



Federal Ministry of Education



Regulatory Body



Sector Skills Council

NIGERIA SKILLS QUALIFICATION FRAMEWORK (NSQF)

NATIONAL OCCUPATIONAL STANDARDS (NOSS) FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

FOOD AND BEVERAGE PRODUCTION TRADE

ARTISAN CADRE

SUPPORT COOK

LEVEL 2

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
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Unit 15	Prepare and Cook Shellfish
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Unit 19	Plan, prepare, cook and finish complex cold desserts
Unit 20	Plan, prepare, cook and finish complex hot desserts
Unit 21	Plan, prepare, cook and finish complex hot sauces

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: ARTISAN

CAREER PATH: SUPPORT COOK

NSQ LEVEL: 2

TABLE OF STANDARDS AND CREDIT LOAD

S/N	Unit Title	Unit code	Credit value	GLH
MANDATORY UNIT				
01	Maintain a Safe, Hygienic and Secure Working Environment	HTTGP001L2	3	30
02	Work Effectively as part of a Hospitality Team	HTTGP002L2	3	30
03	Communication System in a Work Environment	HTTGP003L2	1	10
04	Maintain Food Safety when storing , preparing and cooking food	HTTCS001L2	3	30
OPTIONAL UNIT				
06	Prepare and Cook basic Fish dishes	HTTCS002L2	3	30
07	Support Prepare and Cook Basic Poultry dishes	HTTCS003L2	4	40
08	Prepare and Cook Offal for basic Dishes	HTTCS004L2	3	30
09	Support Prepare and cook basic vegetable dishes	HTTCS005L2	3	30
10	Prepare and Cook Basic pasta Dishes	HTTCS006L2	4	40
11	Produce Basic Pastry Products	HTTCS007L2	2	20
12	Produce Basic Cakes, Sponges and Scones	HTTCS008L2	4	40
13	Prepare and Cook Nigerian Soups	HTTCS009L2	4	40
14	Make Basic Stocks	HTTCS010L2	2	20
15	Support Prepare and Cook Basic Meat Dishes	HTTCS011L2	4	40
16	Prepare and Cook Shellfish	HTTCS012L2	3	30
17	Employment rights and responsibilities in hospitality, leisure, travel and tourism sectors	HTTCS013L2	2	20
18	Prepare hot/cold sandwiches and canapés	HTTCS014L2	2	20
19	Bake and finish simple bread and dough	HTTCS015L2	3	30
20	Support prepare, cook and finish complex cold desserts	HTTCS016L2	3	30
21	Prepare, cook and finish	HTTCS017L2	3	30

	complex hot desserts			
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Abbreviations: **HTT**= Hospitality and Tourism Sector

GP= General Practice

CS= Support Cook

001= Unit number

L1= Level 2

Unit reference number: HTTGP001L2

NSQ level: 2

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 01: Maintain a 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 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						
	2.4	State the importance of maintaining good personal hygiene						
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									
	4.2	State where you can obtain information about Health and safety in your workplace									

	4.3	Describe the types of hazards that can occur in your workplace and how to deal with them									
	4.4	State hazards that you can 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	Identify first aid equipment and the registered first-aider in the workplace									
	4.9	State ways of lifting and handling items safely									
	4.10	State other ways of working safely that are relevant to your job and why these are important									
	4.11	Describe organisational emergency procedures, in particular fire, and how these should be followed									
	4.12	State the possible causes for fire in the workplace									
	4.13	Describe how to 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	State the importance of following fire safety laws									
	4.17	Describe organisational security procedures and why these are important									
	4.18	State the correct procedures for dealing with customer property									
	4.19	State the importance of reporting all usual/non-routine incidents to the appropriate person									

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

UNIT 02: TEAM WORK AT HOSPITALITY WORKPLACE

Unit reference number: HTTGP002L2

NSQ level: 2

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 (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 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 your learning plan should be improved frequently									

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

UNIT 03: COMMUNICATE AT WORK ENVIRONMENT

Unit reference number: HTTGP003L2

NSQ level: 2

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 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 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										

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

UNIT 04: MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

Unit reference number: HTTCS001L2

NSQ level: 2

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 (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 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 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 Observe Personal Hygiene								
	2.1	Explain why clean and hygienic clothes must be worn						
	2.2	Cover hair while cooking						
	2.3	Apply 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	Change clothes at appropriate time								
	2.6	Keep hands 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								
	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								
	3.1	Ensure that surfaces and equipment are clean and in good condition								
LO 3: Work Environment Hygiene	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 lose 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									

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 Assist Store 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 storage areas 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 records up-to-date							
	4.10	Explain why it is 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 K39.									
	4.16	Explain why any expired food must be thrown away and not used									
LO (Learning Outcome)			Criteria:-								
	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 Apply Food safety measures (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 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	
LO 6 Maintaining Food Safety	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 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						

Learners Signature:

Date:

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

EQA Signature (if sampled)

Date:

UNIT 05: PREPARE AND COOK BASIC FISH DISHES

Unit reference number: HTTCS002L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: Unit describes level 2 competencies needed for preparing and cooking basic fish 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 5: Prepare and Cook Basic Fish Dishes

LO (Learning Outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Support 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 fish cuts as specified in the standard recipes or establishment's standards							
LO2 Support Select tools and equipment	2.1	Select the appropriate tools and equipment required for preparing shellfish							
	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 Support Report and communicate problems encountered	3.1	Prepare and complete necessary kitchen documentation in case of substandard items							
	3.2	Inform immediate supervisor and follow agreed procedure in case of spoilage and							

during the preparation and cooking		damage of items									
	3.3	Take action and report any discrepancies in supply									
LO4 Support Cook simple fish dish											
	4.1	Identify the required cooking methods									
	4.2	Cook basic simple fish 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 Support Finish of simple fish dishes											
	5.1	Arrange and portion fish dishes according to establishment standards									
	5.2	Garnish fish dish according to establishment standards									
	5.3	Present and hold fish dishes following the food time zone									
LO6 Support in Storing of fish dishes											
	6.1	Keep frozen and processed fish according to manufacturers' standards									
	6.2	Label and store fish following FIFO standards									
	6.3	Store cooked fish considering the appropriate temperature, container and cold storage equipment									

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO 7 Support in the Preparation and cooking basic fish dishes	7.1	Describe the quality points to determine the freshness of fish							
	7.2	Describe what to do if fish 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 fish							
	7.5	Describe the different methods of cooking basic fish dishes							
	7.6	Describe the appropriate portioning of fish and its effect to health							
	7.7	Describe how to store cooked and uncooked fish							
	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 fish preparation, cooking and storage.									

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

UNIT 06: PRODUCE BASIC POULTRY DISHES

Unit reference number: HTTCS003L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose: Unit describes level 2 competencies needed for preparing and cooking basic poultry 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 6: Prepare and Cook Basic Poultry Dishes

LO (Learning Outcome)	Criteria:-		Evidence Type			Evidence Ref Page number		
LO 1 Maintain personal hygiene in the preparation and handling of food	1.1	Observe personal hygiene						
	1.2	Wear clean working uniforms						
	1.3	Ensure the working environment is safe and clean						
LO2 Support Prepare the 'mise en place' for simple poultry dish	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	Thaw frozen ingredients following the correct procedure						
	2.4	Follow the poultry cuts as specified in the standard recipes or establishment's standards						
LO3 Support select tools and equipment	3.1	Select the appropriate tools and equipment required for preparing poultry.						
	3.2	Ensure that all the tools and equipment are in good working condition						
	3.4	Sanitize selected tools and equipment						

		before and after use									
LO4 Support Report and communicate problems encountered during the preparation and cooking	4.1	Prepare and complete necessary kitchen documentation in case of substandard items									
	4.2	Inform immediate supervisor and follow agreed procedure in case of spoilage and damage of items									
	4.3	Take action and report any discrepancies in supply									
LO5 Support Cook simple poultry dishes											
	5.1	Identify the required cooking methods									
	5.2	Cook basic poultry dishes according to the standard recipes or establishment's standards									
	5.3	Adjust taste and seasoning according standard recipes or establishment's standards									
	5.4	Adhere to work and safety standards and legal requirements									
LO6 Support Finish and present simple poultry dishes											
	6.1	Arrange and portion poultry dishes according to establishment standards									
	6.2	Garnish dish according to establishment standards									
	6.3	Present and hold dishes following the food temperature zone									
	6.4	Make sure dish has correct flavour, colour, consistency and quality									
LO7 Support in Storage of uncooked and cooked simple poultry dishes											
	7.1	Keep frozen and processed meat according to manufacturers' standards									
	7.2	Label and store cooked and uncooked poultry following FIFO standards									
	7.3	Store cooked dish considering the appropriate temperature, container and cold storage equipment									
	7.4	Ensure correct stock rotation and that issues are affected on first in and first out basis									

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
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LO 8 Support prepare and cook Basic poultry dishes	8.1	Describe the quality points to determine the freshness of									
	8.2	Observe and apply poultry and other ingredients to meet required standards									
	8.3	Apply different methods preparation in cooking poultry									
	8.4	Describe the different cuts of poultry									
	8.5	Apply different methods of cooking basic poultry dishes									
	8.6	Provide appropriate portioning of meat and its effect to health									
	8.7	Store cooked and uncooked meat									
	8.8	Report to the immediate supervisor when agreed procedures and standards are not met									
	8.9	Observe first in and first out (FIFO) rule in storing food and the importance of adhering to work and safety standards and the legal requirements									
	8.10	Apply the temperature zone that will affect meat preparation, production and storage									
	8.11	Handle tools and equipment correctly									
	8.12	Discuss the importance of adhering to personal hygiene, work and safety standards and legal requirement									

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

UNIT 07: OFFAL FOR BASIC DISHES

Unit reference number: HTTCS004L2

NSQ level: 2

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 7: Prepare and Cook Offal for Basic Dishes

LO (Learning Outcome)	Criteria:-		Evidence Type				Evidence Ref Page number	
LO1 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 Support 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 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											
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 to standard recipes or establishment's standards									
	4.4	Adhere to work and safety standards and legal requirements									
LO5											
Support 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											
Support 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									

Prepare and Cook Offals for Basic Dishes

LO (Learning Outcome)	Criteria:-		Evidence Type				Evidence Ref Page number			
LO 7	7.1	Describe the quality points to determine the freshness of offal								
Understand how to prepare and cook simple meat dishes	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	the temperature zone that will affect meat preparation, production and storage									

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

UNIT 08: BASIC VEGETABLE DISHES

Unit reference number: HTTCS005L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This Unit describes level 2 competencies needed for preparing and cooking basic vegetable dishes safely and focuses on different methods of preparing, cooking, storing 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 08:PREPARE AND COOK BASIC VEGETABLE DISHES

LO (Learning Outcome)		Criteria:-			Evidence Type			Evidence Ref			Page number		
LO 1 Support 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 Support 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	Thaw frozen vegetables following the correct procedure											
	2.4	Follow the vegetable cuts as specified in the standard recipes or establishment's standards											
LO 3 Support Report and Document incident	3.1	Report to the appropriate Personnel if any of the ingredients is faulty, deficient or not up to standard											

cases											
	3.2	Make appropriate entries in Kitchen Documents as regards temperature and quantities of ingredients									
	3.3	Report damaged tools or equipment to the appropriate personnel									
LO 4 Cook Vegetable Dish	4.1	Identify the required cooking method Cook Nigerian soup according to the standard recipes or establishment's standards									
	4.2	Cook basic vegetable 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	Ensure that the vegetables are of the right colour and texture									
	4.5	Adhere to work and safety standards and legal requirements									
LO 5 Support Present Vegetable Dish	5.1	Arrange and portion vegetable dish according to establishment standards									
	5.2	Garnish vegetable dish according to establishment standards									
	5.3	Present and hold vegetable dish following the food temperature zones									

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO 6 Store Vegetables	6.1	Keep frozen and processed vegetables according to manufacturer's standards							
	6.2	Label and store vegetables following FIFO standards							
	6.3	Store cooked vegetables following First-in-First-Out (FIFO) standards, considering the appropriate temperature, container and appropriate cold storage equipment							
LO 7 Support in Preparation and Cooking Basic vegetable dishes	7.1	Describe the quality points to determine the freshness of vegetables							
	7.2	Describe what to do if vegetable 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 vegetables									
	7.5	Describe the different methods of cooking basic vegetable dishes									
	7.6	State the main reason for blanching vegetables and explain how to retain its colour									
	7.7	Describe the appropriate portioning of vegetables and its effect to health									
	7.8	State healthy methods of cooking and finishing vegetables									
	7.9	Describe how to store cooked and uncooked vegetables									
	7.10	Discuss FIFO and the importance of adhering to work and safety standards and the legal requirements									
	7.11	Discuss the temperature zones that will affect vegetable preparation, production and storage									

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

UNIT 09: BASIC PASTA DISHES

Unit reference number: HTTCS006L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose: This Unit describes level 2 competencies needed for preparing and cooking basic pasta 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 09:

LO (Learning Outcome)		Criteria:-	Evidence Type			Evidence Ref Page number		
LO 1 Support 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 Support 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	Cut fresh pasta as required by the standard recipes or establishment's standards						
	2.4	Prepare all other ingredients as specified in the standard recipes or establishment's standards						
LO 3 Assist Report and Document incidents	3.1	Report to the appropriate Personnel if any of the ingredients is faulty, deficient or not up to standard						

	3.2	Make appropriate entries in Kitchen Documents as regards temperature and quantities of ingredients									
	3.3	Report damaged tools or equipment to the appropriate personnel									
LO 4 Support Cook Pasta Dish	4.1	Identify the required cooking methods									
	4.2	Cook basic pasta dishes according to the standard recipes or establishment's standards									
	4.3	Adjust taste and seasoning according to standard recipes or establishment's standards									
	4.4	Ensure that the ingredients in the dish are of the right colour and texture									
	4.5	Adhere to work and safety standards and legal requirements									
LO 5 Support Present and Store Pasta dish	5.1	Arrange and portion pasta dish according to establishment standards									
	5.2	Garnish pasta dish according to establishment standards									

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
	5.3	Present and hold pasta dish following the food temperature zones							
	5.4	Label and store fresh pasta following FIFO standards temperature zones							
	5.5	Store cooked pasta following First- in-First-Out (FIFO) standards, considering the appropriate temperature, container and appropriate cold storage equipment							
LO 6 Support Preparation and Cooking Basic pasta Dishes	6.1	Observe and determine the freshness of pasta and the other ingredients							
	6.2	Apply measures when pasta and other ingredients do not meet required standards							
	6.3	Handle of tools, knife and equipment appropriately							
	6.4	Apply different methods of preparing and cooking basic pasta dishes							

	6.5	Determine when the pasta dish is of the correct texture, flavor and colour									
	6.6	Portion Pasta with effect to health									
	6.7	State healthier methods of cooking and finishing pasta									
	6.8	Prepare and cool pasta before storage and why it is necessary to do so									
	6.9	Describe how to store cooked pasta safely									
	6.10	Apply First-in-First-Out (FIFO) and the importance of adhering to work and safety standards and the legal requirements									
	6.11	Observe and apply time and temperature should be considered in pasta preparation, production and storage									

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

UNIT 10: COMPLEX PASTRY PRODUCTS

Unit reference number: HTTCS007L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

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 (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: Plan, prepare, bake and finish complex pastry products

LO (Learning Outcome)		Criteria:-			Evidence Type			Evidence Ref Page number	
LO1 Support Plan the production for complex pastry products	1.1	Plan the production of pastry 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 planning the menu							
	1.4	Estimate the duration of work time to bake pastry products							
	1.5	Develop menus for healthy diets							
LO2 Support Select and purchase ingredients for preparing and baking pastry products	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 Support select equipment and use techniques in baking pastry products	3.1	Ensure all areas, tools and equipment are in good working condition									
	3.2	Use appropriate presentation materials and equipment suitable for the presentation and style for specialty pastry products									
	3.3	Use appropriate tools and equipment and sanitize and keep after use									
LO4 Support prepare cook and finish pastry products	4.1	Prepare and cook variety complex pastry products for the special cuisine requirements									
	4.2	Consider cultural requirements in preparing complex pastry products									
		Monitor baking process and take action to make appropriate adjustments									
	4.3	Finish and serve complex pastry products according to the establishment style and customer's requirement									

LO 5 Support 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 do 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							

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

UNIT 11: PRODUCE BASIC CAKES, SPONGES AND SCONES

Unit reference number: HTTCS008L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This Unit describes level 2 competencies needed for producing basic Cakes, Sponges and Scones safely. It covers the preparation, cooking and storing of different types of cakes, sponges and scones handling them safely so as to prevent cross-contamination, in addition to supplies being satisfactory. 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 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: Produce Basic Cakes, Sponges and Scones

LO (Learning outcome)		Criteria:-			Evidence Type			Evidence Ref Page number		
LO 1 Support Select and prepare 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 and								
	1.4	Grease appropriate baking container								
LO 2 Support 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	Prepare Cake, Sponge and scone mixture as required by the standard recipe								
	2.4	Follow correct mixing and shaping techniques								
LO 3	3.1	Report to the appropriate Personnel if								

Support Report and Document work activities		any of the ingredients is faulty, deficient or not up to standard									
	3.2	Make appropriate entries in Kitchen Documents as regards temperature and quantities of ingredients									
	3.3	Report damaged tools or equipment to the appropriate personnel									
LO 4 Support Cook and finish Cake, sponge and Scones	4.1	Identify the required cooking methods									
	4.2	Cook cake, sponge and scone according to the standard recipes or establishment's standards									
	4.3	Ensure that the cake, sponge and scone is of the right colour, flavor texture and quantity									
	4.4	Adhere to work and safety standards and legal requirements									
	4.5	Portion and present cake, sponge and scones according to standard recipe and health requirements									
	4.6	Label and store cakes, sponges and scones not for immediate use safely following First-in-First-Out (FIFO) standards									

LO (Learning outcome)	Criteria:-		Evidence Type				Evidence Ref Page number			
LO 5 Support prepare and cook basic cakes, Sponges and scones	5.1	Describe the quality points to determine the freshness of the cakes, sponges and scones								
	5.2	Describe what to do if the ingredients do not meet required standards								
	5.3	State the importance handling of tools, knife and equipment appropriately								
	5.4	Discuss the different types of cakes, sponges and scones and how they are prepared								
	5.5	Explain why it is important to follow standard recipes while preparing and cooking cakes, sponges and scones								
	5.6	Explain how to recognize when cakes, sponges and scones are cooked and have the correct colour, flavour and texture								
	5.7	State healthy methods of Preparing,								

		Cooking and finishing cakes, Sponges and Scones									
	5.8	Describe how to store prepared and cooked cakes, sponges and scones									
	5.9	Discuss First-in-First-Out (FIFO) and the importance of adhering to work and safety standards and the legal requirements									

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

UNIT 12: PREPARE AND COOK NIGERIAN SOUPS

Unit reference number: HTTCS009L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This Unit describes level 2 competencies needed for 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 12- Prepare and cook Nigerian soups

LO (Learning outcome)		Criteria:-			Evidence Type			Evidence Ref Page number		
LO 1 Support 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 Support 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	Identify the 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	3.1	Report damaged tools or equipment to the appropriate personnel								

Support Report to the appropriate person									
	3.2	Report to the appropriate Personnel if any of the ingredients has a problem							
LO 4 Support 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 Support 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							

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
	5.5	Store cooked Soup following First-in-First-Out (FIFO) standards, considering the appropriate temperature, container and appropriate cold storage equipment							
LO 6 Support Preparation and Cooking Nigerian Soups	6.1	Describe the quality points to determine the freshness of the ingredients used							
	6.2	Describe how main protein and other ingredients do not meet required standards							
	6.3	Handle tools, knife and equipment appropriately							
	6.4	Explain why the damaged or faulty tools and equipment should be reported							
	6.5	Classify Nigerian soups into different types							
	6.6	Apply the different methods of cooking Nigerian Soups							
	6.7	Put fresh green vegetables into the soup at the last minute							

	6.8	Portioning Nigerian Soup based on prescribed diet.									
	6.9	Store soups not for immediate use.									
	6.10	Adhere to work and safety standards and the legal requirements									
	6.11	Observe temperature zone that will can affect the preparation, production and storage of Nigerian soups.									

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

UNIT 13: MAKE BASIC STOCKS

Unit reference number: HTTCS010L2

NSQ level: 2

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 13: Make basic stocks

LO (Learning Outcome)	Criteria:-			Evidence Type			Evidence Ref		
LO1 Support Make the stocks	1.1	Select ingredients according to the standard recipes or establishment's requirements							
LO 2 Support observe stock cooking standards	2.1	Make the stocks according to the standard recipes or establishment's requirements							
	2.2	Finish the stocks according to the standard recipes or establishment's requirements							
	2.3	Make sure the stock is at correct temperature for holding, re-heating and							

		re-constituting										
LO 3 Support handle and store cooked stock	3.1	Store cooked stocks not for immediate use										
	3.2	Check if the ingredients are appropriate for food production										
	3.3	Apply measures if stocks and other ingredients do not meet required standards										
	3.4	Handle and keep tools and equipment appropriately										
	3.5	Describe the different methods of preparation stocks										
	3.6	Discuss the importance of temperature zones that will affect holding, re-heating and re-constitution										

Learners Signature:

Date:

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

EQA Signature (if sampled)

Date:

UNIT 14: COOK AND FINISH BASIC MEAT DISHES

Unit reference number: HTTCS011L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose: Unit describes level 2 competencies needed for preparing and cooking basic meat 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 14: Prepare and Cook Basic Meat Dishes

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Support Prepare the 'mise en place'	1.1	Select ingredients according to the standard recipes or establishment's standards							
	1.2	Ensure all ingredients are according to the quantity, quality and time frame required for production							
	1.3	Thaw frozen ingredients following the correct procedure							
	1.4	Follow the meat cuts as specified in the standard recipes or establishment's standards							
LO2 Support select tools and equipment	2.1	Select the appropriate tools and equipment required for preparing shellfish							
	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 Support Report to communicate problems encountered	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							

during the preparation												
LO 4 Support Report to communicate problems encountered during the preparation												
	4.1	Identify the required cooking methods										
	4.2	Cook basic meat 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 Support Finish and present simple meat dishes												
	5.1	Arrange and portion meat 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 Store of meat 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 meat considering the appropriate temperature, container and appropriate cold storage equipment										
LO (Learning outcome)	Criteria:-			Evidence Type				Evidence Ref Page number				
LO 7 Support prepare and cook simple meat dishes	7.1	Describe the quality points to determine the freshness of meat										
	7.2	Describe what to do if meat 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 meat										
	7.5	Describe the different methods of cooking basic meat dishes										
	7.7	Discuss why it is necessary to season meat at the completion of cooking										

		process									
7.8		Describe the appropriate portioning of meat and its effect to health									
7.9		Describe how to store cooked and uncooked meat									
7.10		Discuss FIFO and the importance of adhering to work and safety standards and the legal requirements									
7.11		Discuss the temperature zone that will affect meat preparation, production and storage									

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

UNIT 15: PREPARE AND COOK SHELLFISH

Unit reference number: HTTCS012L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose:

Unit Purpose: Unit describes level 2 competencies needed for preparing and cooking basic shellfish 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 15: Prepare and cook shellfish

LO (Learning outcome)		Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Support select tools and equipment	1.1	Select the appropriate tools and equipment required for preparing shellfish								
	1.2	Ensure that all the tools and equipment are in good working condition								
	1.3	Sanitize selected tools and equipment before and after use								
LO2 Support Identify and select ingredients	2.1	Identify and select various kinds of fresh and processed shellfish required for cooking								
	2.2	Ensure fish is of good quality								
	2.3	Avoid cross contamination from other products								
	3.1	Report to the immediate supervisor if ingredients is not fit for cooking								
LO3 Support Report to communicate problems encountered during the preparation	3.2	Take action and report any discrepancies in supply								
	3.3	Prepare necessary kitchen document								
LO4										

Support Prepare, cook and store shellfish	4.1	store shellfish not for immediate cooking										
	4.2	Thaw shellfish appropriately										
	4.3	Choose right tools and equipment										
	4.4	Prepare shellfish to meet establishment's requirements										
LO 5 Support prepare and cook shellfish	5.1	Describe how check for freshness of shellfish: prawn, shrimp, lobster, periwinkle, snails, mussels, crabs and clams										
	5.2	thaw pre-prepared shellfish										
	5.3	Handle problems with fish or other ingredients										
	5.4	Apply the right temperatures and cooking time for different types of fish										
	5.5	Use the right tools and equipment to prepare and cook fish and why it is important to use the right tools and equipment										
		Apply correct preparation and cooking methods to use										
	5.6	Describe healthy eating options when preparing shellfish										
	5.7	Garnish and present cooked shellfish										

Learners Signature:

Date:

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

EOA Signature (if sampled)

Date:

UNIT 16: PREPARE, COOK AND FINISH CANAPÉS PRODUCTS

Unit reference number: HTTCS013L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex cold 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 supervise and directly prepares and cooks complex dishes..

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, cook and finish canapés products

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Support Plan the menu for canapés and cocktail products	1.1	Plan menus for 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 planning the menu							
	1.4	Estimate the duration of work time to cook complex cold products							
	1.5	Develop menus for healthy diets							
LO2 Support Select and purchase ingredients for preparing and cooking canapés and cocktail products									
	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									

Support select equipment and use techniques in cooking and presenting canapés and cocktail products	3.1	Ensure all areas, tools and equipment are in good working condition									
	3.2	Use appropriate presentation materials and equipment suitable for the presentation and style for specialty dishes									
	3.3	Use appropriate tools and equipment and sanitize and keep after use									
LO4 Support prepare and cook canapés and cocktail products	4.1	Prepare and cook variety of canapés and cocktail products considering the special cuisine requirements									
	4.2	Consider cultural requirements in preparing canapés and cocktail products									
		Monitor cooking process and take action to make appropriate adjustments									
	4.3	Finish and serve canapés and cocktail products 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	Identify hazards, potential hygiene and safety problems and take appropriate solution to prevent risks and contamination							
	5.2	Store food correctly according to health regulations							
	5.3	Maintain personal hygiene and the use of complete uniforms							
LO6 Understand how to prepare, cook and finish, canapés and cocktail products	6.1	Describe the quality points to determine the freshness of cold products							
	6.2	Describe what to do if canapés and cocktail products 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 or portions for canapés and cocktail products and its approximate yields after preparation							

	6.5	Describe the different methods of preparing, cooking, finishing canapés and cocktail products									
	6.7	Describe how to store cooked and processed canapés and cocktail products									
	6.8	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements									
	6.9	Discuss the temperature zone that will affect canapés and cocktail products preparation, production, holding and storage									
	6.10	State the nutritional value and healthy eating option of canapés and cocktail products in the diet									
	6.11	Describe the appropriate garnishes, dresses, sauces and glazes for canapés and cocktail products									
	6.12	Discuss the current trends in relation to canapés and cocktail products									

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

UNIT 18: BAKE AND FINISH SIMPLE BREAD AND DOUGH PRODUCTS

Unit reference number: HTTCS014L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This Unit describes the craft competencies needed for 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: 18: Bake and finish simple bread and dough products

LO (Learning outcome)	Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Support 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 Support 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	Handle problems with the products								
	2.3	apply the correct tools and equipment to use for different preparation methods								
	2.4	Use the correct tools and equipment								
	2.5	Support baking applying different baking methods correctly								
LO3 Finish simple bread and dough products										
	3.1	Finish the baked products as required								
	3.2	Make sure the bread and bakery 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 19: PREPARE, BAKE AND FINISH COMPLEX COLD DESSERTS

Unit reference number: HTTCS015L2

NSQ level: 2

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 cold desserts 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 (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)

Workduct [(WP)]

Recognition of Prior Learning (RPL)

Unit 19: Prepare, bake and finish complex cold desserts

LO (Learning Outcome)		Criteria:-		Evidence Type				Evidence Ref	
								Page number	
LO1 Plan the production for complex cold desserts	1.1	Plan the production of cold desserts 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 planning the menu							
	1.4	Estimate the duration of work time to cook complex cold desserts							
	1.5	Develop menus for healthy diets							
LO2 Select and purchase ingredients for preparing complex cold desserts									
	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 preparing complex cold desserts	3.1	Ensure all areas, tools and equipment are in good working condition										
	3.2	Use appropriate presentation materials and equipment suitable for the presentation and style for specialty cold desserts										
	3.3	Use appropriate tools and equipment and sanitize and keep after use										
LO4 prepare cook and finish complex cold desserts	4.1	Prepare and cook variety complex cold desserts for the special cuisine requirements										
	4.2	Consider cultural requirements in preparing complex cold desserts										
		Monitor cooking process and take action to make appropriate adjustments										
	4.3	Finish and serve complex cold desserts 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 complex cold desserts 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, cook and finish complex cold desserts	6.1	Describe the quality points to determine the freshness cold desserts										
	6.2	Describe what to do if cold desserts ingredients do not meet required standards										
	6.3	State the importance handling of tools and equipment appropriately										
	6.4	Describe the different standard ways of presenting cold desserts and its approximate yields after preparation										
	6.5	Describe the different methods of preparation, cooking and finishing cold desserts										
	6.6	Describe the appropriate portioning cold desserts										
	6.7	Describe how to store hot desserts										

6.8	Explain the use of flour and fat preparation relate to the end product								
6.9	Explain how to minimize and correct faults for cold desserts								
6.1 0	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements								
6.1 1	Discuss the temperature zone that will affect cold desserts production and storage								
6.1 2	Describe the appropriate finishing for cold desserts								
6.1 3	State the nutritional value and healthy eating option cold desserts in the diet								
6.1 4	Discuss the current trends in relation to cold desserts preparation, cooking and presentation								

Learners Signature:

Date:

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

EQQA Signature (if sampled)

Date:

UNIT 20: PREPARE, BAKE AND FINISH COMPLEX HOT DESSERTS

Unit reference number: HTTCS016L2

NSQ level: 2

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 hot desserts 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 (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)

Reflec/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

Unit 20: Prepare, bake and finish complex hot desserts

LO (Learning outcome)		Criteria:-		Evidence Type			Evidence Ref		
									Page number
LO1 Plan the production for complex hot desserts	1.1	Plan the production of hot desserts to meet standard recipe or customer's requirement							
		Develop menus considering the availability, seasonality and cost of ingredients							
		Consider the production costing in planning the menu							
		Estimate the duration of work time to cook complex hot desserts							
		Develop menus for healthy diets							
LO2 Select and purchase ingredients for preparing complex hot desserts	2.1								
		Select ingredients which are appropriate to the menu considering the quality, price seasonality, availability and the establishment's requirement							
		Source ingredients and supplies from reliable suppliers							
		Minimize wastage through appropriate purchase and storage							
		Report to the immediate supervisor							

		when ingredients, tools and equipment are not available										
LO3 select equipment and use techniques in baking and finishing complex hot desserts	3.1	Ensure all areas, tools and equipment are in good working condition										
	3.2	Use appropriate presentation materials and equipment suitable for the presentation and style for specialty hot desserts										
	3.3	Use appropriate tools and equipment and sanitize and keep after use										
LO4 prepare cook and finish complex hot desserts	4.1	Prepare and cook variety complex hot desserts for the special cuisine requirements										
	4.2	Consider cultural requirements in preparing complex hot desserts										
		Monitor cooking process and take action to make appropriate adjustments										
	4.3	Finish and serve complex hot desserts 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 complex hot desserts 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, cook and finish complex hot desserts	6.1	Describe the quality points to determine the freshness hot desserts										
	6.2	Describe what to do if hot dessert ingredients do not meet required standards										
	6.3	State the importance handling of tools and equipment appropriately										
	6.4	Describe the different standard ways of presenting hot desserts and its approximate yields after preparation										
	6.5	Describe the different methods of preparation, baking and finishing hot desserts										
	6.6	Describe the appropriate portioning hot desserts										

6.7	Describe how to store hot desserts								
6.8	Explain the use of flour and fat preparation relate to the end product								
6.9	Explain how to minimize and correct faults for hot desserts								
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 hot desserts production and storage								
6.12	Describe the appropriate finishing for hot desserts								
6.13	State the nutritional value and healthy eating option hot desserts in the diet								
6.14	Discuss the current trends in relation to hot desserts								

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

UNIT 21: PREPARE, COOK AND FINISH COMPLEX HOT SAUCES

Unit reference number: HTTCS017L 2

NSQ level: 2

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 hot sauces 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 (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: Prepare, cook and finish complex hot sauces

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref	
								Page number	
LO1	Plan the menu for complex hot sauces	1.1	Plan menus for complex hot sauces to meet standard recipe or customer's requirement						
		1.2	Develop hot sauces considering the availability, seasonality and cost of ingredients						
		1.3	Consider the hot sauce costing in planning the menu						
		1.4	Estimate the duration of work time to cook complex hot sauces						
		1.5	Develop hot sauces for healthy diets						
LO2	Select and purchase ingredients for preparing and cooking complex hot sauces								
		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 hot sauces	3.1	Ensure all areas, tools and equipment are in good working condition									
	3.2	Use appropriate presentation materials and equipment suitable for the presentation and use of hot sauces									
	3.3	Use appropriate tools and equipment and sanitize and keep after use									
	3.4										
LO4 prepare cook and finish complex hot sauces											
	4.1	Prepare and cook variety of complex hot sauces considering the special cuisine requirements									
	4.2	Consider cultural requirements in preparing complex hot sauces									
	4.3	Monitor cooking process and take action to make appropriate adjustments									
	4.4	Finish and serve hot sauces with appropriate accompaniment, garnishes according to the establishment style and customer requirements									
	4.5	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 hot sauces	6.1	Describe the quality points to determine the freshness of hot sauce							
	6.2	Describe what to do if hot sauce 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 yields after preparation							
	6.5	Describe the different methods of cooking complex hot sauces							

	6.6	Describe the appropriate portioning of hot sauces and its effect to health									
	6.7	Describe how to store cooked sauces									
	6.8	Explain how to minimize and correct faults for complex hot sauces									
	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 hot sauce preparation, production and storage									
	6.11	Discuss the current trends in relation to cooking complex hot sauces									

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