



Federal Ministry of Education



Regulatory Body



Sector Skills Council

## NIGERIA SKILLS QUALIFICATION FRAMEWORK (NSQF)

### NATIONAL OCCUPATIONAL STANDARDS FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

### FOOD AND BEVERAGE PRODUCTION TRADE

### MASTERCRAFT CADRE FOOD PRODUCER DISPATCHER AND VENDOR

### LEVEL 3

REVIEWED BY  
HOSPITALITY & TOURISM SECTOR SKILLS COUNCIL OF NIGERIA (HTSSCN)  
Federal Republic of Nigeria

27-28 AUGUST 2024

### MEMBERS IN ATTENDANCE

LIST OF NOS REVIEWERS				
S/N	NAME	DESIGNATION	ORGANISATION/ ASSOCIATION/UNION	POSITION
1.	Prof. Bassey Esu	Trainer	Institute of Tourism Professionals of Nigeria (ITPN)	Chairman
2.	Nura Sani Kangiwa	Director General/CEO	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
3.	Chief Abiodun Odusanwo	Operator/Employer (Chairman BoD HT Sector Skills Council of Nigeria	Institute of Tourism Professionals of Nigeria (ITPN	Member
4.	Ieren A. Emmanuel	Operator/Employer	Owende Catering School Abuja FCT	Member
5.	Katto Ola Emmanuel	Operator/Employer	Mastermind Catering and Culinary Institute, Abuja FCT	Member
6.	Amos Opoola	Operator/Employer	Hospitality & Tourism Management Association of Nigeria (HATMAN)	Member
7.	Tongrit Julie	Operator/Employer	Orit Travel & Tours, Abuja FCT	Member
8.	Aturu Samson	Operator/Employer	Hospitality & Tourism Management Association of Nigeria (HATMAN)	Member
9.	Chef Fatima Haruna	Operator/Employer	Chef Fatima Culinary Academy	Member
10.	Libabatu Timohy Avong	Operator/Employer	Event Worth, Abuja	Member
11.	Abinbola	Operator/Employer	QMDCI Hospitality	Member

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12.	Florence Oyelade Adedayo-Tayo	Operator/Employer	QMDCI Hospitality	Member
13.	Babayomi Omojola	Operator/Employer	Institute of Tourism Professionals of Nigeria (ITPN)	Member
14.	Ibrahim Baba	Trainer	National Institute for Hospitality & Tourism, Abuja FCT	Member
15.	Foluke Okoroma	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
16.	Asufi Stella	Trainer	National Institute for Hospitality & Tourism (NIHOTOUR) Abuja FCT	Member
17.	Kazeem Kayode	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
18.	Tina Ejiofor Ogonna	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
19.	Muhammad Bilyaminu Musa	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
20.	Maryam Yusha'u Abubakar	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
21.	Elijah Dabak	Trainer	NIHOTOUR/	Member

	Sheleph		HT Sector Skills Council Secretariat	
22.	Philip Egga Maga	Council Under-Secretary	NIHOTOUR/ HT Sector Skills Council Secretariat	Member/Secretary

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## **GENERAL INFORMATION**

### **1.0 GENERAL INFORMATION**

#### **1.1 The NSQ Framework**

The Nigeria Skills Qualifications Framework (NSQF) was approved by the Federal Executive Council in April 2013. The framework is a learning outcome-based qualifications encompassing all education and training sectors and all forms of learning. It comprises about nine (9) levels, each being identified by a unique set of Level Descriptors. Each qualification has defined learning outcomes (LO), with each unit comprising the qualification mapped against the Level Descriptors. The Level Descriptors are in turn, classified into three separate strands (categories) covering Knowledge, Skills and Competence.

#### **1.2 Context and Goals**

The decision of the Hospitality and Tourism Sector Skills Council of Nigeria (HTSSCN) to review and develop new occupational trade standards based on the Nigeria Skills Qualifications Framework (NSQF) in Nigeria was driven by a number of challenges including:

- links and gaps between qualifications and the labour market is not strong
- lack of consistency in qualifications
- absence of a system for comparing qualifications to each other
- pathways of progression between qualifications is unclear
- value of qualifications to employers and learners is unclear
- update the original standards with new innovations in the occupational trade standards

#### **1.3 Vision of the Occupational Trade Standards**

The vision is for these challenges to be addressed through the development of a comprehensive NSQF that will cut across all sectors of education and training, irrespective of the nature or form of learning. The NSQF is envisaged to:

- provide a stronger basis for the understanding, comparison and recognition of national and foreign qualifications, thereby improving the understanding of employers, parents and learners of the value of qualifications
- provide fit-for-purpose qualifications that have stronger linkages with labour market and learner needs
- increase the accountability of education and training institutions towards maintaining high quality standards in their provisions
- improve the opportunities for mobility and progression of learners within and across higher education, vocational and general education sectors
- promote the concept of lifelong learning through the recognition of all types of learning: formal, non-formal and informal.

#### **1.4 Aim of the Occupational Trade Standards**

The standards are to produce learners with acquired skills and competence capable of carrying out hospitality, travel and tourism and trade operational tasks with stand alone occupational trade career path skills for both training standards and frameworks at levels accordingly.

#### **1.5 Design, Level and Credit of the Occupational Trade Standard**

The design and development of occupational trade standards are generally undertaken by the Hospitality and Tourism Sector Skills Council of Nigeria. The Council also has the responsibility for developing, maintaining and updating the standards. The awarding body classifies the qualifications, approves and monitors deliveries at centres and issues qualifications to competent learners.

### **1.6 Validation of Occupational Standards**

All occupational standards placed on the NSQ are to be validated the Council stakeholders to ensure that they are fit-for-purpose and meet validation standards and the needs of learners or the labour market. It also ensures that the validation standards, process and roles of validators are defined and transparent.

As a matter of policy, a Validation Panel of practising employers, professional experts and educators/trainers ensure that each occupational standards meet the Validation Standards which the regulatory body oversees. Panel members were selected in a transparent and objective manner and the Validation Panel only judge the validity of occupational standards using the Validation Standards published as provided in the NSQ Handbook. The Panel assigned a Validity Period of three (3) years for every valid standard.

### **1.7 Enabling Learners with Special Needs**

As a matter of policy, the developed standards creates the environment that enables learners with special needs to be integrated into the education and training systems and recognizing their achievements on the NSQ. By these, the workplaces and centres to handle training must provide equal and suitable opportunities for the integration and access of learners with special needs and recognition of their achievements. Learners with special needs are to be provided with suitable support and resources, and ensure their integration and recognition of achievements.

### **1.8 Promoting Lifelong Learning**

The Council pursuant to the NSQF guideline develop the occupational standards to promote Lifelong Learning which aims to recognize prior learning, and to further enhance progression pathways between education and training sectors. This is by developing a common understanding of Recognition of Prior Learning (RPL) in the context of the NSQ to be on equal terms with formal learning. With guidance, the training centre are to provide mechanisms for RPL in accordance with the NSQ education and training regulations.

### **1.9 Placement of Occupational trade standard on the NSQ**

The occupational trade standards are developed in accordance with the NSQ process for 'Qualification Placement'. These are with the aim of ensuring that Training Provider/ roles and responsibilities in the 'Qualification Placement' process are clear, transparent and the arrangements for placing occupational trade standard on the NSQ.

### **1.10 Method of Assessment**

As validated by the Council, the assessment tasks and activities are designed to ensure that individual learners have the opportunity to demonstrate their achievement of different learning outcomes. One way of ensuring this is directly linking the assessment to the learning outcomes,

making the purpose of assessment clear and transparent, including to individual learners. Assessment involves gathering, evaluating, analysing and judging evidence in order to decide whether a learner has achieved the predefined learning outcomes. It relies on a broad range of formative and summative assessment tools and processes the former providing an insight into learner progress while the latter is rather more formal and provides evidence for future credits and awards upon achieving competences on desired trade standards.

In the course of training, assessment often relies on the use of a number of tools and instruments. Assessment tools and instruments can include, but are not limited to:

- Case Studies
- Observed Practical Exercises
- Observed Performance at Work
- Role-play and/or other targeted Group Activity
- Oral, Audio and Visual Processes and Presentations
- Long-Answer Questions (reports, proposals for action, specialist articles)
- Short Answer Questions and Structured Questions for oral (Skills based and Written for knowledge-based criteria)
- Selected-Response Items (e.g. multiple-choice).

Assessment processes is both fit-for-purpose, rigorous and fair, and should be aligned with the level and type of learning provided by the occupational trade standards for qualifications. With assessment practices managed and delivered across a broad range of education and training institutions, it is important to ensure that quality assurance mechanisms are in place with a view to ensuring that assessment is efficiently, effectively and consistently delivered, and that internal and external assessment moderation and verification processes exist.

### **1.12 Assessment/evidence requirements for Occupational Trade Standards**

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

**SECTOR: HOSPITALITY TRAVEL AND TOURISM**  
**OCCUPATIONAL TRADE: FOOD AND BEVERAGE PRODUCTION**  
**CADRE: MASTERCRAFT**  
**CAREER PATH: FOOD PRODUCER DISPATCHER AND VENDOR**  
**NSQ LEVEL: 3**

**TABLE OF STANDARDS AND CREDIT LOAD**

<b>S/N</b>	<b>UNIT TITLE</b>	<b>UNIT REFERENCE NUMBER</b>	<b>CREDIT VALUE</b>	<b>GUIDED LEARNING HOURS</b>
<b>MANDATORY UNIT</b>				
1.	Maintain a safe, hygienic and secure working environment	HTT-GP-001-L3	3	30
2.	Work Effectively as part of a Hospitality Team	HTT-GP-002-L3	2	20
3.	Communication System in a Work environment	HTT-GP-003-L3	2	20
4.	Manage stress at workplace	HTT-GP-004-L3	2	20
5	Maintain handle and use clean knives	HTT-GP-005-L3	1	10
<b>OPTIONAL UNIT</b>				
6	Ethics in hospitality, leisure, travel and tourism sector workplace	HTT-FD-001-L3	2	20
7	Maintain food safety when storing, preparing and cooking food	HTT-FD-002-L3	3	30
8	Maintain food safety when packaging food	HTT-FD-003-L3	3	30
9	Maintain food safety when transporting prepared food	HTT-FD-004-L3	3	30
10	Prepare, cook and finish	HTT-FD-005-L3	3	30

	complex poultry dishes			
11	Prepare, cook and finish common Nigerian Soups	HTT-FD-006-L3	3	30
12	Prepare, cook and finish Pastry Products	HTT-FD-007-L3	2	20
13	Prepare, cook and finish beef products	HTT-FD-008-L3	3	30
14	Prepare, cook and finish complex grain products	HTT-FD-009-L3	3	30
15	Prepare, cook and finish rice and grains products	HTT-FD-010-L3	5	50
16	Prepare, cook and finish rice and grains and tuber swallow products	HTT-FD-011-L3	2	20
17	Prepare, cook and finish Porridge Varieties	HTT-FD-012-L3	1	10
18	Prepare, cook and finish tea beverage product	HTT-FD-013-L3	3	30
19	Prepare, cook and finish fruits and juice varieties	HTT-FD-014-L3	3	30
20	Plan, prepare, bake and finish complex bread and dough products	HTT-FD-015-L3	3	30
21	Employment rights and responsibilities in hospitality, leisure, travel and tourism sectors	HTT-FD-016-L3	2	20
22	Promote organisational compliance in food business	HTT-FD-017-L3	2	20
23	Establish and maintain quality control	HTT-FD-018-L3	3	30

24	Determine shelf life for food products	HTT-FD-019-L3	1	10
25	Package prepared Halal food	HTT-FD-020-L3	2	20
26	Carry out off site food dispatch services	HTT-FD-021-L3	2	20
27	Maintain safe sources and supplies of raw materials and ingredients in food preparation	HTT-FD-022-L1	2	20
28	Lead small teams	HTT-FD-023-L3	2	20

### **Unit 01: MAINTAIN SAFE HYGIENIC AND SECURE WORKING ENVIRONMENT**

**Unit reference number:** HTTGP001L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit is about personal hygiene, environment sanitation and ensuring own contribution to Security in the Work place. It focuses on the learner's ability to work under safe and hygienic conditions, preventing cross-contamination. More so, it provides the learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares and cooks food.

#### **Assessment/evidence requirements for Occupational Trade Standards**

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 01: MAINTAIN A SAFE HYGIENIC AND SECURE WORKING ENVIRONMENT

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Maintain Personal Health and Hygiene	1.1	Wear Clean, Smart and appropriate Clothing								
	1.2	Keep hair neat and tidy and in line with your organization's Standard								
	1.3	Use jewelry, perfume and cosmetics allowed by organization								
	1.4	Get any cuts, grazes, burns treated by the appropriate person								
	1.5	Report illnesses and any infections promptly to the appropriate person								
LO2 Awareness of Health, safety and Environmental Security										
	2.1	State your responsibilities under the health and Safety act								
	2.2	State the general rules of hygiene that you should follow								
	2.3	State Clothing, footwear and headgear that should be worn at all times								
LO3 Ability to control and report hazards in one's Workplace										
	3.1	Identify some hazards or potential hazards in your work Environment and act appropriately								
	3.2	Report any accidents or near accidents quickly and accurately to the right person								
	3.3	Follow health, hygiene and safety procedures while working								
	3.4	Practice emergency procedures correctly								
	3.5	Follow Security Procedures of the Organization								

	3.6	Observe Government regulations on health and safety in your Industry (OHS Act 2012)											
LO4													
Comply with Health and Safety Regulations	4.1	State the importance of working in a healthy, safe and hygienic way											
	4.3	State where you can obtain information about Health and safety in your work place											

### Unit 001: Maintain a Safe Hygienic and Secure Environment

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
	4.4	Describe the types of hazards that can occur in your workplace and how to deal with them												
	4.5	State hazards that you can deal with personally and hazards that must be reported to someone else												
	4.6	Describe how to warn other people about hazards and why this is important												
	4.7	Explain why accidents and near accidents should be reported and who these should be reported to												
	4.8	Describe the type of emergencies that may happen in the Workplace and how to handle them												
	4.9	Identify first aid equipment and the registered first-aider in the workplace												
	4.10	State ways of lifting and handling items safely												
	4.11	State other ways of working safely that are relevant to your job and why these are important												
	4.12	Describe organisational emergency procedures, in particular fire, and how these should be followed												
	4.13	State the possible causes for fire in the workplace												
	4.14	Describe how to minimise the risk of fire												
	4.15	State where to find fire alarms and how to set them off												

4.16	State why a fire should never be approached unless it is safe to do so									
4.17	State the importance of following fire safety laws									
4.18	Describe organisational security procedures and why these are important									
4.19	State the correct procedures for dealing with customer property									
4.20	. State the importance of reporting all usual/non-routine incidents to the appropriate person									

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 02: TEAM WORK AT HOSPITALITY WORKPLACE

**Unit reference number:** HTTGP002L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit deals with fulfilling one's own roles when working in a team, that is the people working with you in your workplace, in such a way that one contributes to the team's effectiveness. 'Team' here includes your line manager or immediate supervisor as well as other people there working at the same level as the learner. The unit focuses on carrying out instructions accurately, working at a good pace so as not to slow down the work of others, communicating with the people you work with and receiving constructive feedback to improvement. This unit is appropriate for a person at a basic level of engagement in the Hospitality Industry.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)  
 Reflective/Learning Journal (LJ)  
 Work Product [(WP)  
 Recognition of Prior Learning (RPL)

### Unit 02: Work effectively as part of a Hospitality Team

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO1 Plan and Organise own work	1.1	Ensure that one understands what is required for own's work												
	1.2	Adhere to instructions accurately												
	1.3	Plan and organize place one's tasks in order of importance												
	1.4	Place everything needed for work within reach												
	1.5	Keep work areas clean and tidy												
	1.6	Keep waste to a minimum												
	1.7	Seek assistance if in need and from the relevant person												
	1.8	Provide work output in due time as agreed												
LO2 Work effectively with Members of own team														
	2.1	Assist team members when they ask												
	2.2	Ensure that any assistance given is within limits of own responsibilities												
	2.3	Manage time well in spite of assisting others												
	2.4	Ensure information transmitted to others in the team is timely												
	2.5	Maintain cordial working relations with team mates												
	2.6	Report any misunderstandings or incidences in relating with team mates to the relevant person												
	2.7	Communicate clearly and effectively with team members												
LO3 Develop own skills														
	3.1	Seek feedback on your work and be able to use the feedback constructively												
	3.2	Identify with appropriate persons what aspects of your work that are up to standard and what areas to improve												

	3.3	Agree on what you have to do to improve your work											
	3.4	Agree on a learning Plan with the appropriate person											
	3.5	Seek opportunities to review and develop your learning plan											

## Unit 02: Work effectively as part of a Hospitality Team

LO (Learning outcome)		Criteria:-	Evidence Type					Evidence Ref Page number				
LO 4 Knowledge of Work Management	4.1	State why it is important to understand what is required of you at work										
	4.2	Explain how you can organize your work to avoid distractions and use time effectively										
	4.3	State the benefits of being organized and having work tools close at work before starting jobs										
	4.4	Explain why it is important to clean up your work area while working										
	4.5	Explain why it is important to minimize waste										
	4.6	Explain in which cases you need to ask for help and who is the appropriate person(s) to ask										
LO 5 Importance of Team work												
	5.1	State the importance of working effectively with others in a team										
	5.2	List the persons who are part of your team and their roles										
	5.3	State what is required of your team in the Whole Organization and why										
	5.4	Explain how you can work cordially and avoid conflicts with another										
	5.5	Explain why work conflicts with another person should be reported to an authority										
	5.6	Explain in what cases you can assist others and when you cannot so as to complete own work in time										
	5.7	Explain why important information should be communicated to others										

		in your team in good time										
	5.8	Explain how to communicate effectively and why										
LO 6 Importance of own Skills development	6.1	Explain why it is important to develop your own skills										
	6.2	Explain ways of getting feedback from own teammates and how to use it positively										
	6.3	Explain the importance of a learning plan in your own work and development										
	6.4	Explain why you're learning plan should be improved frequently										

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

### Unit 03: COMMUNICATE AT WORK ENVIRONMENT

**Unit reference number:** HTTGP003L3

**NSQ level:** 3

**Credit value:** 1

**Guided learning hours:** 10

**Unit Purpose:** This unit deals with basic communication that is effective and timely in such a way that one contributes to the team's effectiveness. It focuses on using words, body language and symbols to communicate with the people in one's work place, identifying sources of information needed for an efficient work flow and passing on information clearly and effectively. This unit is appropriate for a learner at a basic level of engagement in the Hospitality Industry.

#### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

#### Unit 03: Communication System in a Work Environment

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO1 Use a Non-complex Communication System in a Work Environment	1.1	Use simple verbal means to pass on necessary information												
	1.2	Use non-verbal means to pass on necessary information												
	1.3	Interpret symbols and signs appropriately												
LO2 Develop the ability to identify the source of information in a Work Environment														
	2.1	Locate the Source of information in an Organization or Work Environment												
	2.2	Relate appropriately with the source of information												
	2.3	Use the various information flow systems in a work environment												
	2.4	Use information to avoid challenges in a Work situation												
	2.5	Report findings in accordance to procedure in a Work environment												

LO3 Demonstrate the various use of means of communication in a work environment												
	3.1	Locate the various communication equipment in the Work environment										
	3.2	Use effectively the various communication equipment in a work environment										
	3.3	Pass information effectively to the right personnel										
	3.4	Pass information effectively using symbols, signs and codes										
	3.5	Follow instructions in line with ethics of the work environment except where doing so is likely to jeopardize the intended purpose.										

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

**Unit 04: REDUCE AND MANAGE STRESS**

**Unit reference number:** HTTGP004L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** This unit deals with fulfilling one's own roles when working alone and in a team.

The unit focuses on carrying out instructions accurately, working at a good stress free pace so as not to stress yourself, slow down your work and the work of others for improved productivity.

This unit is appropriate for learners from level 1 and above of engagement in the Hospitality and tourism Industry.

**Assessment/evidence requirements for Occupational Trade Standards**

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

**Unit 04: Reduce and manage stress**

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO1 Apply effective communication at workplace	1.1	Explain the importance of communicating time and stress management												
	1.2	Employ phases of skills while communicating stress and time management												
	1.3	Give and get feedbacks on stress and time related matters												
LO 2 Understand Stress and Time Management	2.1	Define stress												
	2.2	Define time												
	2.3	Explain stress and time management												
	2.4	Explain causes of time wastage												
	2.5													
	3.1	Develop time table of work												



**EQA Signature (if sampled)**

**Date:**

**Unit 05: MAINTAIN, HANDLE AND CLEAN KNIVES**

**Unit reference number:** HTTGP005L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** This unit is about maintaining, handling and cleaning knives. It focuses on the learner's ability to handle knives safely, using them in a hygienic way so as to prevent cross-contamination. It provides the learner with a broad awareness of reviewing hazards and hazard based procedures when handling and maintaining knives such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares and cooks food.

**Assessment/evidence requirements for Occupational Trade Standards**

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

**Unit 05: Maintain, handle and Clean Knives**

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO 1 Maintain, handle and Clean knives	1.1	Organize work in order of priority	
	1.2	Choose and clean all knives	
	1.3	Identify blunt knives and sharpen them appropriately	
	1.4	Arrange knives in different knife holders according to the tasks they will be used for	
	1.5	Handle knives carefully while cutting to avoid accidents	
	1.6	Collect all used knives after working to clean, dry and store appropriately	
	1.7	Sort out all damaged knives and inform the	



## Unit 06: ETHICS IN HOSPITALITY, LEISURE, TRAVEL AND TOURISM SECTOR

**Unit reference number:** HTTFD001L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** This unit proves that a learner has achieved national occupational standard to understand ethical issues in hospitality, leisure, travel and tourism sector. This is knowledge unit only

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

## Unit 06: ETHICS IN HOSPITALITY, LEISURE, TRAVEL AND TOURISM SECTOR

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 know the organization culture and code of ethics	1.1	State the importance of organization culture and code of ethics								
	1.2	Describe your own organization culture and code of ethics								
	1.3	State the relationship between organization culture and code ethics								
LO2 know common ethical principles and issues in hospitality, leisure, travel and tourism	2.1	State common ethical principles in hospitality, leisure, travel and tourism								
	2.2	Describe your own organization procedures for handling ethical issues								
	2.3	State why it is important that code of ethics must be part of the value system that permeate your own culture and that of the organization								

	2.4	Describe the impacts of ethical issues in the employees, employer, customer and industry											
LO 3 Apply and practice work sector ethics	3.1	Observe and apply ethical principles in hospitality, leisure, travel and tourism works											
	3.2	Practice own organization ethical procedures for handling ethical issues											
	3.3	Observe code of ethics as part of the value system that permeate own culture and that of the organization											
	3.4	observe ethical issues in the employees, employer, customer and industry											

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit07: MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

**Unit reference number:** HTTFD002L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit is about personal hygiene, environment sanitation and ensuring own contribution to Security in the Work place. It focuses on the learner's ability to work under safe and hygienic conditions, preventing cross-contamination. More so, it provides the learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares and cooks food.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 07: Maintain food safety when storing, preparing and cooking food

LO (Learning outcome)		Criteria:-	Evidence Type					Evidence Ref Page number			
LO1 Maintain Personal Hygiene and Cleanliness	1.1	Wear clean and hygienic <b>clothes</b> suitable for the tasks to be carried out									
	1.2	Put on appropriate hair covering									
	1.3	Wear only safe jewellery and other accessories, to avoid food safety hazards									
	1.4	Change clothes when necessary									
	1.5	Wash hands thoroughly whenever it is required									
	1.6	Avoid unsafe acts that may contaminate food									
	1.7	Report any cuts, boils, grazes, illness and infections to the right personnel promptly									

	1.8	Ensure that any cuts, boils, skin infections and grazes are treated and covered appropriately											
LO2 Know Personal Hygiene Standards													
	2.1	Explain why clean and hygienic clothes must be worn											
	2.2	State why hair must be covered											
	2.3	Enumerate the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking food											
	2.4	Explain the food safety hazards that jewellery and accessories can cause											
	2.5	Explain why clothes should be changed and when											
	2.6	State why hands must be washed at specific instances in Food Preparation Units											
	2.7	Describe how to wash hands safely											
	2.8	Explain why it is important not to handle food when a person has open injuries											
	2.9	State what to do if anyone has an open wound											
	2.10	Explain why it is important to report illnesses and infections promptly											

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
	2.11	State why it is even more important to report stomach illnesses								
	2.12	Explain why it is important to avoid doing certain things that can contaminate food while handling it								
LO 3: Work in hygienic Environment	3.1	Ensure that surfaces and equipment are clean and in good condition								
	3.2	Use appropriate cloth that is clean for wiping and cleaning and cleaning equipment as you work								
	3.3	Discard any surfaces and equipment that are damaged or that								

[illegible]

LO (Learning outcome) Criteria:-			Evidence Type					Evidence Ref Page number			
	3.15	State the importance of clearing and disposing of waste promptly and safely									
	3.16	Describe how to dispose of waste safely									
	3.17	State the types of pests that could be found in catering Establishments									



	4.17	Explain why it is important to keep raw and ready-to-eat food apart									
	4.18	List types of raw and ready-to-eat foods									
	4.19	Explain why it is important to have a stock usage policy that rotates stock									
LO 5 Storing Food Safely	5.1	Inspect food before and during preparation and cooking for any hazards									
	5.2	Follow correct procedures for dealing with food hazards									
	5.3	Handle different types of food safely to prevent cross-contamination between them									
	5.4	Keep all required records updated									
	5.5	Follow laid down procedures for items that can cause allergic reactions									
	5.6	Use appropriate methods, times and temperatures in order to maintain food safety									
	5.7	Describe how to check that food is safe while holding and serving									
	5.8	State why and when it is necessary to defrost foods before cooking									
	5.9	Explain what to do on discovering any food safety hazards									
	5.10	State why thorough cooking and reheating methods should be used									
	5.11	Explain how to check that food is thoroughly cooked or safely reheated									
	5.12	Explain why it is important to ensure that food is at the right temperature during holding and before service									
	5.13	Describe how to safely and thoroughly defrost food									
	5.14	Enumerate how to recognize conditions leading to safety hazards									
	5.15	State why it is important to know									

		the foods that can cause allergic reactions											
	5.16	Outline the procedure to follow in handling food that can cause allergic reactions											

LO (Learning outcome)		Criteria:-	Evidence Type					Evidence Ref Page number				
	5.17	Explain what to do if a customer asks if a particular dish is free from a certain food allergen										
	5.18	Describe how a raw food can contaminate a ready to eat food and how this can be avoided										
	5.19	State the right cooking and re-heating temperatures and times for foods one is working with										
	5.20	Enumerate the types of foods that may need to be frozen or stored cold because they are not to be consumed immediately										
	5.21	Describe how to store food safely when it is not for immediate consumption										
LO 6 Food Safety in Preparing, Cooking and Holding	6.1	Enumerate how to operate a food safety management system										
	6.2	Explain the concept of hazards to food safety in Catering operations										
	6.3	Explain why it is important to control food safety hazards in order to reduce or eliminate risks										
	6.4	State what may happen if hazards are not controlled										
	6.5	List the types of hazards that may occur in a catering operation										
	6.6	Enumerate how to control hazards by cooking, chilling, cleaning and the avoiding cross-contamination										
	6.7	Explain why monitoring is important										
	6.8	List the key stages in the monitoring process										
	6.9	State why it is important to know what to do when things go wrong										

	6.10	Explain why there are some hazards more important than others											
	6.11	State the appropriate personnel to report to if there are food safety hazards											
LO (Learning outcome)		Criteria:-	Evidence Type					Evidence Ref Page number					
LO 7 Ensure to keep personal hygiene and cleanliness	7.1	ensure wearing of clean and hygienic clothes, appropriate to the jobs you are doing											
	7.2	Ensure tying of hair back and/or wear appropriate hair covering											
	7.3	ensure only wear jewellery and other accessories that do not cause food safety hazards											
	7.4	Change your clothes when necessary											
	7.5	make sure hands are washed thoroughly at appropriate times to avoid unsafe behaviour that could contaminate the food you are working with											
	7.5	Report any cuts, boils, grazes, illness and infections promptly to the appropriate person											
	7.6	Ensure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing											
LO 8 Ensure working area are clean and hygienic													
	8.1	make sure surfaces and equipment are clean and in good condition											
	8.2	use clean and suitable cloths and equipment for wiping and cleaning between tasks											
	8.3	Remove from use any surfaces and equipment that are damaged or have loose parts, and report them to the person responsible for food safety											

	8.4	dispose of waste promptly, hygienically and appropriately								
	8.5	identify, take appropriate action on and report to the appropriate person, any damage to walls, floors, ceilings, furniture and fittings								
	8.6	identify, take appropriate action on and report to the appropriate person, any signs of pests								
LO 9 Store food safely										
	9.1	check that food is undamaged, is at the appropriate temperature and within its 'use-by date' on delivery								
	9.2	look at and retain any important labeling information								
	9.3	prepare food for storage and put it in the correct storage area as quickly as necessary to maintain its safety								
	9.4	make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food								
	9.5	store food so that cross contamination is prevented, e.g. keep raw and ready-to-eat food separate, keep commonly allergenic foods such as nuts in sealed containers								
	9.6	follow stock rotation procedures								
	9.7	safely dispose of food that is beyond its 'use-by date' P22 keep necessary records up-to-date								

**Learners Signature:**

**Assessors Signature:**

**IQA Signature (if sampled)**

**Date:**

**Date:**

**Date:**

<b>EQA Signature (if sampled)</b>	<b>Date:</b>
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## Unit 08: MAINTAIN FOOD SAFETY WHEN PACKAGING PREPARED FOOD

**Unit reference number:** HTTFD003L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

### Unit Purpose:

This unit is about personal hygiene, environment sanitation and ensuring own contribution to Security in the Work place. It focuses on the learner's ability to work under safe and hygienic conditions, preventing cross-contamination. More so, it provides the learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares and cooks food.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

LO1 Maintain Personal Hygiene and Cleanliness	1.1	Wear clean and hygienic <del>clothes</del> suitable for the tasks to be carried out									
	1.2	Put on appropriate hair covering									
	1.3	Wear only safe jewellery and other accessories, to avoid food safety hazards									
	1.4	Change clothes when necessary									
	1.5	Wash hands thoroughly whenever it is required									
	1.6	Avoid unsafe acts that may contaminate food									
	1.7	Report any cuts, boils, grazes, illness and infections to the right personnel promptly									
	1.8	Ensure that any cuts, boils, skin									

		infections and grazes are treated and covered appropriately											
LO2													
Need for Personal Hygiene													
	2.1	Explain why clean and hygienic clothes must be worn											
	2.2	State why hair must be covered											
	2.3	Enumerate the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking food											
	2.4	Explain the food safety hazards that jewellery and accessories can cause											
	2.5	Explain why clothes should be changed and when											
	2.6	State why hands must be washed at specific instances in Food Preparation Units											
	2.7	Describe how to wash hands safely											
	2.8	Explain why it is important not to handle food when a person has open injuries											
	2.9	State what to do if anyone has an open wound											
	2.10	Explain why it is important to report illnesses and infections promptly											

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
	2.11	State why it is even more important to report stomach illnesses								
	2.12	Explain why it is important to avoid doing certain things that can contaminate food while handling it								

LO 3: Work Environment Hygiene	3.1	Ensure that surfaces and equipment are clean and in good condition											
	3.2	Use appropriate cloth that is clean for wiping and cleaning and cleaning equipment as you work											
	3.3	Discard any surfaces and equipment that are damaged or that have any loose parts											
	3.4	Report damaged surfaces, walls, ceilings, furniture, fittings and equipment to the appropriate Personnel											
	3.5	Ensure that waste is disposed promptly, hygienically and suitably											
	3.6	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings											
	3.7	Identify and act appropriately on any signs of pests											
	3.8	Explain why surfaces and equipment must be clean, hygienic and suitable for the intended use before commencing a new task											
	3.9	Describe how to sanitize surfaces and work tools before use											
	3.10	State why it is important to use only clean and suitable cloths when cleaning before tasks											
	3.11	Explain why surfaces, parts of the work place and equipment that are damaged or have loose parts constitute food safety hazards											
	3.12	State the types of damage to be alert for											
	3.13	Enumerate types of damaged surfaces or equipment that can cause food safety hazards											
	3.14	Describe how to deal with damaged											

		surfaces and equipment												
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LO (Learning outcome) Criteria:-			Evidence Type					Evidence Ref Page number				
	3.15	State the importance of clearing and disposing of waste promptly and safely										
	3.16	Describe how to dispose of waste safely										
	3.17	State the types of pests that could be found in catering Establishments										
	3.18	Describe the signs that signify the presence of pests										
LO 4 Storing Food Safely	4.1	Check the freshness, temperature and expiry date of food item										
	4.2	Look for any important information on the label and leave it intact										
	4.3	Carry out any necessary action to prepare food for storage										
	4.4	21. Place food in appropriate storage place or equipment without temperature change										
	4.5	Ensure that <b>storage areas</b> for different types of food items are clean, suitable and at the right temperature										
	4.6	Prevent contamination while storing food										
	4.7	Follow appropriate stock usage procedures										
	4.8	Dispose of any expired foods safely										
	4.9	Keep all required record up-to-date										
	4.10	Explain why it's important to ensure that food items are safe on delivery										

	4.11	State why food should be prepared before storage									
	4.12	Explain why food must be put in the correct storage area									
	4.13	Enumerate the food storage temperatures									
	4.14	Explain the importance of keeping storage areas clean and tidy									
	4.15	State how to check that food is stored at the correct temperature									
	4.16	Explain why any expired food must be thrown away and not used									

LO (Learning outcome) Criteria:-			Evidence Type					Evidence Ref Page number			
	4.17	Explain why it is important to keep raw and ready-to-eat food apart									
	4.18	List types of raw and ready-to-eat foods									
	4.19	Explain why it is important to have a stock usage policy that rotates stock									
LO 5 Food Safety in Preparing, Cooking and Holding	5.1	Inspect food before and during preparation and cooking for any hazards									
	5.2	Follow correct procedures for dealing with food hazards									
	5.3	Handle different types of food safely to prevent cross-contamination between them									
	5.4	Keep all required record updated									
	5.5	Follow laid down procedures for items that can cause allergic reactions									
	5.6	Use appropriate methods, times and temperatures in order to maintain food safety									
	5.7	Describe how to check that food is safe while holding and									

[illegible][illegible]

		consumption											
LO 6 Maintaining Food Safety	6.1	Enumerate how to operate a food safety management system											
	6.2	Explain the concept of hazards to food safety in Catering operations											
	6.3	Explain why it is important to control food safety hazards in order to reduce or eliminate risks											
	6.4	State what may happen if hazards are not controlled											
	6.5	List the types of hazards that may occur in a catering operation											
	6.6	Enumerate how to control hazards by cooking, chilling, cleaning and the avoiding cross-contamination											
	6.7	Explain why monitoring is important											
	6.8	List the key stages in the monitoring process											
	6.9	State why it is important to know what to do when things go wrong											
	6.10	Explain why there are some hazards more important than others											
	6.11	State the appropriate personnel to report to if there are food safety hazards											

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 09: MAINTAIN FOOD SAFETY WHEN TRANSPORTING PREPARED/PACKAGED FOOD

**Unit reference number:** HTTFD004L3  
**NSQ level:** 3  
**Credit value:** 3  
**Guided learning hours:** 30

**Unit Purpose:** This unit is about personal hygiene, environment sanitation and ensuring own contribution to Security in the Work place especially when transporting cooked and finished and or packaged food. It focuses on the learner's ability to work under safe and hygienic conditions, preventing cross-contamination. More so, it provides the learner with a broad understanding of reviewing hazards and hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares, cooks and transport finished and or packaged food to service or storing location. The delivery van in use and its team must also adhere to the safety rules.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 09: Maintain food safety when storing, preparing and cooking food

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Maintain Personal Hygiene and Cleanliness	1.1	Wear clean and hygienic clothes suitable for the tasks to be carried out								
	1.2	Put on appropriate hair covering								
	1.3	Wear only safe jewellery and								

[illegible]









[illegible]

LO 7: Ensure Delivery vehicle Work Environment Hygiene	7.1	Ensure that delivery vans or vehicles and loading equipment are clean and in good condition										
	7.2	Use appropriate cloth that is clean for wiping and cleaning and cleaning equipment while working										
	7.3	Discard any vehicle surfaces and equipment that are damaged or that have any loose parts										
	7.4	Report damaged vehicle surfaces, walls, ceilings, furniture, fittings and equipment to the appropriate Personnel										
	7.5	Ensure that delivery vehicle waste is disposed promptly, hygienically and suitably										
	7.6	Identify, take appropriate action on any damage to delivery van walls, floors, ceilings, furniture and fittings										
	7.7	Identify and act appropriately on any signs of pests inside the vehicle										
	7.8	Explain why delivery van surfaces and equipment must be clean, hygienic and suitable for the intended use before commencing a new task										
	7.9	Describe how to sanitize delivery van surfaces and work tools before use										
	7.10	State why it is important to use only clean and suitable cloths when cleaning before tasks										
	7.11	Explain why delivery van surfaces, parts of the work place and equipment that are damaged or have loose parts constitute food safety hazards										

	7.12	State the types of damage found in the delivery van to be alert for										
	7.13	Enumerate types of damaged surfaces or equipment in a food delivery van that can cause food safety hazards										
	7.14	Describe how to deal with damaged surfaces and equipment in food delivery van										

	7.15	Describe how to dispose of waste safely										
	7.16	State the types of pests that could be found in catering food delivery van										

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 10: PREPARE, COOK AND FINISH COMPLEX POULTRY DISHES

**Unit reference number:** HTTFD005L3  
**NSQ level:** 3  
**Credit value:** 7  
**Guided learning hours:** 70

**Unit Purpose:** This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex poultry dishes safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that supervises as well as prepares and cooks complex poultry dishes..

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 10: Prepare, cook and finish complex poultry dishes

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1	Plan the menu for	1.1	Plan menus for complex meat dishes to meet standard recipe or								



	4.2	Consider cultural requirements in preparing complex poultry dishes											
		Monitor cooking process and take action to make appropriate adjustments											
	4.3	Finish and serve poultry with appropriate accompaniment, garnishes according to the establishment style and customer requirements											
	4.4	Serve menu items in correct sequence, using appropriate accompaniment and garnishes											

LO (Learning outcome)		Criteria:-	Evidence Type					Evidence Ref Page number				
LO 5 Implement safe/hygienic practices	5.1	Maintain personal hygiene, importance of wearing correct uniforms										
	5.2	Store food correctly according to health regulations										
	5.3	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination										
LO6 Know how to prepare and cook complex poultry dishes	6.1	Describe the quality points to determine the freshness of poultry										
	6.2	Describe what to do if poultry and other ingredients do not meet required standards										
	6.3	State the importance handling of tools, knife and equipment appropriately										
	6.4	Describe the different cuts of poultry and its approximate yields after preparation										
	6.5	Describe the different methods of preparing complex poultry dishes										
	6.6	Describe the different methods of cooking complex poultry dishes										
	6.7	Describe the appropriate portioning of poultry and its effect to health										
	6.8	Describe how to store cooked and uncooked poultry										

6.9	Explain how to minimize and correct faults for complex poultry dishes									
6.10	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements									
6.11	Discuss the temperature zone that will affect poultry preparation, production and storage									
6.12	Describe the appropriate garnishes, dressings, sauces and glazes of complex poultry dishes									
6.13	State the nutritional value and healthy eating option of poultry in the diet									
6.14	Discuss the current trends in relation to cooking complex poultry dishes									

**Learners Signature:**

**Date:**

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

**EQA Signature (if sampled)**

**Date:**

## Unit 11: PREPARE, COOK AND FINISH COMPLEX COMMON NIGERIAN SOUPS

**Unit reference number:** HTTFD006L3  
**NSQ level:** 3  
**Credit value:** 3  
**Guided learning hours:** 30

**Unit Purpose:** This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex soups safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that supervises as well as prepares and cooks complex fish dishes.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 11: Plan, prepare, cook and finish complex Nigerian soups dishes

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1	Plan the menu for complex	1.1	Plan menus for complex common Nigerian soups to meet standard recipe or customer's requirement								

Nigerian soups	1.2	Develop menus considering the availability, seasonality and cost of ingredients										
	1.3	Consider the menu costing in planning the menu										
	1.4	Estimate the duration of work time to cook complex soups										
	1.5	Develop menus for healthy diets										
LO2 Select and purchase ingredients for preparing and cooking complex Nigerian soups												
	2.1	Select ingredients which are appropriate to the menu considering the quality, price seasonality, availability and the establishment's requirement										
	2.2	Source ingredients and supplies from reliable suppliers										
	2.3	Minimize wastage through appropriate purchase and storage										
	2.4	Report to the immediate supervisor when ingredients, tools and equipment are not available										
LO3 select equipment and use techniques in cooking and presenting complex Nigerian soups												
	3.1	Ensure all areas, tools and equipment are in good working condition										
	3.2	Use appropriate presentation materials and equipment suitable for the style for specialty soups										
	3.3	Use appropriate tools and equipment and sanitize and keep after use										
LO4 Prepare cook and finish complex Nigerian soups												
	4.1	Prepare and cook variety of complex soups considering the special cuisine recipes and requirements for <ul style="list-style-type: none"> <li>- Ewedo soup</li> <li>- Okro soup</li> <li>- Taushe soup</li> <li>- Edika Ikon soup</li> <li>- Oha soup</li> <li>- Dry okro</li> <li>- Stewed Tomatoes</li> </ul>										

	- Other related soups									
4.2	Consider cultural requirements in preparing complex soups									
	Monitor cooking process and take action to make appropriate adjustments									
4.3	Finish and serve soups with appropriate accompaniments, garnishes according to the establishment style and customer requirements									
4.4	Serve menu items in correct sequence, using appropriate accompaniments and garnishes									

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 5 Implement safe/hygienic practices	5.1	Maintain personal hygiene, importance of wearing correct uniforms								
	5.2	Store food correctly according to health regulations								
	5.3	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination								
LO6 Know how to prepare and cook complex soups	6.1	Describe the quality points to determine the freshness of soups								
	6.2	Describe what to do if soups and other ingredients do not meet required standards								
	6.3	State the importance handling of tools, knife and equipment appropriately								
	6.4	Describe the approximate yield of soup after preparation								
	6.5	Describe the different methods of cooking complex soups								
	6.6	Describe the appropriate portioning of serving soups								
	6.7	Describe how to store cooked soups								
	6.8	Explain how to minimize and correct faults for complex soups								

6.9	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements									
6.10	Discuss the temperature zone that will affect soup preparation, production and storage									
6.11	Describe the appropriate garnishing of complex soups									
6.13	Discuss the current trends in relation to cooking complex soups									

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 12: PREPARE COOK AND FINISH COMPLEX PASTRY PRODUCTS

**Unit reference number:** HTTFD007L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex pastry products safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that supervises as well as prepares and cooks complex cakes, sponges, biscuits and scones

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 12: Prepare, bake and finish complex pastry products

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the production for complex pastry	1.1	Plan the production of pastry to meet standard recipe or customer's requirement								
	1.2	Develop menus considering the								



	action to make appropriate adjustments									
4.3	Finish and serve complex pastry products according to the establishment style and customer's requirement									

LO5 Implement safe/hygienic practices	5.1	Maintain personal hygiene, importance of wearing correct uniforms								
	5.2	Store pastry products correctly according to health regulations								
	5.3	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination								
LO6 Know how to prepare and cook complex pastry products	6.1	Describe the quality points to determine the freshness of pastry products								
	6.2	Describe what to if pastry ingredients do not meet required standards								
	6.3	State the importance handling of tools and equipment appropriately								
	6.4	Describe the different standard shapes pastry products and its approximate yields after preparation								
	6.5	Describe the different methods of preparation, baking and aeration methods of pastry								
	6.6	Describe the appropriate portioning of pastry								
	6.7	Describe how to store cooked and uncooked pastry products								
	6.8	Explain the use of flour and fat preparation relate to the end product								
	6.9	Explain how to minimize and correct faults in pastry products								
	6.10	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal								

	requirements									
6.11	Discuss the temperature zone that will affect pastry products production and storage									
6.12	Describe the appropriate finishing for pastry									
6.13	State the nutritional value and healthy eating pastry in the diet									
6.14	Discuss the current trends in relation to baking pastry									

<b>Learners Signature:</b> Assessors Signature: IQA Signature (if sampled)	<b>Date:</b> Date: Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

### Unit 13: PREPARE COOK AND FINISH COMPLEX BEEF PRODUCTS

**Unit reference number:** HTTFD008L3  
**NSQ level:** 3  
**Credit value:** 3  
**Guided learning hours:** 30

**Unit Purpose:** This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex beef products safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that aspire to prepare beef products

#### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

#### Unit 13: Prepare, cook and finish complex beef products

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Plan the production for complex pastry products	1.1	Plan the production of beef to meet standard recipe or customer's requirement									
	1.2	Develop menus considering the availability, seasonality and cost of ingredients									



LO5 Implement safe/hygienic practices	5.1	Maintain personal hygiene, importance of wearing correct uniforms											
	5.2	Store pastry products correctly according to health regulations											
	5.3	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination											
LO6 Know how to prepare and cook complex pastry products	6.1	Describe the quality points to determine the freshness of pastry products											
	6.2	Describe what to if pastry ingredients do not meet required standards											
	6.3	State the importance handling of tools and equipment appropriately											
	6.4	Describe the different standard shapes pastry products and its approximate yields after preparation											
	6.5	Describe the different methods of preparation, baking and aeration methods of beef											
	6.6	Describe the appropriate portioning of beef											
	6.7	Describe how to store cooked and uncooked beef products											
	6.8												
	6.9	Explain how to minimize and correct faults in beef products											
	6.10	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements											
	6.11	Discuss the temperature zone that will affect beef products production and storage											
	6.12	Describe the appropriate finishing for beef											
	6.13	State the nutritional value and											

	healthy eating beef in the diet									
6.14	Discuss the current trends in relation to cooking beef									

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 14: PREPARE FRY AND FINISH COMPLEX GRAIN PRODUCTS

**Unit reference number:** HTTFD009L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit describes level 3 competencies that a learner must achieve to plan, prepare, fry and finish complex products safely and focuses on the five main areas of planning, preparing, cooking (frying), finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that supervises as well as prepares and fry complex grain products

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 14: Plan, prepare, bake and finish complex fried products

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the menu for complex bread and dough products u for	1.1	Plan menus complex fried products to meet standard recipe or customer's requirement								
	1.2	Develop menus considering the availability, seasonality and cost of ingredients								
	1.3	Consider the menu costing in								



	<ul style="list-style-type: none"> <li>- Masa/Waina</li> <li>- Other assorted fries</li> </ul>									
4.2	Consider cultural requirements in preparing complex bread and dough products									
	Monitor baking process and take action to make appropriate adjustments									
4.3	Finish and serve bread and dough products according to the establishment style and customer's requirement									

LO 5 Implement safe/hygienic practices	5.1	Maintain personal hygiene, importance of wearing correct uniforms									
	5.2	Store bread and dough products correctly according to health regulations									
	5.3	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination									
LO6 Know how to prepare and cook complex bread and dough products	6.1	Describe the quality points to determine the freshness of complex bread and dough products									
	6.2	Describe what to if bread and dough products ingredients do not meet required standards									
	6.3	State the importance handling of tools and equipment appropriately									
	6.4	Describe the different standard shapes of bread and dough products and its approximate yields after preparation									
	6.5	Describe the different methods of baking complex products									
	6.6	Describe the appropriate portioning of complex products									
	6.7	Describe how to store cooked and uncooked products									

6.8	Explain how to minimize and correct faults for complex bread and dough products									
6.9	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements									
6.10	Discuss the temperature zone that will affect products production and storage									
6.11	Describe the appropriate finishing for complex bread and dough products									
6.12	State the nutritional value and healthy eating option products in the diet									
6.13	Discuss the current trends in relation to baking complex products									

**Learners Signature:**

**Date:**

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

**EQA Signature (if sampled)**

**Date:**

## Unit 15: PREPARE COOK AND FINISH RICE AND GRAINS PRODUCTS

**Unit reference number:** HTTFD010L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** Unit describes the craft competencies needed for preparing and cooking rice and grains safely and focuses on the four main areas of preparing, cooking, storing and preventing cross-contamination, in addition to supplies being satisfactory. It provides learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to learner that directly prepares and cooks food.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 015: PREPARE AND COOK RICE PRODUCT

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1  Prepare rice for cooking	1.1	Identify various kinds of rice and grains								
	1.2	Identify and select appropriate tools and equipment								
	1.3	Check, prepare, handle rice and other grains to meet requirements								
	1.4	Keep working area safe, clean and tidy to avoid contamination								

[illegible]

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 016: PREPARE AND COOK AND FINISH RICE GRAINS AND TUBER SWALLOW PRODUCTS

**Unit reference number:** HTTFD011L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** Unit describes the craft competencies needed for preparing and cooking rice and grains safely and focuses on the four main areas of preparing, cooking, storing and preventing cross-contamination, in addition to supplies being satisfactory. It provides learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to learner that directly prepares and cooks food.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 016: PREPARE AND COOK RICE AND GRAIN AND TUBER SWALLOW PRODUCTS

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1  Prepare rice for cooking	1.1	Identify various kinds of rice and grains								
	1.2	Identify and select appropriate tools and equipment								
	1.3	Check, prepare, handle rice, grain tuber and other grains to meet requirements								
	1.4	Keep working area safe, clean and								

[illegible]

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 17: PREPARE COOK AND FINISH PORRIDGE PRODUCTS

**Unit reference number:** HTTFD012L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** Unit describes the craft competencies needed for preparing and cooking porridge varieties safely and focuses on the four main areas of preparing, cooking, storing and preventing cross-contamination, in addition to supplies being satisfactory. It provides learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to learner that directly prepares and cooks food.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 017: PREPARE AND COOK PORRIDGE PRODUCTS

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO1  Prepare rice for cooking	1.1	Identify various kinds of grains												
	1.2	Identify and select appropriate tools and equipment												
	1.3	Check, prepare, handle other grains to meet requirements												
	1.4	Keep working area safe, clean and tidy to avoid contamination												
	1.5	Maintain tools and equipment in working order												
	1.6	Describe how to check different												

[illegible]

**Learners Signature:**

IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

## Unit 18: PREPARE COOK AND FINISH TEA BEVERAGE VARIETIES

**Unit reference number:** HTTFD013L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish tea varieties safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that aspire to prepare tea products

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 018: Prepare, Cook and finish Tea Varieties

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Plan the production for complex tea products	1.1	Plan the production of tea to meet standard recipe or customer's requirement									
	1.2	Develop menus considering the availability, seasonality and cost of ingredients									



	establishment style and customer's requirement									
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LO5 Implement safe/hygienic practices	5.1	Maintain personal hygiene, importance of wearing correct uniforms								
	5.2	Store tea products correctly according to health regulations								
	5.3	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination								
LO6 Know how to prepare and cook complex Tea products	6.1	Describe the quality points to determine the freshness of tea products								
	6.2	Describe what to do if tea ingredients do not meet required standards								
	6.3	State the importance handling of tools and equipment appropriately								
	6.4	Describe the different standard shapes tea products and its approximate yields after preparation								
	6.5	Describe the different methods of preparation, baking and aeration methods of tea								
	6.6	Describe the appropriate portioning of tea beverages								
	6.7	Describe how to store cooked and uncooked tea products								
	6.8	Explain how to minimize and correct faults in tea products								
	6.9	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements								
	6.11	Discuss the temperature zone that will affect tea products production and storage								
	6.12	Describe the appropriate finishing								

	for tea									
6.13	State the nutritional value and healthy drinking in the diet									
6.14	Discuss the current trends in relation to cooking tea varieties									

**Learners Signature: Date:**

Assessors Signature: Date:

IQA Signature (if sampled) Date:

**EQA Signature (if sampled)**

**Date:**

## Unit 19: PREPARE COOK AND FINISH FRUITS SALAD AND JUICE VARIETIES

**Unit reference number:** HTTFD014L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish fruit salad and juice varieties safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that aspire to prepare fruit products

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 019: Prepare, cook and finish Tea Varieties

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the production for complex fruits products	1.1	Plan the production of tea to meet standard recipe or customer's requirement								
	1.2	Develop menus considering the availability, seasonality and cost of ingredients								
	1.3	Consider the production costing in								

[illegible]

LO5 Implement safe/hygienic practices	5.1	Maintain personal hygiene, importance of wearing correct uniforms											
	5.2	Store fruit products correctly according to health regulations											
	5.3	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination											
LO6 Know how to prepare complex fruit products	6.1	Describe the quality points to determine the freshness of fruit products											
	6.2	Describe what to do if fruit ingredients do not meet required standards											
	6.3	State the importance handling of tools and equipment appropriately											
	6.4	Describe the different standard shapes tea products and its approximate yields after preparation											
	6.5	Describe the different methods of preparation, baking and aeration methods of fruit											
	6.6	Describe the appropriate portioning of tea beverages											
	6.7	Describe how to store cooked and uncooked tea products											
	6.8	Explain how to minimize and correct faults in fruit products											
	6.9	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements											
	6.11	Discuss the temperature zone that will affect fruit products production and storage											
	6.12	Describe the appropriate finishing for fruits											
	6.13	State the nutritional value and healthy diet											
	6.14	Discuss the current trends in											

	relation to cooking fruit varieties								
<b>Learners Signature:      Date:</b> Assessors Signature:      Date: IQA Signature (if sampled)      Date:									
<b>EQA Signature (if sampled)</b>					<b>Date:</b>				

## Unit 20: PREPARE, BAKE AND FINISH COMPLEX BREAD AND DOUGH PRODUCTS

**Unit reference number:** HTTFD015L3

**NSQ level:** 3

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex bread and dough products safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that supervises as well as prepares and cooks complex bread and dough products

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 020: Plan, prepare, bake and finish complex bread and dough products

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1	Plan the menu for	1.1	Plan menus complex bread and dough products to meet standard								



LO4 prepare cook and finish complex bread and dough products												
	4.1	Prepare and cook variety complex bread and dough products considering the special cuisine requirements										
	4.2	Consider cultural requirements in preparing complex bread and dough products										
		Monitor baking process and take action to make appropriate adjustments										
	4.3	Finish and serve bread and dough products according to the establishment style and customer's requirement										

LO 5 Implement safe/hygienic practices	5.1	Maintain personal hygiene, importance of wearing correct uniforms										
	5.2	Store bread and dough products correctly according to health regulations										
	5.3	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination										
LO6 Know how to prepare and cook complex bread and dough	6.1	Describe the quality points to determine the freshness of complex bread and dough products										
	6.2	Describe what to if bread and dough products ingredients do not										

products

	meet required standards									
6.3	State the importance handling of tools and equipment appropriately									
6.4	Describe the different standard shapes of bread and dough products and its approximate yields after preparation									
6.5	Describe the different methods of baking complex bread and dough products									
6.6	Describe the appropriate portioning of complex bread and dough products									
6.7	Describe how to store cooked and uncooked bread and dough products									
6.8	Explain how to minimize and correct faults for complex bread and dough products									
6.9	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements									
6.10	Discuss the temperature zone that will affect bread and dough products production and storage									
6.11	Describe the appropriate finishing for complex bread and dough products									
6.12	State the nutritional value and healthy eating option of bread and dough products in the diet									
6.13	Discuss the current trends in relation to baking complex bread and dough products									

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 21: EMPLOYMENT RIGHTS & RESPONSIBILITIES IN HOSPITALITY, LEISURE, TRAVEL AND TOURISM SECTOR

**Unit reference number:** HTTFD016L3  
**NSQ level:** 3  
**Credit value:** 2  
**Guided learning hours:** 20

**Unit Purpose:** This unit proves that a learner has achieved the national occupational standards to understand employment rights and responsibilities in hospitality, leisure, travel and tourism sectors. This is a knowledge unit only.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 21: Employment rights & responsibilities in hospitality, leisure, travel and tourism sector

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1	Know employees rights and responsibilities and own establishments	1.1	State the employer and employees rights and responsibilities under employment law, including disability, discrimination act, health and safety and other relevant regulations								

[illegible]

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## **Unit 22: PROMOTE ORGANISATIONAL COMPLIANCE IN A FOOD BUSINESS**

**Unit reference number:** HTTFDO17L3

**NSQ level:** 3

**Credit value:** 1

**Guided learning hours:** 10

### **Unit Purpose:**

This standard is to acquaint the learner with the skills needed for organisational compliance in a food business in food and drink manufacture and/or supply operations. Compliance is integral to the operation of a food business. Regulations cover the legal status of a food business and additional regulations cover areas such as food safety, environmental health and trading standards requirements, labeling, traceability and product recall. In addition organisations can choose to adhere to the requirements of organisations offering quality standards for food businesses including Nigeria National Agency for Food and Drug Administration and Control (NAFDAC), Standard Organisation of Nigeria (SON) and International Organisation for Standardization (ISO). Compliance with internal organisational requirements and external customers and suppliers relating to standard operating procedures and quality specifications is and additional area of compliance in the day to day operation of a food business.

The learner will be able to promote the systems and procedures that are in place to support compliance, communicate the importance of compliance and the consequences of non-compliance to the food business. Learner must also be able to monitor adherence to the systems and report and provide feedback to relevant people on the food business's ability to adhere to compliance requirements.

This standard is for those that work in food and drink manufacture and/or supply operations and are involved in ensuring organisational compliance in a food business

### **Unit assessment requirements/evidence requirements**

Observation (OB)

Question & Answer (QA)

Witnesses Testimony (WT)

Holistic assessment (HA)

Written testimony (WT)

Demonstration of competence (WT)

## Unit 22: Promote Organisational Compliance In A Food Business

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
<b>LO1 Promote and Support systems and procedures</b>	1.1	Make available requirements of the regulations, codes of practice, organisational procedure or specification requiring compliance								
	1.2	ensure compliance to the systems and procedures with the regulatory or organisational requirements								
	1.3	communicate and promote compliance to relevant people the importance of adherence to compliance requirements and the consequences of non-compliance								
	1.4	promote adherence to organisational systems and procedures are in place to support adherence to compliance								
<b>LO2 Monitor, evaluate and report compliance</b>										
	2.1	keep up to date with the current requirements of the regulations, codes of practice or organisational standard operating procedures and quality specifications								
	2.2	communicate changes to the relevant people								
	2.3	monitor and evaluate adherence to the requirements of the regulations								
<b>LO 3 Give feedback and report activities</b>	3.1	provide feedback to relevant people on the ability of the organisation, area within an organisation, team or individual								



## Unit 23: ESTABLISH AND MAINTAIN QUALITY CONTROL IN FOOD AND BEVERAGE HANDLING

**Unit reference number:** HTTFD018L3  
**NSQ level:** 3  
**Credit value:** 3  
**Guided learning hours:** 30

**Unit Purpose:** This unit deals with skills and knowledge required to ensure that high standard of food quality are established and maintained in large and commercial kitchen operation.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit assessment requirements/evidence requirements

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1	Establish procedures for quality control	1.1	Ensure established procedures are maintained to guarantee quality of menu items in reference to: 1) raw ingredients 2) cooking processes								



## Unit 24: DETERMINE SHELF LIFE FOR A FOOD PRODUCT

**Unit reference number:** HTTFDO19L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** This standard is about the skills needed to determine shelf life for a food product. Shelf life determination is essential in ensuring compliance with food safety regulations and the continued supply of good quality food to a Nigeria and global market. The quality of a food product must be maintained from initial production through storage, distribution and sale through to consumption. The extension of the life of a food product through processing, packaging and the use of additives enables food to be kept safe for longer periods of time.

### Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (DO/OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

### Unit 24:Determine shelf life for a food product

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
<b>LO1 Plan activities</b>	1.1	sourceorganisationalrequirements for shelf life determination								
	1.2	liaisewith relevant people to								

[illegible]

The trainee must have knowledge and understanding of the following:-

1. Understand how to determine shelf life for a food product

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 25: PACKAGE PREPARED HALAL FOOD

**Unit reference number:** HTTFD020L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

### Unit Purpose:

This unit is meant to acquaint the trainee with 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. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit applies to catering operations where food and related services are provided and packaged for storage or transportation, such as pilgrims' sites, restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential catering, in-flight and other transport catering, events catering and private catering. Those undertaking this role usually work under supervision and as part of a team. Holistic assessment can be undertaken to cover transport and storing of the prepared food

### Unit assessment requirements/evidence requirements

Observation (OB)

Question & Answer (QA)

Witnesses Testimony (WT)

Holistic assessment (HA)

Written testimony (WT)

Demonstration of competence (WT)

### Unit: 25

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
<b>LO 1</b> Know the	1.1	Explain food attributes of food content meant for packaging								

functions of food packaging		<p><b>Protect</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> contamination</li> <li><input type="checkbox"/> maintain quality</li> <li><input type="checkbox"/> legislation (Codex, local legislation)</li> <li><input type="checkbox"/> product consistency</li> <li><input type="checkbox"/> company reputation</li> </ul> <p><b>Inform (labelling)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> nature of the contents</li> <li><input type="checkbox"/> legislation, Codex, and other codes</li> <li><input type="checkbox"/> nutrition</li> <li><input type="checkbox"/> instructions for use</li> <li><input type="checkbox"/> elimination of fraud</li> <li><input type="checkbox"/> storage requirements</li> </ul> <p><b>Attract</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> advertise that this product is satisfying and fun and healthy</li> </ul> <ul style="list-style-type: none"> <li>- Rigid containers</li> <li>- Flexible films</li> <li>- Single component films</li> <li>- Multiple components films</li> <li>- Printing inks</li> <li>- Labelling requirements</li> </ul> <p><b>Food Manufacturing</b></p> <ul style="list-style-type: none"> <li>- General tips</li> <li>- Evidence of deterioration</li> <li>- Product shelf life and packaging</li> <li>- Day booking</li> <li>- Shelf life manipulation through packaging choices</li> </ul>									
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	1.2	Describe how packaged food can be protected											
	1.3	Explain the importance of labelling in food package											
	1.4	Explain how package food can be made to be attractive through advertise											
	1.5	Identify food composition and Packaging Choices											
	1.6	Provide the processes of food manufacturing											
LO1 Ensure food is suitable for packaging, storage and transportation	1.1	Identify prepared Halal food for packaging											
	1.2	Ensure the prepared Halal food is kept in hygienic large pot or container and location											
	1.3	Explain how Halal food meets requirements prior to packaging in terms of <ul style="list-style-type: none"> <li>- Quality</li> <li>- Shelf life</li> <li>- Microbiological condition</li> <li>- Portion control food meets requirements prior to packaging in terms of <ul style="list-style-type: none"> <li>*quality,</li> <li>*shelf life,</li> <li>*microbiological condition and</li> <li>*portion control</li> </ul> </li> </ul>											
LO2 Select packaging materials	2.1	Identify Packaging materials may include: <ul style="list-style-type: none"> <li>- polystyrene foam</li> <li>- cartons</li> <li>- plastic cling wrap</li> <li>- plastic or foil containers</li> <li>- metal or plastic trays.</li> </ul>											

	2.2	Select packaging materials appropriate to specific Halal foods, storage or transport requirements and enterprise procedures.									
	2.3	Ensure the selected material is best fit for									
	2.4	Explain why quality and appropriate packaging material must be: <ul style="list-style-type: none"> <li>- non-contaminating</li> <li>- appropriate dimensions for selected food</li> <li>- visually appropriate to functional need</li> <li>- capable of protecting food from damage</li> <li>- environmentally appropriate</li> <li>- stackable and transportable</li> </ul>									
<b>LO3</b> Package food according to needs.											
	3.1	Package Halal food items using appropriate packaging procedures according to enterprise specifications.									
	3.2	Label Halal foods according to the current Nigeria Food Standards Code and local, state or territory 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									

**Learners Signature:**  
Assessors Signature:  
IQA Signature (if sampled)

**Date:**  
Date:  
Date:

**EQA Signature (if sampled)****Date:****Unit 26: CARRY OUT OFF-SITE FOOD DISPATCH SERVICES****Unit reference number:** HTTFD021L3**NSQ level:** 3**Credit value:** 3**Guided learning hours:** 30**Unit Purpose:**

This unit is about the planning, preparation and co-ordination required to provide an efficient off-site food delivery service.

**Unit assessment requirements/evidence requirements**

Observation (OB)

Question &amp; Answer (QA)

Witnesses Testimony (WT)

Holistic assessment (HA)

Written testimony (WT)

Demonstration of competence (WT)

**Unit26 :OFF-SITE FOOD DELIVERY SERVICES**

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Package food for off site delivery	1.1	make sure staff follow agreed procedures for the processing of food orders								
	1.2	make sure food safety practices for processing and delivery of food orders are followed at all times								
	1.3	control packaging and containers arrangements								

LO2 Develop delivery of food off site											
	2.1	Plan delivery of food off site									
	2.2	Prioritise off site food delivery									
	2.3	Co-ordinate activities to ensure an efficient delivery service which meets customer expectations									
LO 3 Provide off site food delivery detail	3.1	make sure that staff have the information, knowledge and skills required to deliver food in line with the required standard of service									
	3.2	Deal with problems which arise in order to minimise disruption to the service									
LO 4 Inspect and monitor food delivery van for packaged food transportation	4.1	Inspect and monitor food delivery van for packaged food transportation									
	4.2	monitor delivery times to make sure that food is maintained in line with relevant legislation and quality control procedures									
	4.3	Spot and record problems identified									
LO 5 Resolve off site food delivery problems											
	3.1	implement contingency plans when food items and delivery times fail to reach required standards									
	3.2	communicate with customers to investigate or update on problems that occur with food orders									

	3.3	register information relevant to off-site food delivery according to your organisation's procedures									

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## Unit 27: MAINTAIN SAFE SOURCES AND SUPPLIES OF RAW MATERIALS AND INGREDIENTS IN FOOD PREPARATION

**Unit Reference Number:** HTTFD022L3

**NSQ level:** 3

**Credit value:** 2

**Guided Learning Hours:** 20

### Unit Purpose:

This unit is about understanding specifications for safe sources and supply of raw materials and ingredients for food and drink. It also involves controlling and monitoring that supply. This unit is for work in food and drink operations or animal feed operations and job requires responsibilities for procurement, supplies or stores. Learner may have supervisory responsibilities as a line manager or team leader.

### Unit assessment requirements/evidence requirements

Observation (OB)

Question & Answer (QA)

Witnesses Testimony (WT)

Holistic assessment (HA)

Written testimony (WT)

Demonstration of competence (WT)

### Unit 27 : Understand Safe Sources And Supplies Of Raw Materials And Ingredients In Food Prep

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number
LO1 Know policies, guidelines and	1.1	Develop specifications for safe sources and supply of raw materials and ingredients in food manufacture					

legislation relating to sources and supply of raw materials	1.2	Control and monitor safe supply of raw materials and ingredients in food manufacture										
LO 2 Apply organisation's supplier assurance guidelines, policies, audit requirements	2.1	Explain organisation's supplier assurance guidelines, policies, audit requirements										
	2.2	Ensure supply assurance										
	2.3	Apply guidelines on supplier's supplies										
	2.4	Adopt organisation policy to meet supply requirements										
LO3 Apply criteria for acceptance and non-acceptance of supplies	3.1	Explain criteria for acceptance of supplies										
	3.2	Apply organisation rules to accept supplies										
	3.3	Adopt rules for non acceptance of supplies										
LO 4 Control points for transport, receipt and acceptance of supplies	4.1	Identify points for transport, receipt and acceptance of supplies										
	4.2	Inspect points of material transportation										
	4.3	Apply rules for acceptance of supplies										
LO 5 Control and sampling methods appropriate to type and source of supply	5.1	Describe control and sampling methods appropriate to type and source of supply										
	5.2	Control and sampling methods appropriate to type of supply										
	5.3	Control and sampling methods appropriate to source of supply										
LO 6 Apply methods, sources and types of product contamination	6.1	Explain methods, sources and types of product contamination										
	6.2	Apply methods, of product contamination										
	6.3	Apply sources of product										



IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

**Unit 28: LEAD SMALL TEAMS**

**Unit reference number:** HTTFD023L3

**NSQ level:** 3

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** This unit covers competency required to develop individual performance standards and be able to maintain and lead small teams.

**Unit 028: Lead Small Teams**

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO1 provide team leadership	1.1	Develop and present work requirements to team members												
	1.2	Communicate to the members of team the purpose of tasks to be undertaken												
	1.3	Deal with team members queries and concerns about the task to be undertaken												
LO2														

Assign responsibilities	2.1	Explain work place responsibilities and work allocation										
	2.2	Allocate duties and responsibilities to members of the team considering their skills, knowledge and aptitude										
	2.3	Allocate duties to members of team considering individual preference										
LO3												
Set performance expectations	3.1	Establish performance expectations based on customer needs and wharf the task entails										
	3.2	Design performance expectations based on individual team members duties and area of responsibility										
	3.3	Communicate and discuss performance expectation to individual team members										
LO4 supervise team performance												
	4.1	Monitor team members performance against the set criteria or assigned instructions and apply corrective action if required										
	4.2	Provide team members feedback, positive support and advice on strategies to overcome deficiencies										
	4.3	Rectify deficient task requirements falling behind expectations to the immediate supervisor										
	4.4	Inform team members any changes which might impact										

	customer needs and satisfaction									
4.5	Monitor team member operations to ensure customers needs and requirements are met									
4.6	Follow-up queries from team member on issues affecting task requirements									
4.7	Document must be completed according to establishment procedures.									

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 5 know how to lead small teams	5.1	State company policies and procedures in setting up task requirements								
	5.2	Describe how performance expectations are set								
	5.3	State methods of monitoring performance								
	5.4	Describe examples of team members duties and responsibilities in accomplishing a team work								
	5.5									

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

