



Federal Ministry of Education



Regulatory Body



Sector Skills Council

## NIGERIA SKILLS QUALIFICATION FRAMEWORK (NSQF)

### NATIONAL OCCUPATIONAL STANDARDS (NOSSs) FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

FOOD AND BEVERAGE PRODUCTION TRADE

CRAFTSMAN CADRE

ASSISTANT COOK

LEVEL 1

REVIEWED BY

HOSPITALITY & TOURISM SECTOR SKILLS COUNCIL  
OF NIGERIA (HTSSCN)

Federal Republic of Nigeria

27<sup>TH</sup>-28<sup>TH</sup> AUGUST, 2024

## MEMBERS IN ATTENDANCE

<b>LIST OF NOS REVIEWERS</b>				
<b>S/N</b>	<b>NAME</b>	<b>DESIGNATION</b>	<b>ORGANISATION/ ASSOCIATION/UNION</b>	<b>POSITION</b>
1.	Prof. Bassey Esu	Trainer	Institute of Tourism Professionals of Nigeria (ITPN)	Chairman
2.	Nura Sani Kangiwa	Director General/CEO XX	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 Ogunlusi	Operator/Employer	QMDCI Hospitality	Member
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)	Member

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

## TABLE OF CONTENT

0.0 Table Of Content

1.0 General Information

2.0 Level 1: Standards

## TABLE OF STANDARDS FOR LEVEL 1

STANDARD/UNIT NO	TITLE
<b>Unit 01</b>	Comply with safe, hygiene and secure work environment
<b>Unit 02</b>	Work effectively as part of Hospitality Team
<b>Unit 03</b>	Communication in a Work Environment
<b>Unit 04</b>	Comply with and use clean knives
<b>Unit 05</b>	Prepare and cook vegetables
<b>Unit 06</b>	Prepare simple salads and fruits
<b>Unit 07</b>	Prepare hot/cold sandwiches and canapés
<b>Unit 08</b>	Prepare, cook rice and grains
<b>Unit 09</b>	Prepare and cook pulses
<b>Unit 10</b>	Prepare and cook fish
<b>Unit 11</b>	Prepare and cook meat and poultry
<b>Unit 12</b>	Prepare and cook eggs
<b>Unit 13</b>	Prepare and cook pasta
<b>Unit 14</b>	Bake and finish simple bread and dough Products
<b>Unit 15</b>	Prepare and cook swallow
<b>Unit 16</b>	Make Basic Stocks
<b>Unit 17</b>	Prepare and Cook Offal for basic Dishes
<b>Unit 18</b>	Prepare and Cook Nigerian Soups

## 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 qualification 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 by 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 create 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 qualification or unit. 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.

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

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

Direct Observation (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: CRAFTSMAN**

**CAREER PATH: ASSISTANT COOK**

**NSQ LEVEL: 1**
**TABLE OF STANDARDS AND CREDIT LOAD**

S/N	Unit Title	Unit code	Credit value	GLH
<b>MANDATORY UNIT</b>				
<b>01</b>	Safe, hygienic and secure environment	HTTGP001L1	3	30
<b>02</b>	Work Effectively as part of a hospitality team	HTTGP002L1	3	30
<b>03</b>	Communication system in a work environment	HTTGP003L1	1	10
<b>04</b>	Maintain and use clean knives	HTTCA01L1	2	20
<b>OPTIONAL UNIT</b>				
<b>05</b>	Prepare simple salads and fruits	HTTCA002L1	2	20
<b>06</b>	Prepare hot/cold sandwiches and canapés	HTTCA003L1	2	20
<b>07</b>	Prepare, cook rice and grains	HTTCA004L1	2	20
<b>08</b>	Prepare and cook pulses	HTTCA005L1	2	20
<b>09</b>	Prepare and cook fish	HTTCA006L1	3	30
<b>10</b>	Prepare and cook meat and poultry	HTTCA007L1	3	30
<b>11</b>	Prepare and cook eggs	HTTCA008L1	2	20
<b>12</b>	Prepare and cook pasta	HTTCA009L1	2	20
<b>13</b>	Bake and finish simple bread and dough	HTTCA010L1	3	30
<b>14</b>	Prepare and cook swallow	HTTCA011L1	2	20
<b>15</b>	Make Basic Stocks	HTTCA012L1	2	20
<b>16</b>	Prepare and Cook Offal for basic Dishes	HTTCA013L1	3	30
<b>17</b>	Prepare and Cook Nigerian Soups	HTTCA014L1	3	30
S/N	Unit Title	Unit code	Credit value	GLH

\*Acronyms: HTT= Hospitality and Tourism Sector GP= General Practice FS= Food Safety 001= Unit title L1= Level 1

**UNIT 01: SAFE HYGIENIC AND SECURE ENVIRONMENT**

Unit reference number: HTTGP001 L1

NSQ level: 1

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 workplace. 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 (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 001: Safe Hygienic and Secure 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 Apply Health, Safety and Environmental Security Measures									
	2.1	State the responsibilities under the health and safety act							
	2.2	Observe the general rules of hygiene that you should follow							
	2.3	Apply clothing, footwear and headgear that should be worn at all times							
	2.4	Maintaining good personal hygiene							
LO3 Control and Report Hazards in one's Workplace									
	3.1	Identify some hazards or potential hazards in the 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 the industry (OHS 2012)									
LO4 Comply with Health and Safety Regulations											
	4.1	State the importance of working in a healthy, safe and hygienic way									
	4.2	Obtain information about health and safety in your work-place									

	4.3	Describe the types of hazards that can occur in the workplace and how to deal with them									
	4.4	Deal with personally and hazards that must be reported to someone else									
	4.5	Describe how to warn other people about hazards and why this is important									
	4.6	Explain why accidents and near accidents should be reported and who these should be reported to									
	4.7	Describe the type of emergencies that may happen in the Workplace and how to handle them									
	4.8	Locate the first aid equipment and the registered first-aider in the workplace									
	4.9	Lift and handle items safely									
	4.10	Observe work safety that are relevant to the job and why these are important									
	4.11	Observe organisational emergency procedures, in particular fire, and follow them									
	4.12	State the possible causes for fire in the workplace									
	4.13	Minimise the risk of fire									
	4.14	State where to find fire alarms and how to set them off									
	4.15	State why a fire should never be approached unless it is safe to do so									
	4.16	Observe fire safety laws									
	4.17	Apply organisational security procedures at incidents									
	4.18	Apply the correct procedures for dealing with customer property									
	4.19	Report 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: HTTGP002L1

NSQ level: 1

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 within the 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 (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 002: Work effectively as part of a Hospitality Team**

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Plan and organize own work	1.1	Ensure that one understands what is required for own 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 the work and be able to use the feedback constructively									
	3.2	Identify with appropriate persons what aspects of the work that are up to standard and what areas to improve									
	3.3	Agree on what to do to improve the work									
	3.4	Agree on a learning Plan with the appropriate person									
	3.5	Seek opportunities to review and develop the learning plan									

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 at work						
	4.2	Explain how to organize 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 work area while working						
	4.5	Explain why it is important to minimize waste						
	4.6	Explain which cases that need to ask for help and who is the appropriate person(s) to ask						
LO 5 Observe Team work when performing tasks	5.1	work effectively with others in a team						
	5.2	List the persons who are part of the team and their roles						
	5.3	Observe different teams in the Whole Organization						
	5.4	Work cordially and avoid conflicts with another						
	5.5	handle cases when assistance can be						

		rendered to others and when it cannot so as to complete own work.										
	5.6	Select as you can assist others and when you cannot so as to complete own work in time										
	5.7	Pass information and communicate to others in the 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 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 the own workplace									
		6.4	Explain why the 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: COMMUNICATION AT WORK ENVIRONMENT

**Unit reference number: HTGP003L1**

**NSQ level: 1**

**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 own 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 (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 003: 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						
	3.1	Locate the various communication equipment in the Work environment						
LO3 Use different means of communication in	3.2	Use effectively the various						

a work environment		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									

<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: MAINTAIN, HANDLE AND CLEAN KNIVES

Unit reference number: HTTCA001L1

NSQ level: 1

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 (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: Maintain, handle and Clean Knives**

LO (Learning Outcome)	Criteria:-			Evidence Type			Evidence Ref		
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 appropriate authority							
LO 2  Know how to maintain and clean knives									
	2.1	Explain the importance of keeping knives clean and sharp							
	2.2	State the importance of							

			storing knives to avoid hazards									
	2.3		Identify the person that accidents should be reported to and explain why they should be reported									
LO 3	3.1		Avoid accidents that can arise from handling knives carelessly									
Maintain and clean knives	3.2		Use sharp blades of the knife and handle it firmly									
	3.3		Clean knives after using it to cut a particular food item before using it for another									
	3.4		Handle and treat a damaged knife									

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

## UNIT 05: PREPARE AND COOK VEGETABLES

**Unit reference number:** HTTCA002L1

**NSQ level:** 1

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This unit describes the craft competencies needed for preparing and cooking vegetables. It focuses on preparing, the different types of vegetables in safe and hygienic conditions, preventing cross-contamination. 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 (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: Prepare and Cook Vegetables**

LO (Learning outcome)		Criteria:-		Evidence Type			Evidence Ref Page number		
LO 1 Assist Prepare vegetables	1.1	Identify and select vegetables of the right quality							
	1.2	Assist choose and use correct tools and equipment							
	1.3	Handle and clean vegetables correctly							
	1.4	Prepare vegetables to meet the requirements							
	1.5	Avoid cross contamination from meat and fish products							
LO 2 Understand how to Prepare vegetables									
	2.1	State what to look out for to ensure that vegetables are in good condition							
	2.2	Explain what to do if vegetables are not fit for the purpose							
	2.3	State the correct tools and equipment to use to prepare vegetables							
	2.4	Describe different methods of preparing vegetables							
	2.5	State the importance of avoiding cross contamination from meat and fish products.							
LO3 Assist Store vegetables									
	3.1	Sort vegetables for storing							
	3.2	Put vegetables not for immediate use in							

		storage									
LO4 Knowledge of storage of vegetables	4.1	Assist store frozen and unfrozen vegetables on purchase									
	4.2	State how to store prepared vegetables not for immediate use									
	4.3	Assist Store vegetables according to guidelines from 4.1,4.2 above									

LO (Learning Outcome)	Criteria:-		Evidence Type			Evidence Ref Page number		
LO 5 Assist Cook vegetables	5.1	Select the right tools and equipment for use						
	5.2	Check that the vegetables are of the right quality						
	5.3	Cook vegetables to meet the requirements						
	5.4	Finish Vegetables to meet the requirements						
	5.5	Ensure that the vegetables are at the right temperature for holding and serving						
	5.6	Store cooked vegetables not for immediate use safely						
LO6 How to assist cook vegetables	6.1	Describe how to store fresh and frozen vegetables before cooking						
	6.2	Describe what to look for in the vegetables before cooking						
	6.3	Explain what to do if the vegetables are not fit for use						
	6.4	State what tools and equipment are required for cooking vegetables						
	6.5	Describe how to carry out correct cooking methods for vegetables						
	6.6	Describe why it may be necessary to avoid cross contamination from meat or fish products						
	6.7	Explain how to store cooked vegetables that will not be used immediately						

<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 06: ASSIST PREPARE SIMPLE SALADS AND FRUITS

Reference number: HTTCA003L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

**Unit Purpose:** This unit describes the craft competencies needed for Preparing and dishing simple salads and fruits. It focuses on preparing fresh salads and fruits in their fresh or modified forms in safe and hygienic conditions, preventing cross-contamination. 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 (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: Prepare Simple Salads and Fruits**

LO (Learning Outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Assist Prepare Simple Salads and Fruits	1.1	Select ingredients of good quality									
	1.2	Assemble the right tools and equipment needed									
	1.3	Prepare the right quantity of commodity and as required									
	1.4	Keep working area safe, clean and tidy to avoid contamination									
	1.5	Store appropriately any prepared vegetable or fruit not needed immediately for use									
LO2 Understanding of Preparation Procedures											
	2.1	Explain what to look out for to ensure that the food items are of the right quality									
	2.2	Explain what to do if the food items are not fit for the purpose									
	2.3	State the right tools and equipment required for preparing particular food items									
	2.4	Explain why the right tools should be used									
LO3	2.5	State the importance of avoiding cross- contamination from meat or fish products									

Assist Present Simple salads and fruits safely	3.1	Select the appropriate serving dish for presenting salad or fruit									
	3.2	Follow safety procedures while presenting/dishing salad or fruit									
	3.3	Present or dish salad or fruit according to specified guidelines and portions									

<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 07: ASSIST PREPARE HOT/COLD SANDWICHES AND CANAPÉS

Reference number: HTTCA003L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

**Unit Purpose:** For Preparing hot or cold sandwiches and canapés and focuses on the different types of breads, canapé bases and fillings in a safe and hygienic conditions, preventing cross-contamination. 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 assist prepare and cook food.

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

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

Direct Observation (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: Prepare Hot/Cold Sandwiches and Canapés**

LO (Learning outcome)		Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Assist identify and select ingredients for sandwiches and canapés	1.1	Identify various types of bread and pastry bases for canapés								
	1.2	Identify and select fillings for sandwiches								
	1.3	Identify and select savoury toppings for canapés								
LO2 Assist prepare sandwiches and canapés	2.1	Choose the right tools and equipment								
	2.2	Prepare the ingredients: pasta, fillings, toppings and garnishes.								
	2.3	Prepare the Sandwich or canapé								
	2.4	Keep working area safe, clean and tidy to prevent contamination								
	2.5	Maintain the hot or cold Product at the right temperature before Serving.								
LO3 Understand how to prepare sandwiches and canapés	3.1	State the right tools and equipment needed to prepare sandwiches and canapés.								
	3.2	List the ingredients needed to prepare sandwiches.								
	3.3	List the ingredients needed to prepare canapés.								
	3.4	Describe what to do if there is a problem with any of the ingredients.								

	3.5	Describe how to prepare ingredients, fillings, pastes, toppings and garnishes										
	3.6	Describe how to put a sandwich or canapé together attractively.										
	3.7	Explain how to carry out work to avoid contamination										
	3.8	Explain what to do to a hot or cold product to keep it at the right temperature.										

<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 08: PREPARE, COOK RICE AND GRAINS

Unit reference number: HTTCA004L1

NSQ level: 1

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 (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 008: Prepare, cook rice and grains**

LO (Learning Outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1  Assist Prepare rice	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									
	1.5	Maintain tools and equipment in working order									
	1.6	Describe how to check different rice are fit to be prepared									
	1.7	State the correct techniques, tools and equipment to carry out different preparation methods									
	1.8	Describe what to do if there are any problems with the rice, grains and other ingredients									
	1.9	State the importance of using the correct tools and equipment									
	1.10	Describe how to carry out different preparation methods correctly									
LO2  Assist Cook rice											
	2.1	Cook rice and grains for the dish as required									

	2.2	State the correct techniques, tools and equipment to carry out different cooking methods										
	2.3	State how to decide when rice are correctly cooked										
LO3 Assist Store grains and rice	3.1	Safely store any prepared rice and other grain not for immediate use										
	3.2	State how to store cooked rice and other grain not for immediate use										
	3.3	State how to store uncooked rice before preparation										

**Learners Signature:**

**Date:**

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

EQA Signature (if sampled)

Date:

## UNIT 09: PREPARE AND COOK PULSES

Unit reference number: HTTCA005L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

**Unit Purpose:** This unit describes the craft competencies needed for preparing and cooking pulses 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 (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: Prepare and Cook Pulses**

LO (Learning Outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1  Assist prepare Pulses	1.1	Identify various kinds of pulses									
	1.2	Identify and select appropriate tools and equipment									
	1.3	Check, prepare, handle pulses 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 if different pulses are fit to be prepared									
	1.7	State the correct techniques, tools and equipment to carry out different preparation methods									
	1.8	Describe what to do if there are any problems with the pulses or other ingredients									
	1.9	State the importance of using the correct tools and equipment									
	1.10	Describe how to carry out different preparation methods correctly									
LO2											
	2.1	Cook pulses for the dish as required									

Assist Cook Pulses	2.2	State the correct techniques, tools and equipment to carry out different cooking methods										
	2.3	State how to decide when pulses are correctly cooked										
LO3 Assist Store Pulses												
	3.1	Safely store any prepared pulses not for immediate use										
	3.2	State how to store cooked pulses not for immediate use										
	3.3	State how to store uncooked pulses before preparation										

<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: ASSIST PREPARE AND COOK FISH

Unit reference number: HTTCA0060L1

NSQ level: 1

Credit value: 3

Guided learning hours: 30

**Unit Purpose:** This unit describes the craft competencies needed for preparing and cooking fish. It focuses on preparing, cooking and storing fish in safe and hygienic conditions, preventing cross-contamination. 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 (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 and Cook Fish**

LO (Learning Outcome)	Criteria:-		Evidence Type					Evidence Ref Page number	
			1	2	3	4	5		
LO1 Identify and select fish	1.1	Identify various kinds of fish							
	1.2	Distinguish processed and raw fish							
	1.3	Select fish required for cooking							
	1.4	Ensure fish is of good quality							
	1.5	Avoid cross contamination with other products							
LO 2 Assist Prepare and cook fish	2.1	Safely store fish not for immediate cooking							
	2.2	Thaw fish appropriately							
	2.3	Choose right tools and equipment							
	2.4	Prepare fish to meet requirements							
	2.5	Cook fish as required							
	2.6	Finish fish as required							
	2.7	Make sure fish is at the correct temperature for holding and serving							

LO 3 Understand how to prepare and cook fish	3.1	Describe how to store frozen and unfrozen fish correctly before cooking.									
	3.2	Describe how to check that coated and uncoated fish, frozen and unfrozen, is fit for preparation and cooking									
	3.3	Describe how to decide whether fish needs defrosting before cooking and why it is important									
	3.4	State how to de-frost pre-prepare fish									
	3.5	Describe what to do if there are any problems with fish or other ingredients									
LO 4 Apply appropriate heat while cooking fish	4.1	Set the right temperatures and cooking times for different types of fish									
	4.2	Use the right tools and equipment to prepare and cook fish									
	4.3	Use the right tools and equipment									
	4.4	State why tools and equipment should be maintained in good working order									
	4.5	Assist apply correct cooking methods to use									
	4.6	Assist determine and decide when different types of fish are properly cooked									
	4.7	Assist garnish and present cooked fish									

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

## UNIT 11: PREPARE MEAT AND POULTRY

Unit reference number: HTTCA007L1

NSQ level: 1

Credit value: 30

Guided learning hours: 30

**Unit Purpose:** This unit describes the craft competencies needed for Preparing and cooking meat or poultry and focuses on the different methods like grilling, shallow frying, deep frying under safe and hygienic conditions, preventing cross-contamination. 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 (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: Prepare Meat and Poultry

LO (Learning Outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1  Assist Identify and select meat/poultry for cooking	1.1	Identify different types and cuts of meat/poultry									
	1.2	Distinguish processed and raw meat/poultry									
	1.3	Select meat/poultry required for cooking									
	1.4	Ensure meat/poultry is of good quality									
	1.5	Avoid cross contamination from other products									
LO2  Assist Prepare and Cook meat/poultry	2.1	Safely store meat and poultry not for immediate cooking									
	2.2	Thaw meat and poultry appropriately									
	2.3	Ensure that meat and poultry are suitable for cooking									
	2.4	Choose the appropriate tools and equipment									
	2.5	Prepare meat/poultry to meet establishment requirements									
	2.6	Cook meat/poultry as required									
	2.7	Finish meat/poultry as required									
	2.8	Make sure meat/poultry is at the correct temperature for holding and serving									

LO3											
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LO (Learning Outcome)			Criteria:-	Evidence Type			Evidence Ref Page number		
	3.10	Describe how to finish and season meat/poultry according to standard recipe							
	3.11	Identify the correct temperatures for holding meat/poultry							

	3.1	Describe how to store fresh and frozen meat/poultry correctly before cooking							
	3.2	Describe how to check that meat/poultry is appropriate for preparation and cooking							
	3.3	Describe what to do if there are problems with the meat/poultry or other ingredients							
	3.4	Describe how to decide when meat/poultry needs thawing before cooking and why this is necessary							
	3.5	Identify the right tools and equipment for: thawing, seasoning and storing meat/poultry							
	3.6	Describe how to prepare meat/poultry using different cooking methods							
	3.7	State the correct tools and equipment to be used for different types of cooking methods							
	3.8	State why it is important to use correct tools and equipment							
	3.9	Describe how to carry out different cooking methods							

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

## UNIT 12: PREPARE AND COOK EGGS

Unit reference number: HTTCA008L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

**Unit Purpose:** This unit describes the craft competencies needed for Preparing and cooking eggs and focuses on the different methods like boiling, frying, scrambling and poaching under safe and hygienic conditions, preventing cross-contamination. 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 (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 and Cook Eggs**

LO (Learning Outcome)	Criteria:-			Evidence Type			Evidence Ref Page number	
LO1 Assist set facilities and materials to Prepare and cook Eggs	1.1	Get the right techniques, tools and equipment for preparing eggs using different methods						
	1.2	Use the correct tools and equipment						
	1.3	Store eggs that have been broken but will not be used immediately						
	1.4	State what points to check in an egg to ensure quality						
LO 2 Assist inspect eggs and cooking items and materials	2.1	Explain what to do if the egg has a problem						
	2.2	Check that the eggs and other ingredients are fit for use						
	2.3	Choose the right techniques, tools and equipment for use						
	2.4	Prepare the Eggs to meet the requirements						
LO3 Assist Cook eggs								
	3.1	Check that the eggs and other ingredients are fit for cooking						

	3.2	Cook eggs to meet requirements									
	3.3	Finish Eggs to meet requirements									
	3.4	Ensure that the egg dish is at the right temperature for holding and at the point of service									
LO4 Understand how to Cook eggs											
	4.1	State the tools and equipment to carry out different egg cookery methods									
	4.2	Describe how to use different cooking methods for eggs									
	4.3	Explain how to identify when the egg dishes have the correct colour, flavour and texture									

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO 5 Assist Store Eggs	5.1	State how to store fresh eggs on purchasing							
	5.2	State how to store cooked eggs not required for use immediately							
	5.3	Safely store whole eggs not for immediate use							

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

## Unit 12: PREPARE AND COOK PASTA

**Unit reference number:** HTTCA009L1

**NSQ level:** 1

**Credit value:** 2

**Guided learning hours:** 20

**Unit Purpose:** This unit describes the craft competencies needed for preparing and cooking pasta. It focuses on preparing, cooking and storing Home-made as well as packaged pasta in safe and hygienic conditions, preventing cross-contamination. 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 (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 and Cook Pasta**

LO (Learning Outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Assist Prepare Fresh Pasta	1.1	Identify and select tools and equipment							
	1.2	Select ingredients of good quality							
	1.3	State what to look out for in ingredients to ensure quality							
	1.3	Prepare ingredients to meet requirements							
	1.4	Handle and prepare dough safely to avoid contamination							
LO2 Assist Prepare packaged Pasta									
	2.1	Identify and select the right tools and equipment							
	2.2	Identify various shapes of pasta							
	2.3	Check that the pasta is fit for preparation							
	2.4	Explain what to do if the pasta is not fit for use							
	2.5	State the importance of using the right tools and equipment							
	2.6	Prepare pasta to meet requirements							
LO3 Assist Cook Pasta									
	3.1	Select the right tools and equipment fit for cooking as required							
	3.2	Cook pasta to meet the requirements							
	3.3	Keep working area safe, Clean and tidy to avoid contamination							

	3.3	State how to decide when pasta is correctly cooked									
	3.4	State how to maintain pasta at the right temperatures for holding and serving									

LO (Learning outcome)	Criteria:-			Evidence Type				Evidence Ref Page number		
LO 4 Assist Store Pasta	4.1	State how to store cooked pasta not for immediate use								
	4.2	State how to store Home-made or uncooked pasta not for immediate use								
	4.3	Store pasta according to state								

Learners Signature:	Date:
Assessors Signature:	Date:
IQIA Signature (if sampled)	Date:
EQIA Signature (if sampled)	Date:

## Unit 13: BAKE AND FINISH SIMPLE BREAD AND DOUGH PRODUCTS

**Unit reference number:** HTTCA010L1

**NSQ level:** 1

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This Unit describes the craft competencies needed to assist in preparing and baking bread and simple dough products safely. It 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 (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: Assist Bake and finish simple bread and dough products**

LO (Learning Outcome)		Criteria:-			Evidence Type			Evidence Ref Page number		
LO1  Assist Prepare simple bread and dough	1.1	Check the ingredients to make sure they are fit for cooking								
	1.2	Measure the required ingredients								
	1.3	Choose the correct tools and equipment to prepare and bake bread and dough products								
	1.4	Prepare the dough as required								
	1.5	Bake the products as required								
LO2  Understand how to bake simple bread and dough products										
	2.1	State how to check to make sure bread and dough products are fit for preparation and baking								
	2.2	Describe what to do if there are problems with the products								
	2.3	State the correct tools and equipment to use for different preparation methods								
	2.4	State the importance of using the correct tools and equipment								
	2.5	Describe how to carry out different baking methods correctly								
LO3  Assist Finish simple bread and dough										
	3.1	Finish the baked products as required								
	3.2	Make sure the bread and bakery								

products		products are at the correct temperature for holding and serving									
LO4 Understand how to finish simple bread and dough products											
	4.1	State the correct tools and equipment for different finishing methods									
	4.2	Describe how to use different finishing methods correctly									
	4.3	State the correct temperature for holding and serving simple bread and dough products									
LO5 Understand how to store Bread and dough products	5.1	Safely store any cooked bread and bakery product not for immediate use									
	5.2	State different types of storage for uncooked bread and dough products									
	5.3	State how to store baked bread and dough products									

**Learners Signature:**

**Date:**

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

**EQA Signature (if sampled)**

**Date:**

## Unit 14: PREPARE AND COOK "SWALLOW"

Unit reference number: HTTCA011L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

**Unit Purpose:** This Unit describes the craft competencies needed for preparing and cooking different kinds of "swallow" 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 (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: Prepare and Cook "Swallow"**

LO (Learning Outcome)			Criteria:-		Evidence Type			Evidence Ref		
								Page number		
LO1  Know how to assist prepare "swallow"	1.1	Identify various kinds of "swallow"								
	1.2	Check, prepare, handle different kinds of "swallow" to meet requirements								
	1.3	check different kinds of "swallow" are fit to be prepared								
	1.4	Describe what to do if there are any problems with the "swallow" or other ingredients								
	1.5	Describe how to carry out different preparation methods correctly								
LO2  Assist Cook "swallow"										
	2.1	Cook "swallow" for the dish as required								
	2.2	State the correct techniques, tools and equipment to carry out different cooking methods								
	2.3	State how to decide when "swallow" are correctly cooked								
LO3  Assist Store "swallow"										
	3.1	Safely store any prepared "swallow" not for immediate use								
	3.2	State how to store cooked "swallow" not for immediate use								
	3.3	State how to store uncooked product								

		before preparation										
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<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 15: MAKE BASIC STOCKS

Unit reference number: HTTCA012L1

NSQ level: 1

Credit value: 2

Guided learning hours: 20

**Unit Purpose:** Unit describes level 2 competencies needed for preparing and cooking basic stocks 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 (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: Make basic stocks**

LO (Learning Outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Make the stocks	1.1	Select ingredients according to the standard recipes or establishment's requirements									
	1.2	Sanitize selected tools and equipment for preparing stocks									
	1.3	Prepare the required ingredients for preparing stocks									
	1.4	Make the stocks according to the standard recipes or establishment's requirements									
	1.5	Finish the stocks according to the standard recipes or establishment's requirements									
	1.6	Make sure the stock is at correct temperature for holding, re-heating and re-constituting									
	1.7	Store cooked stocks not for immediate use									
	1.8	Describe how to check if the ingredients are appropriate for food production									
	1.9	Describe what to do if stocks and other ingredients do not meet required standards									
	1.10	State the importance handling and keeping of tools and equipment									

		appropriately									
1.11		Describe the different methods of preparation stocks									
1.12		Discuss the importance of temperature zones that will affect holding, re-heating and re-constitution									

<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 16: PREPARE AND COOK OFFAL FOR BASIC DISHES

Unit reference number: HTTCA013L1

NSQ level: 1

Credit value: 3

Guided learning hours: 30

**Unit Purpose:** Unit describes level 2 competencies needed for preparing and cooking offal for basic dishes 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 (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 Offal for Basic Dishes**

LO (Learning Outcome)	Criteria:-		Evidence Type				Evidence Ref Page number	
LO1 Assist Prepare the 'mise en place'	1.1	Select ingredients according to the standard recipes or establishment's standards						
	1.2	Sanitize selected tools and equipment						
	1.3	Ensure all ingredients are according to the quantity, quality and time frame required for production						
	1.4	Thaw frozen ingredients following the correct procedure						
	1.5	Follow the meats as specified in the standard recipes or establishment's standards						
LO2 Assist select tools and equipment	2.1	Select the appropriate tools and equipment required for preparing offals						
	2.2	Ensure that all the tools and equipment are in good working condition						
	2.3	Sanitize selected tools and equipment before and after use						
LO3 Assist Report to communicate problems encountered during the	3.1	Prepare necessary kitchen document						
	3.2	Report to the immediate supervisor if ingredients are not fit for cooking						
	3.3	Take action and report any discrepancies in supply						

preparation											
LO4  Assist Cook offal for basic dishes	4.1	Identify the required cooking methods									
	4.2	Cook offal dishes according to the standard recipes or establishment's standards									
	4.3	Adjust taste and seasoning according standard recipes or establishment's standards									
	4.4	Adhere to work and safety standards and legal requirements									
LO5  Assist Finish and present simple offal dishes	5.1	Arrange and portion offal dishes according to establishment standards									
	5.2	Garnish meat dish according to establishment standards									
	5.3	Present finished dish according to correct temperature and hold meat dishes following the temperature food zone									
	5.4	Make sure dish has correct flavour, colour consistency and quantity.									
LO6  Assist Store of offal dishes	6.1	Keep frozen and processed meat according to manufacturers' standards									
	6.2	Label and store meat following FIFO standards									
	6.3	Store cooked dishes considering the appropriate temperature, container and appropriate cold storage equipment									
LO 7  Understand how to prepare and cook simple meat dishes	7.1	Describe the quality points to determine the freshness of offal									
	7.2	Describe what to do if offal and other ingredients do not meet required standards									
	7.3	State the importance handling of tools, knife and equipment appropriately									
	7.4	Describe the different cuts of offal									
	7.5	Describe the different methods of cooking basic offal dishes									
	7.6	Describe the appropriate portioning of offal dish and its effect to health									
	7.7	Describe how to store cooked and uncooked offal									
	7.8	Discuss FIFO and the importance of adhering to work and safety standards and the legal requirements									

	7.9	Discuss the temperature zone that will affect meat preparation, production and storage										

<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 AND COOK NIGERIAN SOUPS

**Unit reference number:** HTTCA014L1

**NSQ level:** 1

**Credit value:** 3

**Guided learning hours:** 30

**Unit Purpose:** This Unit describes level 2 competencies needed to assist in preparing and cooking Nigerian Soups for "Swallow" safely and focuses 3 main styles 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 (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 NIGERIAN SOUPS

LO (Learning Outcome)		Criteria:-			Evidence Type			Evidence Ref Page number		
LO 1 Assist Select Equipment	1.1	Select equipment according to the standard recipes or establishment's standards								
	1.2	Ensure that all the tools and equipment are in good condition for use								
	1.3	Sanitize selected tools and equipment								
LO 2 Assist Select and Prepare Ingredients	2.1	Select ingredients according to the standard recipes or establishment's standards								
	2.2	Ensure all ingredients are according to the quantity, quality and time frame required for production								
	2.3	Pick required cooking method so as to aid preparation of ingredients								
	2.4	Follow the meat or fish cuts as specified in the standard recipes or establishment's standards								
	2.5	Prepare dried fishes and other special ingredients as required by standard recipe								
LO 3 Assist Report to the appropriate person	3.1	Report damaged tools or equipment to the appropriate personnel								
	3.2	Report to the appropriate Personnel if								

			any of the ingredients has a problem									
LO 4 Assist Cook Nigerian Soups	4.1	Cook Nigerian soup according to the standard recipes or establishment's standards										
	4.2	Ensure that the right temperature is used at every stage of the cooking process										
	4.3	Adjust taste and seasoning according standard recipes or establishment's standards										
	4.4	Ensure that the texture and consistency of the soup is right										
	4.5	Adhere to work and safety standards and legal requirements										
LO 5 Assist Present and Store Nigerian Soups	5.1	Portion and present Soup according to establishment standards										
	5.2	Portion and present accompanying swallow to serve with the Soup										
	5.3	Garnish Soup according to establishment standards										
	5.4	Present and hold Soups following the food temperature zones										

	5.5	Store cooked Soup following First- in-First-Out (FIFO) standards, considering the appropriate temperature, container and appropriate cold storage equipment										
LO 6 Demonstrate understanding of preparing and cooking Nigerian Soups	6.1	Determine the freshness of the ingredients used										
	6.2	Describe what to do if the main protein and other ingredients do not meet required standards										
	6.3	Classify Nigerian soups into different types										
	6.4	Describe the different methods of cooking Nigerian Soups										
	6.5	Discuss why it is important to put fresh green vegetables into the soup at the last minute										
	6.6	Describe the appropriate portioning of Nigerian Soup and its effect to prescribed diets.										
	6.7	Describe how to store soups not for immediate use.										
	6.8	Discuss the temperature zone that will affect the preparation, production and storage of Nigerian soups.										

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