify own tasks and responsibilities and relate them to organization and customer requirements • identify and explain the stages of 5S • implement 5S in own work area • identify waste (muda) in the work area • routine practice of 5S as part of their job
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • operations and processes relevant to own job • basic principle of quality assurance system and its elements • quality procedures and continuous improvement (kaizen) • meaning and application of 5S steps to own job and work area • principles of efficient workplace organization • purposes of 5S • methods of making/recommending improvements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communicating with others to clarify issues during 5S implementation, communicate results and contribute suggestions for improvement • visualizing operations in terms of flow and contribution to customer outcomes • planning own tasks in implementation of 5S • implementing 5S in own work area according to instructions • identifying waste (muda) • organizing, prioritizing activities and items • reading and interpreting documents describing procedures • recording activities and results against templates and other prescribed formats • working with others • solving problems

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 • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies
Methods of Assessment	<p>A holistic approach should be taken to the assessment. 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 • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. Assessment of performance must be undertaken in a workplace using or implementing 5S as competitive systems and practices.</p>

NTQF Level II

occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Prepare, Cook and Serve Food for Food Service
Unit Code	CST HKO2 01 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare, cook and serve food items for a food service. It incorporates aspects of preparing, cooking and serving a variety of food items for a service period in a hospitality enterprise, using a range of basic cooking methods and working as part of a team. The unit integrates key technical and organisational skills required by a short order cook or caterer. It brings together the skills and knowledge covered in individual units and focuses on the way these must be applied in a commercial kitchen.</p> <p>Food service periods may be breakfast, lunch, dinner, supper or special functions and events.</p> <p>Styles of menus may be classical, contemporary or ethnic and may be formal or informal according to enterprise requirements</p>

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

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

Variable	Range
Organising and preparing food items (mise en place) includes as required:	<ul style="list-style-type: none"> • cleaning and preparing vegetables and other ingredients • preparing and portioning meat, poultry and seafood • preparing stocks, sauces and dressings • preparing garnishes • cooking soups and other precooked items • preparing or cooking desserts • Selecting and using service ware and equipment.
Appropriate commercial equipment may include:	<ul style="list-style-type: none"> • electric, gas or induction ranges • ovens, including combi ovens • microwaves • grills and griddles • deep-fryers • salamanders • food processors • blenders • mixers • slicers • tilting frypan and bratt pan • steamers • bains marie.
Menu type will vary according to the enterprise and occasion and may include:	<ul style="list-style-type: none"> • à la carte • set menu (table d'hôte) • Function or buffet.
Cookery methods may include:	<ul style="list-style-type: none"> • boiling • poaching • steaming • stewing • braising • roasting • baking • grilling • shallow frying

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

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • collection of direct, indirect and supplementary evidence showing preparation and service of multiple items for a minimum of 12 complete food service periods to ensure integration of skills and consistency of performance in different circumstances • use of a range of cookery methods appropriate to menu items • production of a range of menu items to industry and enterprise standards of quality • safe food hygiene and work practices • ability to multi-task and respond to multiple demands and requests simultaneously • ability to work as part of a team in a positive and courteous manner • preparation of dishes for customers within the typical workplace time constraints of a busy commercial kitchen
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • characteristics of different foods from all main food categories served in the enterprise and appropriate cookery methods • standard recipes • mise en place procedures • basic principles and methods of cookery • principles and practices of planning and organising work • principles and practices related to food safety • nutrition in relation to meeting specific dietary requirements under direction • culinary terms commonly used in the industry and enterprise
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • food presentation techniques

	<ul style="list-style-type: none"> • portion control and waste minimisation • teamwork and communication • safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • problem-solving skills to deal with problems such as shortages of food items, over or undercooked food, pressure of work and kitchen conditions • literacy skills to read menus, recipes and task sheets • numeracy skills to weigh and measure quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	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: Hotel Kitchen Operation Level II	
Unit Title	Prepare Intermediate Ethiopian Cultural Dishes
Unit Code	<u>CST HKO2 02 0912</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare and present Ethiopian cultural foods and cultural beverages in a commercial kitchen or catering operation.</p> <p>Ethiopian dishes are foods that normally include a range of hot and cold dishes which can be either classical or modern, and vary in ethnic and cultural origins.</p>

Elements	Performance Criteria
1. Prepare cultural food & beverages for service	<p>1.1 Identify cultural foods for menu items.</p> <p>1.2 Arrange condiments, fresh herbs, spices, powdered red pepper, powdered peas and traditional hot pepper paste.</p> <p>1.3 Prepare traditional spiced butter.</p> <p>1.4 Prepare sauces and staple cultural foods to enterprise requirements for specific dishes</p> <p>1.5 Brew cultural beverages</p>
2. Portion and present food and beverage	<p>2.1 Ensure that sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served.</p> <p>2.2 Portion food according to enterprise policies and standard recipes.</p> <p>2.3 present food neatly and attractively, without drips or spills, to the enterprise requirements for the specified dish, taking into consideration eye appeal, color and contrast, temperature of food, service equipment, and classical and innovative arrangement styles.</p> <p>2.4 Serve food to be displayed in public areas in appropriate service ware at the correct temperature, in an attractive manner, without drips or spills and giving attention to color</p>

	2.5 present beverage with appropriate cultural serving products
3. Work in a team	<p>3.1 Demonstrate good teamwork with all kitchen and food service staff to ensure timely, quality service of food.</p> <p>3.2 Organize and follow a kitchen routine for food service to maximize food quality and minimize delays.</p> <p>3.3 Maintain a high standard of personal and work-related hygiene practices.</p>

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

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of different recipes and cultural food and beverage backgrounds • ability to prepare a number of cultural foods and beverages within realistic timeframes • ability to present cultural foods beverages and attractively and creatively
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • historical development and current trends in cultural foods and beverages • suitable commodities and food and beverage combinations for use in cultural foods and beverages • compatible dressings and sauces for incorporating into or

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

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Prepare Stocks, Sauces and Soups
Unit Code	CST HKO2 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups in a commercial kitchen or catering operation. Stocks, sauces and soups can be classical or contemporary and be from varying ethnic and cultural origins. Soups may be served hot or cold

Elements	Performance Criteria
1. Prepare stocks, glazes and essences required for menu items	1.1 Use ingredients and flavoring agents according to standard recipes and enterprise standards. 1.2 Produce a variety of stocks , glazes and essences to enterprise standards. 1.3 Use clarifying agents appropriately
2. Prepare sauces required for menu items	2.1 Produce a variety of hot and cold sauces from classical and contemporary recipes. 2.2 Make appropriate derivations from basic sauces. 2.3 Use a variety of thickening agents and convenience products appropriately. 2.4 Evaluate sauces for flavor, color and consistency and rectify any problems
3. Prepare soups required for menu items	3.1 Select and assemble the correct ingredients to produce soups , including stocks and prepared garnishes. 3.2 Produce a variety of soups to enterprise standards. 3.3 Use clarifying and thickening agents and methods , and convenience products where appropriate. 3.4 Evaluate soups for flavor, color, consistency, temperature and rectify any problems.

	3.5 Present soups at the right temperature in clean service ware without drips and spills, using suitable garnishes and accompaniments
4. Store and reconstitute stocks, sauces and soups	4.1 Store stocks, sauces and soups to maintain optimum freshness and quality. 4.2 Reconstitute stocks, sauces and soups to appropriate standards of consistency.

Variable	Range
Stocks and sauces:	<p>must include a selection from each of the following:</p> <ul style="list-style-type: none"> • reduced sauces • thickened sauces • hot, warm and cold emulsion <p>may include:</p> <ul style="list-style-type: none"> • demi-glace • béchamel • chicken and fish velouté • hollandaise and béarnaise • mayonnaise • jus and coulis
Soups must include a selection from each of the following:	<ul style="list-style-type: none"> • clear • broth • purée • cream • bisque
Thickening agents and methods may include:	<ul style="list-style-type: none"> • white, blond and brown roux • beurre mani • cornflour, arrowroot and potato flour • bread • modified starch • liaison • sabayon
Convenience products may include:	<ul style="list-style-type: none"> • stocks • boosters • bouillons • flavour enhancers

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of stocks, sauces and soups from different recipes and cultural backgrounds • detailed commodity knowledge of different classifications of

	<p>stocks, sauces and soups</p> <ul style="list-style-type: none"> preparation of sauces and soups for customers within typical workplace conditions, including working within time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> principles and techniques of producing stocks, sauces and soups to industry standards common problems in stocks, sauces and soups and how to identify and rectify them culinary terms commonly used in the industry in relation to stocks, sauces and soups appropriate ingredients and food components that may be substituted to meet special dietary and cultural needs principles and practices of hygiene on a personal and professional level
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> using various stocks and bases for a range of soups and sauces logical and time-efficient work flow safe work practices, particularly in relation to bending and lifting waste minimisation techniques and environmental considerations in relation to soups, stocks and sauces problem-solving skills to deal with problems such as mayonnaise breaking or soup curdling, shortages of food items and equipment failure literacy skills to read orders and instructions numeracy skills to calculate quantities and portions against orders organisational skills and teamwork
Resources Implication	<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: Hotel Kitchen Operation Level II	
Unit Title	Prepare Vegetables, Fruit, Eggs and Farinaceous Dishes
Unit Code	<u>CST HKO2 04 0912</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare various vegetables, fruit, eggs and farinaceous dishes in a commercial kitchen or catering operation.</p> <p>Vegetables and fruit may be fresh, preserved or frozen, and selected according to seasonal availability, menu and enterprise requirements. A variety of vegetables and fruit dishes must be prepared and cooked. These may be classical or contemporary, from various ethnic or cultural origins, and may be offered as main dishes, appetisers or salads, or accompaniments.</p> <p>Potato accompaniments must include both classical and contemporary dishes.</p> <p>Egg dishes should, unless otherwise required, use hen eggs that may be fresh, dried, frozen or preserved</p>

Elements	Performance Criteria
1. Prepare vegetable and fruit dishes	<p>1.1 Select vegetables and fruit in season according to availability, quantity, quality and price.</p> <p>1.2 Select vegetables, fruit and potato accompaniments to complement and enhance menu items.</p> <p>1.3 Prepare and, where appropriate, cook a variety of vegetables and fruit dishes using suitable cookery methods and preserving optimum quality and nutrition.</p> <p>1.4 Where appropriate, select suitable sauces and accompaniments to be served with vegetables.</p> <p>1.5 Present vegetable and fruit attractively using suitable garnishes, where appropriate</p>

2. Prepare farinaceous dishes	<p>2.1 Select and prepare a variety of farinaceous foods according to standard and enterprise recipes.</p> <p>2.2 Prepare farinaceous foods using appropriate methods to ensure optimum quality.</p> <p>2.3 Select sauces and accompaniments that are appropriate to farinaceous foods</p>
3. Prepare and cook egg-based dishes	<p>3.1 Prepare and cook a variety of egg-based dishes according to standard recipes, using a range of methods including boiling, poaching, frying and scrambling.</p> <p>3.2 Prepare and cook egg dishes to ensure optimum and desired quality, consistency and appearance.</p> <p>3.3 Select sauces and accompaniments appropriate to eggs.</p> <p>3.4 Use eggs for a variety of culinary uses</p>
4. Store vegetables, eggs and farinaceous foodstuffs	<p>4.1 Store fresh and processed eggs, vegetables and fruit, and farinaceous foodstuffs at correct temperatures and under correct conditions to maintain optimum freshness and quality</p>

Variable	Range
Farinaceous foods may include:	<ul style="list-style-type: none"> • pasta • rice • polenta • noodles • couscous • semolina • pulses • cracked wheat
Egg-based dishes must include:	<ul style="list-style-type: none"> • omelettes and frittatas • soufflés • eggs benedict • egg salads • egg dips
Culinary uses must include: but not limited to these:-	<ul style="list-style-type: none"> • aerating • binding • setting • coating • enriching • emulsifying • glazing • clarifying • garnishing • thickening

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare a variety of dishes using vegetables and fruit • ability to prepare a variety of egg-based dishes, both classical and contemporary of varying cultural origins, using a variety of methods • ability to make a variety of farinaceous dishes and present them with suitable accompanying sauces • detailed understanding of the different classifications of vegetables, fruit, eggs and farinaceous products • preparation of dishes for customers within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of vegetables, fruit, eggs and farinaceous foods • past and current trends in culinary uses and dishes using vegetables, fruit, eggs and farinaceous foods • nutrition related to vegetables, fruit, eggs and farinaceous dishes, in particular the food values of ingredients and the effects of cooking on the nutritional value of food • culinary uses and common industry terms in relation to vegetables, fruit, egg and farinaceous dishes • principles and practices of hygiene, in particular those related to the use of raw ingredients
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • cutting and presentation techniques, particularly in relation to vegetables and fruit • organisational skills and teamwork • logical and time-efficient work flow • waste minimisation techniques and environmental considerations in relation to vegetables, fruit, eggs and farinaceous dishes • safe work practices, particularly in relation to using knives • problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure • literacy skills to read orders and instructions • numeracy skills to calculate quantities and portions against orders
Resources Implication	<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: Hotel Kitchen Operation Level II	
Unit Title	Select, Prepare and Cook Poultry
Unit Code	CST HKO2 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, prepare, cook, present and store poultry in a commercial kitchen or catering operation. Poultry dishes may be classical and contemporary and from a variety of ethnic and cultural origins

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

Variable	Range
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Poultry may include:	<ul style="list-style-type: none"> • chicken, turkey, duck and goose • pheasant, quail, pigeon, guinea fowl and wild duck
Poultry preparation techniques must include:	<ul style="list-style-type: none"> • de-boning • stuffing • filleting • trimming • rolling and trussing • larding • marinating
Cookery methods for poultry must include:	<ul style="list-style-type: none"> • roasting and pot-roasting • sautéing and braising • deep-frying • poaching and stewing • grilling • boiling • stir frying

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Prepare and cook a variety of poultry dishes using a variety of culinary methods to enterprise standards • Prepare dishes for customers within typical workplace time constraints • Understand the different classifications of poultry • Understand and demonstrate particular storage and handling issues in relation to poultry.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • classification of varieties of poultry and poultry items • quality criteria for poultry • appropriate cookery methods for poultry • past and current trends in poultry dishes • nutrition related to poultry, including food values and any specific issues • culinary terms commonly used in the industry relating to poultry • principles and practices of hygiene, particularly in relation to cross contamination • costing, yield testing and portion control for poultry
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • logical and time-efficient work flow • waste minimisation techniques and environmental considerations in relation to poultry • organisational skills and teamwork • safe work practices, particularly in relation to cutting • problem-solving skills to deal with problems such as shortages of food items and equipment failure

	<ul style="list-style-type: none"> • literacy skills to read orders and instructions • numeracy skills to calculate quantities and portions against orders
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	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: Hotel Kitchen Operation Level II	
Unit Title	Select, Prepare and Cook Seafood
Unit Code	CST HKO2 06 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to select, prepare, present and store seafood in a commercial kitchen or catering operation.</p> <p>Menu items to be produced from seafood may include a variety of classical and contemporary dishes, of varying cultural and ethnic origins, and may involve raw or cooked fish, shellfish and seafood by-products</p>

Elements	Performance Criteria
1. Select and store seafood	<p>1.1 Select seafood according to quality, seasonal availability, price and requirements for specific menu items.</p> <p>1.2 Estimate yields accurately for various types of seafood.</p> <p>1.3 Maintain and kill live seafood, where used, in a humane manner and according to government regulations.</p> <p>1.4 Handle and store seafood hygienically and correctly.</p> <p>1.5 Thaw frozen seafood to ensure maximum quality, hygiene and nutrition.</p> <p>1.6 Where applicable, check date stamps and codes to ensure quality control</p>
2. Prepare and cook fish and shellfish	<p>2.1 Clean, gut and fillet fish correctly and efficiently according to enterprise standards.</p> <p>2.2 Clean and prepare shellfish and other types of seafood according to enterprise standards.</p>

	<p>2.3 Cook seafood to enterprise standards using a variety of cookery methods.</p> <p>2.4 Use fish and shellfish by-products appropriately for a variety of dishes and menu items</p>
3. Present fish and shellfish	<p>3.1 Prepare and present fish and shellfish for service.</p> <p>3.2 Prepare suitable sauces and dips according to standard recipes and as required to accompany menu items.</p> <p>3.3 Select plate presentations and garnishing techniques and use according to recipes and enterprise standards.</p> <p>3.4 Carry out service according to enterprise methods and standards.</p>

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

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare and serve a variety of fish and shellfish raw or cooked as appropriate to enterprise standards • preparation of dishes for customers within typical workplace time constraints • detailed understanding of the different classifications of seafood • understanding and demonstration of storage and handling issues related to seafood

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • classification and varieties of fish and shellfish • appropriate cookery methods for fish and shellfish • criteria for judging the quality of fresh fish and shellfish • storage requirements for fish and shellfish • costing, yield testing and portion control for seafood • nutrition in relation to fish and shellfish, in particular the nutritional value of fish and shellfish and specific dietary issues, including allergies and intolerances • culinary terms commonly used in the industry in relation to fish and seafood • principles and practices of hygiene, particularly in relation to the handling and storage of fish and seafood
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • cutting and presentation techniques, particularly in relation to fish and crustaceans • waste minimisation techniques and environmental considerations in relation to seafood • safe work practices, particularly in relation to using sharp knives • problem-solving skills to deal with problems such as shortages of food items and inferior quality of commodities • literacy skills to read orders and instructions • numeracy skills to calculate quantities and portions against orders
Resources Implication	<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: Hotel Kitchen Operation Level II	
Unit Title	Select, Prepare and Cook Meat
Unit Code	CST HKO2 07 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, prepare, cook and store meats in a commercial kitchen or catering operation. Meats include primary, secondary and portioned cuts of pork, lamb, beef and veal; and game, fancy meats and offal. Meats may be fresh, frozen, croak or preserved.

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

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

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

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

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Prepare Hot and Cold Desserts
Unit Code	CST HKO2 08 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare a range of hot, cold and frozen desserts in a commercial kitchen or catering operation. Desserts may include foods from varying cultural origins, and may be derived from classical or contemporary recipes

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

Variable	Range
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Equipment for making desserts and sweets may include: but not limited to these:-	<ul style="list-style-type: none"> • mixers • blenders • ice-cream machines • ice makers • juicers or vitaminizers • Ovens
Desserts and sweets may include:	<ul style="list-style-type: none"> • puddings, pies, tarts, flans and fritters • custards and creams • prepared fruit • charlotte, bavarois, mousse, soufflé and sabayon • meringues, crepes and omelettes • sorbet, ice-cream, bombe and parfait.
Sauces may include:	<ul style="list-style-type: none"> • sugar syrups • fruit syrups • fruit purées, sauces and coulis • chocolate-based sauces • sabayon and zabaglione • custards and creams • flavoured butters and creams

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

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

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Prepare Pastries, Cakes and Yeast Goods
Unit Code	CST HKO2 09 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to produce a range of pastries, cakes and yeast-based foods in a commercial kitchen or catering operation. Pastries, cakes and yeast-based goods may include foods from varying cultural origins and may be derived from classical or contemporary recipes

Elements	Performance Criteria
1. Prepare, decorate and present pastries	<p>1.1 Produce a variety of pastries and pastry products according to enterprise standards, including short, puff and choux-based pastries and products.</p> <p>1.2 Prepare basic pastes according to standard recipes or industry standards, using appropriate techniques, methods and equipment</p>
2. Prepare and produce cakes and yeast goods	<p>2.1 Prepare a variety of cakes and yeast-based products according to standard recipes and enterprise practice.</p> <p>2.2 Prepare a range of yeast-based dough to standard recipes.</p> <p>2.3 Select and use suitable equipment safely and efficiently</p>
3. Decorate pastries, pastry products, cakes and yeast goods	<p>3.1 Decorate pastries and pastry products, cakes and yeast goods to enhance appearance, using suitable fillings, icings, sauces and decorations, to standards recipes and enterprise standards</p>
4. Portion and store pastries, cakes and yeast goods	<p>4.1 Apply portion control to minimize wastage.</p> <p>4.2 Store cakes and pastry products to minimize spoilage and wastage.</p>

Variable	Range
Pastes must include:	<ul style="list-style-type: none"> • short and sweet paste, e.g. flans, tarts and pies • choux paste, e.g. profiteroles and éclairs • puff paste, e.g. mille feuille • filo or strudel.
Equipment for making pastry, cakes and yeast-based goods may include:	<ul style="list-style-type: none"> • mixers • blenders • bow cutters • dough sheets • ovens and proover • scales and measures • mixing and baking utensils

Cakes, both large and small, may include:	<ul style="list-style-type: none"> • sponge cakes • genoise sponge • fruit cake • madeira • Swiss roll • meringues • petits fours • ganache • pastry garnishes, tuilles, sugar and piping • cold set cakes and mousse cakes • friands • muffins
Yeast-based products may include:	<ul style="list-style-type: none"> • Danish pastries • sweet buns and hot cross buns • croissants • coffee scrolls • brioches • savarins and rum babas.
Yeast-based doughs to be produced must include:	<ul style="list-style-type: none"> • basic bread dough • savarin dough • croissant or Danish dough • yeast bun dough
Sauces may include:	<ul style="list-style-type: none"> • coulis • Anglaise • sugar syrup • sabayon

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • preparation of a variety of different types of pastries, cakes and yeast-based goods, with at least one from each category of pastes • preparation of dishes for customers within typical workplace time constraints • detailed understanding of the different nature and handling requirements of each type of pastry
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of pastries, cakes and yeast-based products, both classical and contemporary • past and current trends in pastries, cakes and yeast-based goods • underlying principles of making pastry and yeast-based products, including basic food science in relation to yeast • nutrition related to pastries, cakes and yeast-based goods • culinary terms related to pastries, cakes and yeast-based goods commonly used in the industry

	<ul style="list-style-type: none"> principles and practices of hygiene, particularly in relation to handling pastes and dough storage of cakes and pastries to maintain freshness and quality costing, yield testing and portion control for pastries, cakes and yeast-based goods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> logical and time-efficient work flow organisational skills and teamwork safe work practices, in particular in relation to use of machinery and hot ovens and surfaces waste minimisation techniques and environmental considerations in relation to pastry, cakes and yeast goods problem-solving skills to deal with problems such as failure of cakes to rise, batter too moist and overcooking literacy skills to read menus, recipes and task sheets numeracy skills to calculate portions, and weigh and measure quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> Interview / Written Test / Oral Questioning Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Plan and Prepare Food for Buffets
Unit Code	CST HKO2 10 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan and prepare foods for buffet situations. Buffets may be associated with functions; special occasions and celebrations; and breakfast, lunch or dinner service.</p> <p>Food items for buffets may be derived from classical or contemporary recipes and from varying ethnic origins. Buffet items may be selected to meet the requirements of particular cultural groups, or a particular cultural theme</p>

Elements	Performance Criteria
1. Plan the buffet	<p>1.1 Plan the buffet, including foods and display, according to enterprise and customer requirements, in consultation with relevant others.</p> <p>1.2 Select appropriate food items according to season, budget, occasion and customer requirements.</p> <p>1.3 Calculate the buffet cost according to budget and reporting requirements.</p> <p>1.4 Plan the layout and display of buffet, taking into consideration type of food, occasion and desired theme.</p> <p>1.5 Where required, design and organize or produce a variety of appropriate buffet centerpieces and decorations</p>
2. Prepare, produce and present foods for buffets	<p>2.1 Use appropriate methods of cookery to prepare salads, meats, poultry, seafood and other foods for buffets.</p> <p>2.2 Where required, glaze buffet items with aspic or gelatine preparations to acceptable enterprise standards.</p> <p>2.3 Produce sauces and garnishes suitable for buffet food items.</p> <p>2.4 Carve and serve meats according to enterprise standards.</p> <p>2.5 Serve and present hot and cold foods according to health and hygiene regulations.</p> <p>2.6 Apply portion control to minimize wastage and maximize profit.</p> <p>2.7 Display and present food items attractively and tastefully to maximize appeal</p>
3. Prepare and produce desserts for buffets	<p>3.1 Prepare and produce desserts suitable for buffet presentation using standard and enterprise recipes</p>

4. Store buffet items	4.1 Store buffet items at a safe temperature, hygienically and correctly before and after buffet service time.
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Variable	Range
Buffet foods may include:	<ul style="list-style-type: none"> • selection of hot and cold dishes • glazed foods, galantines and forcemeats • meats, poultry, seafood, small goods, salads and cheeses • hot and cold dessert and pastry items
Centrepieces and decorations, made or arranged, may include:	<ul style="list-style-type: none"> • floral arrangements • fruit and vegetable displays • special theme items • candles • special occasion cakes • glassware and service ware • ice, fruit or vegetable, chocolate, salt or margarine carvings

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • detailed understanding of the different nature and handling requirements for buffet food items • preparation of dishes suitable for buffets within typical workplace time constraints • safe and hygienic practices in the preparation and service of buffets
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • suitable types of foods and dishes for buffets to meet enterprise, customer, nutritional and cultural requirements • characteristics of food items suitable for buffets and appropriate service conditions and temperatures to maintain optimum quality • nutrition, in particular the effects of cooking on the nutritional value of food, and ensuring a nutritional balance in buffet menus • culinary and technical terms commonly used in the industry associated with buffets • principles and practices of hygiene, particularly related to issues surrounding buffet service • legislation on food safety related to service of food for buffets
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • a range of cookery skills for a variety of food items • logical and time-efficient work flow • presentation techniques for food items that make up a buffet • waste minimisation techniques and environmental considerations in relation to buffets • problem-solving skills to deal with problems such as food not

	being ready on time, or shortages of particular items <ul style="list-style-type: none"> • literacy skills to read menus, recipes and task sheets • numeracy skills to calculate portions, and weigh and measure quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	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: Hotel Kitchen Operation Level II	
Unit Title	Prepare Foods According to Dietary and Cultural Needs
Unit Code	CST HKO2 11 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare and cook foods to meet both basic and specific dietary and cultural needs, generally under instructions from others. It covers the ability to apply basic nutritional principles as well as deal with special dietary and cultural requirements normally encountered in a variety of hospitality and catering establishments.</p> <p>Basic nutritional requirements generally refer to recommendations made in the Dietary Guidelines for Australians endorsed by the Australian government and other recognised health authorities. These guidelines include recommendations made for the general public, including infants, children, adolescents, adults and older Australians in order to maintain a healthy and balanced diet.</p> <p>Special dietary and cultural requirements include therapeutic and contemporary eating regimes as well as customer requests and preferences, and specific cultural and religious needs</p>

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

	<p>3.4 Present an adequate range of nutritionally balanced food in an appetizing and attractive manner.</p> <p>3.5 Communicate specific cultural or religious requirements to be addressed in food preparation to other team members and customers as appropriate.</p>
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Variable	Range
Relevant persons who give instructions or requests for special dietary requirements may include:	<ul style="list-style-type: none"> • customers or family members • supervisors and managers • dieticians • diet technicians • health and medical personnel • religious personnel
Special dietary requirements may include:	<ul style="list-style-type: none"> • vegetarian • vegan • modified sodium or potassium • low-fat or low-cholesterol • lacto-ovo • high-fibre • gluten-free • high or low-energy • diabetic • modified texture • high or low-protein • fluids • food exclusions for allergies and food intolerance • food exclusions related to specific medications • contemporary eating regimes and trends, such as macrobiotic, liver cleansing and elimination • high or low carbohydrate
Special cultural groups may include any ethnic, cultural or religious groups with special dietary requirements or sanctions, such as:	<ul style="list-style-type: none"> • kosher • Halal • vegetarian • Hindu

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare or modify a range of dishes to meet different dietary requirements • knowledge of the dietary requirements of major cultural groups

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

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

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Package Prepared Foodstuffs
Unit Code	CST HKO2 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to package prepared foodstuffs for storage and transportation from one location to another. The type of packaging used will vary according to the enterprise needs and the type of food being packaged

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

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

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

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Operate a Fast Food Outlet
Unit Code	CST HKO2 13 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and serve a limited range of food and menu items in a catering operation or small outlet in various venues in the hospitality and tourism industry. Food and menu items are limited and defined and include fast food or specific and routine meals such as breakfasts

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

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

Variable	Range
Food outlet may include:	<ul style="list-style-type: none"> • food courts • counters in canteens and cafeterias • mobiles • trays • stands • carts or caravans
Fast food refers to food that has been prepared off site and requires re-thermalising, and to simple food items that require basic cooking or preparation techniques, and	<ul style="list-style-type: none"> • fairy floss • hot dogs • pizza • fish and chips • hamburgers • fried chicken • sandwiches • salads • sushi • souvlaki and doner kebabs

may include:	<ul style="list-style-type: none"> • noodles and pasta • pre-prepared soups • ice-cream and shakes • pies • breakfast items such as bacon and eggs, sausages, grilled tomatoes, toast and pre-prepared croissants or other bakery items
Mise en place refers to basic preparation before service, including:	<ul style="list-style-type: none"> • assembling and preparing ingredients for menu items • cleaning, peeling and slicing fruit and vegetables • preparing simple food items such as salads, sandwiches, garnishes, coatings and batters • selection and handling (thawing, reconstituting, regenerating and re-thermalising) of portion-controlled and convenience products • display of goods in appropriate storage facility
Equipment may include:	<ul style="list-style-type: none"> • utensils • cutlery • microwaves • deep-fryers • hot plates • rotisseries • pans and urns • bains marie • food warmers
Cooking methods may include deep-frying and grilling and an appropriate selection from the following, according to enterprise requirements:	<ul style="list-style-type: none"> • hot plate • reheating • microwaving • baking • roasting • boiling • char grilling and barbecuing

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

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

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Apply Cook-Chill Production Processes
Unit Code	CST HKO2 14 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply the planned process of food preparation, cooking, chilling, storage and re-thermalisation of food by cook-chill. The unit applies to food production by cook-chill methods either in an enterprise workplace or in a centralised production kitchen

Elements	Performance Criteria
1. Ensure goods received conform to appropriate food hygiene and health standards	<p>1.1 Determine temperatures of delivered goods by using temperature measuring devices and ensure that they are within specified tolerances.</p> <p>1.2 Complete appropriate records according to enterprise practices and regulatory requirements.</p> <p>1.3 Receive and check meats, dairy and perishables against requisition docket for quality and freshness as per enterprise specifications</p>
2. Prepare and cook food to safe industry standards	<p>2.1 Cook food to specified internal temperatures.</p> <p>2.2 Keep microbiological and chemical changes within safe tolerances.</p> <p>2.3 Maintain the quality of food consistently at the optimum level in terms of taste and appearance</p>
3. Chill cooked food	<p>3.1 Meet time and temperature standards for blast and water-bath chilling.</p> <p>3.2 Ensure that food quality is maintained throughout the chilling process</p>
4. Store cooked food under refrigeration	<p>4.1 Meet time and temperature standards for storage.</p> <p>4.2 Ensure that spoilage is minimized.</p> <p>4.3 Store food dynamically (first in-first out).</p> <p>4.4 Select appropriate containers for storage.</p> <p>4.5 Ensure that labeling is correct and clear.</p> <p>4.6 Monitor storage temperatures to ensure they are correct</p>
5. Distribute cook-chill products	<p>5.1 Where necessary, transport food from production kitchen to outlets by refrigerated transport or insulated containers.</p> <p>5.2 Maintain safe handling of food throughout the distribution cycle.</p>

	<p>5.3 Check and record temperature levels at dispatch and receiving.</p> <p>5.4 Observe requirements of hazard analysis and critical control points (HACCP) or other food safety program during the entire cook-chill cycle, including protecting food from the temperature danger zone</p>
6 Re-thermalise (reheat) cook-chill food products	6.1 Execute re-thermalisation of food to standard guidelines using appropriate methods .

Variable	Range
Foods to be produced by cook-chill methods and re-thermalised may consist of entire meals or individual items according to enterprise requirements, including:	<ul style="list-style-type: none"> • bulk foods • plated meals • sous-vide products • meals-on-wheels • takeaway meals
Appropriate methods for re-thermalisation may include:	<ul style="list-style-type: none"> • low-heat convection • infra-red radiation • microwaving • water bath • kettle heating • using 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 • observance of HACCP or other food safety program requirements during the entire cook-chill cycle • ability to operate a cook-chill system and equipment • ability to produce, package, label and store food items prepared • production of multiple cook-chill food items to meet differing needs • preparation of cook-chill food items within typical work time constraints • knowledge of OHS and food hygiene regulations

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • temperature specifications for the maintenance of food quality in the cook-chill process • food storage requirements in relation to cook-chill • principles and methods of cookery, including preparation and cooking techniques for all major food groups • features of cook-chill systems, and procedures for using cook-chill equipment • regulatory and legislative requirements for health and safety, food safety and hygiene of particular relevance to cook-chill, including international Food Standards • high risk groups for food-borne illness and reasons for this
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • skills to use a temperature measuring device on a range of food products and ingredients at a range of temperatures • problem-solving skills to deal with problems, such as equipment failure or malfunction • literacy skills to read recipes, menus, instructions and orders • 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: Hotel Kitchen Operation Level II	
Unit Title	Transport and Store Food in a Safe and Hygienic Manner
Unit Code	CST HKO2 15 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storage on its arrival. The unit applies to all catering operations but is particularly relevant to external catering and events.</p> <p>Transportation refers to the moving of food and food items from one location to another. For example, transporting food from a kitchen to a school or hospital or providing event catering. It does not refer to the transport of food from the kitchen to the dining room or as part of room service.</p> <p>The person transporting the food may or may not be driving the vehicle</p>

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

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

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

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • safe transport and storage of food items within food safety requirements and regulations • transport of a range of food item types
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • hygiene and OHS requirements for food storage and transport • advantages and disadvantages of different forms of transport for particular food items, quantities and circumstances • safe storage principles and practices for different food types, including storage options • characteristics of different food items and conditions required to maintain optimum freshness, palatability and safety
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • safe work practices, in particular loading and unloading, lifting and dealing with heated surfaces • problem-solving skills to deal with minor problems such as delays with products, traffic congestion and getting lost • literacy skills to read directions and instructions for venues and locations • numeracy skills to calculate quantities during the packing and unpacking process
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting
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Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Implement Food Safety Procedures
Unit Code	CST HKO2 16 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food within a range of service industry operations. It requires the ability to follow predetermined procedures as outlined in an organisation food safety program.</p> <p>This unit is one of three hierarchical units describing varying levels of participation in food safety processes: Food safety is nationally legislated by the Food Standards Ministry of health, Ethiopia. In some cases food handlers and especially designated food safety supervisors, may be required to formally achieve competence in implementing safe food handling practices.</p>

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

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

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

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

Food types may include:	<ul style="list-style-type: none"> • eggs • dairy • meat and fish • fruit and vegetables • dried goods • frozen goods
Food prepared, served and sold to customers under other conditions may involve:	<ul style="list-style-type: none"> • displaying any type of food for self-service, such as: <ul style="list-style-type: none"> ➢ buffets ➢ salad bars ➢ condiments ➢ tea and coffee • providing drink dispensing equipment • pre-packaging food items • displaying and selling pre-packaged food
Ensuring the safety of food served and sold to customers under other conditions may involve:	<ul style="list-style-type: none"> • supervising the display of food to prevent contamination by customers • removing contaminated food without delay • providing separate serving utensils for each dish • providing protective barriers • displaying food under temperature control • using packaging materials suitable for use on the particular foodstuff • ensuring that packaging is not damaged during packaging or display process • ensuring that damaged packaging does not allow contamination
Items intended for single use may include:	<ul style="list-style-type: none"> • disposable cutlery, e.g. plastic or wooden spoons or stirrers • disposable plates, mugs, cups and bowls • individually packaged sugars • individually packaged condiments, e.g. tomato sauce • individually packaged jams and spreads • individually packaged serves of coffee, tea and whitener • face wipes and serviettes
Maintenance to ensure cleanliness and safe operation of equipment may involve:	<ul style="list-style-type: none"> • removal of food waste • removal of grease • removal of dirt • removal of animal or pest waste and cleaning of affected area • recalibration of measurement and temperature controls
Food identified for disposal may be:	<ul style="list-style-type: none"> • subject to recall • not safe, or suspected of not being safe, for consumption • destroyed • disposed of so that it cannot be used for human consumption • returned to supplier

Evidence Guide

<p>Critical aspects of Competence</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to access and interpret safe food handling procedures and consistently apply these during day-to-day food handling activities • knowledge of critical control points and methods of food hazard control for each critical point • project or work activities that show the candidate's ability to apply safe food handling practices on multiple occasions across a range of different food handling circumstances to ensure consistency in the application of food safety procedures
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations and inspection regimes • working knowledge of relevant components of the organisation food safety program, especially policies, procedures, product specifications and the use of any monitoring documents • consequences of failure to observe food safety policies and procedures • basic understanding of HACCP principles, procedures and processes • critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the storage, preparation, display, service and disposal of food • meaning of hazardous foods, especially as described by local legislation and national food codes • high risk customer groups (those who may have a higher than average risk of harm from food contamination), such as: <ul style="list-style-type: none"> ➢ children or babies ➢ pregnant women ➢ aged persons ➢ people with immune deficiencies or allergies • methods of food storage, production, display, service and disposal for the industry sector and food business, especially appropriate temperature levels for each of these processes • broad understanding of the main types of safety hazards and contamination that may be found in the main food types handled by the industry sector and food business • broad understanding of the conditions for development of microbiological contamination for the main food types handled by the industry sector and food business • broad understanding of the appropriate environmental conditions, including temperature controls, for the storage of

	<p>the main food types handled by the industry sector and food business</p> <ul style="list-style-type: none"> • temperature danger zone for the main food types handled by the industry sector and food business and the two-hour and four-hour rule • principles and methods of safe food handling • choice and application of cleaning, sanitising and pest control equipment and materials
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • operation of equipment, especially how to calibrate, use and clean a temperature probe and how to identify faults • literacy skills to read and interpret relevant components of organisation food safety program, including policies, procedures and flow charts that identify critical control points and to complete basic documentation relating to monitoring food safety • numeracy skills to take and record temperatures and to calculate times
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Work in Team Environment
Unit Code	CST HKO2 17 0912
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team is identified from available sources of information.</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified.</p> <p>2.2 Roles and responsibility of other team members are identified and recognized.</p> <p>2.3 Reporting relationships within team and external to team are identified.</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives.</p> <p>3.2 Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and workplace context.</p> <p>3.3 Observed protocols in reporting using standard operating procedures.</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<ul style="list-style-type: none"> Work activities in a team environment with enterprise or specific sector Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment

Sources of information	<ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Operated in a team to complete workplace activity • Worked effectively with others • Conveyed information in written or oral form • Selected and used appropriate workplace language • Followed designated work plan for the job • Reported outcomes
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment where assessment can take place
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • interview/ written exam • observation/demonstration
Context for Assessment	<p>Competency may be assessed in workplace or in a simulated workplace setting</p>

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Participate in Workplace Communication
Unit Code	CST HKO2 18 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	<p>1.1 Specific and relevant information is accessed from appropriate sources</p> <p>1.2 Effective questioning , active listening and speaking skills are used to gather and convey information</p> <p>1.3 Appropriate medium is used to transfer information and ideas</p> <p>1.4 Appropriate non- verbal communication is used</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed</p> <p>1.6 Defined workplace procedures for the location and storage of information are used</p> <p>1.7 Personal interaction is carried out clearly and concisely</p>
2. Participate in workplace meetings and discussions	<p>2.1 Team meetings are attended on time</p> <p>2.2 Own opinions are clearly expressed and those of others are listened to without interruption</p> <p>2.3 Meeting inputs are consistent with the meeting purpose and established protocols</p> <p>2.4 Workplace interactions are conducted in a courteous manner</p> <p>2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to.</p> <p>2.6 Meetings outcomes are interpreted and implemented</p>
3. Complete relevant work related documents	<p>3.1 Range of forms relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Basic mathematical processes are used for routine calculations</p> <p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon</p>

	3.5 Reporting requirements to supervisor are completed according to organizational guidelines
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Variable	Range
Appropriate sources	<ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	<ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	<ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Forms	<ul style="list-style-type: none"> • Personnel forms, safety reports
Workplace interactions	<ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Protocols	<ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions

Evidence Guide	
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Prepared written communication following standard format of the organization • Accessed information using communication equipment • Made use of relevant terms as an aid to transfer information effectively • Conveyed information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	Demonstrates skills to:

	<ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Basic mathematical processes of addition, subtraction, division and multiplication • Ability to relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	<ul style="list-style-type: none"> • Fax machine • Telephone • Writing materials • Internet
Methods of Assessment	<ul style="list-style-type: none"> • Direct Observation • Oral interview and written test
Context of Assessment	<ul style="list-style-type: none"> • Competency may be assessed individually in the actual workplace or through accredited institution

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Develop Business Practice
Unit Code	CST HKO2 19 0912
Unit Descriptor	This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced

Elements	Performance Criteria
1. Identify business opportunity	<p>1.1 Business opportunities are investigated and identified</p> <p>1.2 Feasibility study is undertaken to determine likely business viability</p> <p>1.3 Market research on product or service is undertaken</p> <p>1.4 Assistance with feasibility study of specialist and relevant parties is sought as required</p> <p>1.5 Impact of emerging or changing technology including e-commerce, on business operations are evaluated</p> <p>1.6 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available</p> <p>1.7 Business plan for operation is completed</p>
2. Identify personal business skills	<p>2.1 Financial and business skills available are identified and taken into account when business opportunities are researched</p> <p>2.2 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity</p> <p>2.3 Business risks are identified and assessed according to resources available and personal preferences</p>
3. Plan for establishment of business operation	<p>3.1 Business structure and operations are determined and documented</p> <p>3.2 Procedures to guide operations are developed and documented</p> <p>3.3 Financial backing for business operation is secured</p> <p>3.4 Business legal and regulatory requirements are identified and complied</p> <p>3.5 Human and physical resources required to commence business operation are determined</p>

	3.6 Recruitment strategies are developed and implemented
4. Implement establishment plan	<p>4.1 Marketing of business operation is undertaken</p> <p>4.2 Physical and human resources to implement business operation are obtained</p> <p>4.3 Operational unit to support and coordinate business operation is established</p> <p>4.4 Monitoring process for managing operation is developed and implemented</p> <p>4.5 Legal documents are carefully maintained and relevant records are kept and updated to ensure validity and accessibility</p> <p>4.6 Contractual procurement rights for goods and services including contracts with relevant people, negotiated and secured as required in accordance with the business plan</p> <p>4.7 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan</p>
5. Review implementation process	<p>5.1 Review process for implementation of business operation is developed and implemented</p> <p>5.2 Improvements in business operation and associated management process are identified</p> <p>5.3 Identified improvements are implemented and monitored for effectiveness</p> <p>5.4 Necessary documentation is completed and records organized and kept securely.</p>

Variable	Range
Business opportunities maybe influenced by:	<ul style="list-style-type: none"> • expected financial viability • skills of operator • amount and types of finance available • returns expected or required by owners • likely return on investment • finance required • lifestyle issues
Business viability may include:	<ul style="list-style-type: none"> • opportunities available • market competition • timing/ cyclical considerations • skills available and resources available • location and/ or premises available • risk related to a particular business opportunity, especially in regard to Occupational Health and Safety and environmental considerations

Specialist and relevant parties	<ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • accountants • lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Human and physical resources may include:	<ul style="list-style-type: none"> • software and hardware • office premises • communications equipment • specialist services through outsourcing, contracting and consultancy • staff • vehicles
Personal skills/attributes may include:	<ul style="list-style-type: none"> • technical and/ or specialist skills • business knowledge and skills • entrepreneurship • willingness to take risks
Business risks may be affected by and may include but are not restricted to:	<ul style="list-style-type: none"> • occupational health and safety and environmental considerations • relevant legislative requirements • security of investment • market competition • security of premises/ location • supply and demand • resources available
Resources may include:	<ul style="list-style-type: none"> • staff • money • time • equipment • space
Operational unit refers to:	<ul style="list-style-type: none"> • office location staffed with required personnel and equipped to service and support business • home-based site or other location such as leased or owned property
Legal documents may include:	<ul style="list-style-type: none"> • partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records • recordkeeping including personnel, financial, taxation, OHS and environmental
Contracts with relevant people may include:	<ul style="list-style-type: none"> • owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

Evidence Guide	
Critical Aspects of Competence	<p>A person must be able to provide evidence:</p> <ul style="list-style-type: none"> • that a business operation has been planned and implemented from initial research into feasibility of the business and completion of the plan, through to implementing the plan and commencing operations • the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Federal and regional government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity (EEO), industrial relations and anti-discrimination • Technical or specialist skills relevant to the business operation • Financing options • Business systems and operations • Relevant marketing, management, sales and financial concepts • Methods for researching business opportunities • Principles of risk management relevant to the business • Methods of identifying relevant specialist services to complement the business • Forms and administrative systems • Services available and charges • Planning and control systems (sales, • Advertising and promotion, distribution and logistics • Financial recording systems • Legal rights and responsibilities • Record keeping duties • Operational factors relating to the business (provision of professional services, products)
Underpinning Skills	<ul style="list-style-type: none"> • Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Marketing skills • Business planning skills • Entrepreneurial skills • Problem-solving skills • OHS skills • Time management skills • Belief in services and products offered by the business • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

	<ul style="list-style-type: none"> • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research • Research skills to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace documentation, financial records, and equipment
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation/Demonstration with Oral questioning
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated work environment</p>

Occupational Standard: Hotel Kitchen Operation Level II	
Unit Title	Apply Continuous Improvement Processes (Kaizen)
Unit Code	CST HKO2 20 1012
Unit Descriptor	This unit of competence covers the exercise of good workplace practice and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality.

Elements	Performance Criteria
1. Satisfy quality system requirements in daily work	1.1 Access information on quality system requirements for own job function 1.2 Record and report quality control data in accordance with quality system 1.3 Follow quality control procedures to ensure products, or data, are of a defined quality as an aid to acceptance or rejection 1.4 Recognize and report non-conformances or problems 1.5 Conduct work in accordance with sustainable energy work practices 1.6 Promote sustainable energy principles and work practices to other workers
2. Analyze opportunities for corrective and/or optimization action	2.1 Compare current work practices, procedures and process or equipment performance with requirements and/or historical data or records 2.2 Recognize variances that indicate abnormal or sub-optimal performance 2.3 Collect and/or evaluate batch and/or historical records to determine possible causes for sub-optimal performance 2.4 Use appropriate quality improvement techniques to rank the probabilities of possible causes
3. Recommend corrective and/or optimization actions	3.1 Analyze causes to predict likely impacts of changes and decide on the appropriate actions 3.2 Identify required changes to standards and procedures and training 3.3 Report recommendations to designated personnel

4. Participate in the	4.1 Implement approved actions and monitor performance
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implementation of recommended actions	<p>following changes to evaluate results</p> <p>4.2 Implement changes to systems and procedures to eliminate possible causes</p> <p>4.3 Document outcomes of actions and communicate them to relevant personnel</p>
5. Participate in the development of continuous improvement strategies	<p>5.1 Review all relevant features of work practice to identify possible contributing factors leading to sub-optimal performance</p> <p>5.2 Identify options for removing or controlling the risk of sub-optimal performance</p> <p>5.3 Assess the adequacy of current controls, quality methods and systems</p> <p>5.4 Identify opportunities to continuously improve performance</p> <p>5.5 Develop recommendations for continual improvements of work practices, methods, procedures and equipment effectiveness</p> <p>5.6 Consult with appropriate personnel to refine recommendations before implementation of approved improvement strategies</p> <p>5.7 Document outcomes of strategies and communicate them to relevant personnel</p>

Variable	Range
Quality control procedures	<p>Quality control procedures may include:</p> <ul style="list-style-type: none"> • standards imposed by regulatory and licensing bodies • enterprise quality procedures • working to a customer brief or batch card and associated quality procedures • checklists to monitor job progress against agreed time, costs and quality standards • preparation of sampling plans • the use of hold points to evaluate conformance • the use of inspection and test plans to check compliance
Methods for statistical analysis	<p>Methods for statistical analysis may include:</p> <ul style="list-style-type: none"> • means • median • mode • ranges • standard deviations • statistical sampling procedures

Problem solving techniques	<p>Problem solving techniques may include:</p> <ul style="list-style-type: none"> • identifying inputs and outputs • sequencing a process • identifying and rectifying a problem step • root cause analysis • implementing preventative strategies
Quality improvement tools and techniques	<p>Quality improvement tools and techniques may include:</p> <ul style="list-style-type: none"> • run charts, control charts, histograms and scattergrams to present routine quality control data • plan, do, check, act (PDCA) • Ishikawa fishbone diagrams and cause and effect diagrams • logic tree • similarity/difference analysis • Pareto charts and analysis • force field/strength weakness opportunities threats (SWOT) analysis
Sustainable energy principles and work practices	<p>Sustainable energy principles and work practices may include:</p> <ul style="list-style-type: none"> • examining work practices that use excessive electricity • switching off equipment when not in use • regularly cleaning filters • insulating rooms and buildings to reduce energy use • recycling and reusing materials wherever practicable • minimizing process waste
Relevant personnel	<p>Communication to relevant personnel may involve:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Reporting	<p>Reporting may include:</p> <ul style="list-style-type: none"> • verbal responses • data entry into laboratory or enterprise database • brief written reports using enterprise proformas
Quality improvement opportunities	<p>Quality improvement opportunities could include improved:</p> <ul style="list-style-type: none"> • production processes • hygiene and sanitation procedures • reductions in waste and re-work • laboratory layout and work flow • safety procedures • communication with customers • methods for sampling, testing and recording data
Occupational health and safety (OHS) and environmental management	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be

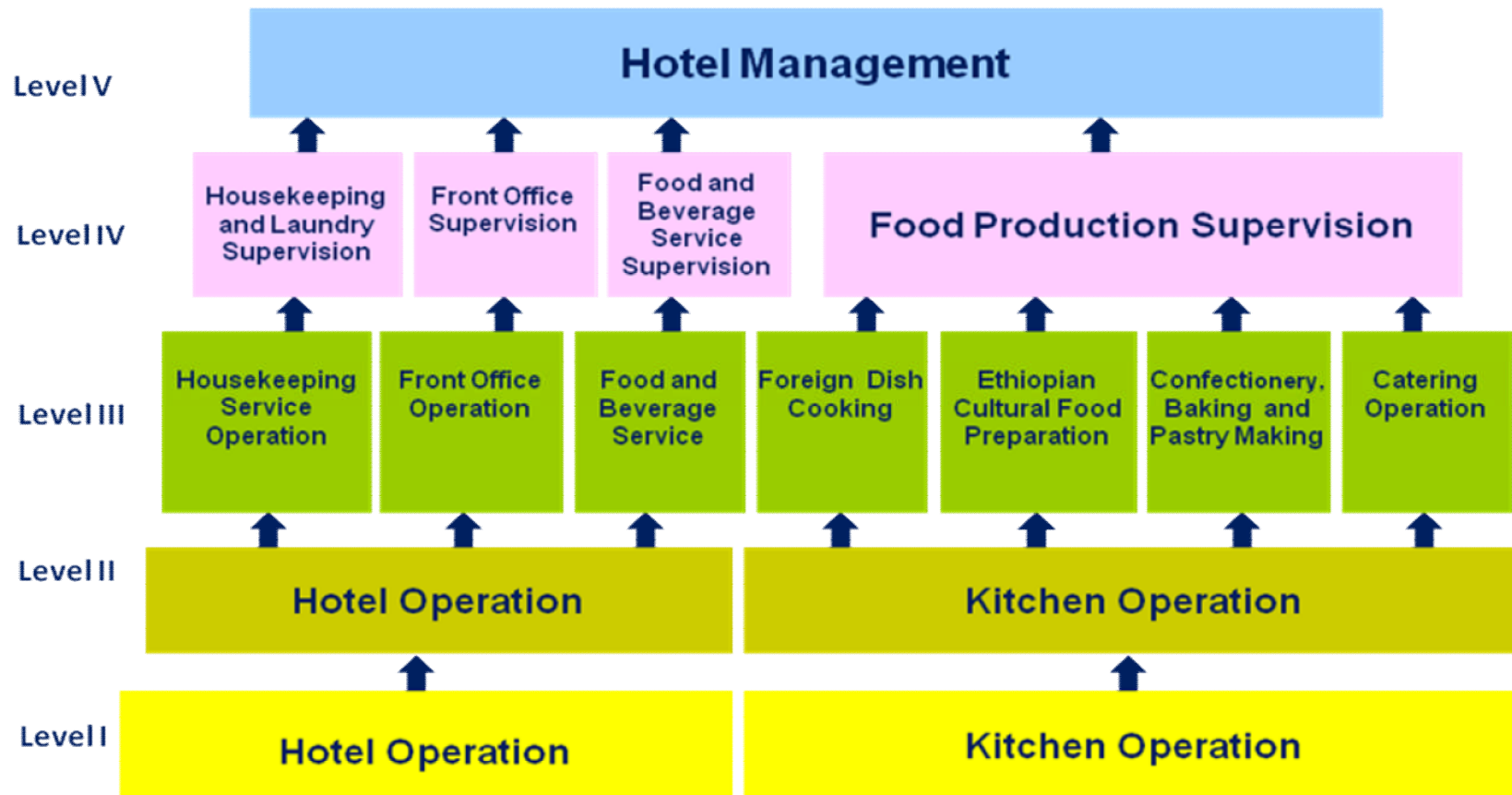
requirements	<p>imposed through regional or federal legislation - these requirements must not be compromised at any time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the Ministry of Health
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Evidence Guide	
Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • use the enterprise's quality systems and business goals as a basis for decision making and action • apply all relevant procedures and regulatory requirements to ensure the quality and integrity of the products/services or data provided • apply and promote sustainable energy principles and work practices • detect non-conforming products or services in the work area • follow enterprise procedures for documenting and reporting information about quality • contribute effectively within a team to recognize and recommend improvements in productivity and quality • apply effective problem solving strategies • implement and monitor improved practices and procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specifications for laboratory products and services in the candidate's work area • quality requirements associated with the individual's job function and/or work area • scientific and technical knowledge underpinning the processes, procedures, equipment and instrumentation associated with the candidate's work tasks and duties • workplace procedures associated with the candidate's regular technical duties • sustainable energy principles • relevant health, safety and environment requirements • layout of the enterprise, divisions and laboratory • organizational structure of the enterprise • lines of communication • role of laboratory services to the enterprise and customers • methods of making/recommending improvements • Standards, procedures and/or enterprise requirements

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • applying problem solving techniques and strategies • applying statistical analysis and statistical sampling procedures • detecting non-conforming products or services in the work area • documenting and reporting information about quality • contributing effectively within a team to recognize and recommend improvements in productivity and quality • implementing and monitoring improved practices and procedures • organizing, prioritizing activities and items • reading and interpreting documents describing procedures • recording activities and results against templates and other prescribed formats • working with others
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 • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies • enterprise quality manual and procedures • quality control data/records • customer complaints and rectifications
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 • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • verified reports of improvements suggested and implemented by the candidate individually <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 essential knowledge and those aspects of competence which are difficult to assess directly.</p>

Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.
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Sector: Culture, Sports and Tourism
Sub-Sector: Hotel and Hospitality



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