



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

MASTERCRAFT CADRE

COOK

LEVEL 3

REVIEWED BY

HOSPITALITY & TOURISM SECTOR SKILLS COUNCIL OF NIGERIA (HTSSCN)

Federal Republic of Nigeria

27-28 AUGUST 2024

MEMBERS IN ATTENDANCE

LIST OF NOS REVIEWERS				
S/N	NAME	DESIGNATION	ORGANISATION/ ASSOCIATION/UNION	POSITION
1.	Prof. Bassey Esu	Trainer	Institute of Tourism Professionals of Nigeria (ITPN)	Chairman
2.	Nura Sani Kangiwa	Director General/CEO	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
3.	Chief Abiodun Odusanwo	Operator/Employer (Chairman BoD HT Sector Skills Council of Nigeria	Institute of Tourism Professionals of Nigeria (ITPN	Member
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5.	Katto Ola Emmanuel	Operator/Employer	Mastermind Catering and Culinary Institute, Abuja FCT	Member
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9.	Chef Fatima Haruna	Operator/Employer	Chef Fatima Culinary Academy	Member
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11.	Abinbola Ogunlusi	Operator/Employer	QMDCI Hospitality	Member
12.	Florence Oyelade Adedayo-Tayo	Operator/Employer	QMDCI Hospitality	Member
13.	Babayomi Omojola	Operator/Employer	Institute of Tourism Professionals of Nigeria (ITPN)	Member
14.	Ibrahim Baba	Trainer	National Institute for Hospitality & Tourism, Abuja FCT	Member
15.	Foluke Okoroma	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
16.	Asufi Stella	Trainer	National Institute for Hospitality & Tourism (NIHOTOUR)	Member

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17.	Kazeem Kayode	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
18.	Tina Ejiofor Ogonna	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
19.	Muhammad Bilyaminu Musa	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
20.	Maryam Yusha'u Abubakar	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
21.	Elijah Dabak Sheleph	Trainer	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
22.	Philip Egga Maga	Council Under-Secretary	NIHOTOUR/ HT Sector Skills Council Secretariat	Member/Secretary

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Unit 03	Work effectively as part of a Hospitality Team
Unit 04	Communication System in a Work environment
Unit 05	Plan, prepare, cook and finish complex vegetable dishes
Unit 06	Plan, prepare, cook and finish complex fish dishes
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Unit 24	Ethics in hospitality, leisure, travel and tourism sectors
Unit 25	Employment rights and responsibilities in hospitality, leisure, travel

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 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
CAREER PATH: COOKERY/F&B PRODUCER
NSQ LEVEL: 3 (MASTERCRAFT/OPERATOR)

TABLE OF STANDARDS

S/N	Unit Title	Unit code	Credit value	GLH
	Mandatory Standards			
Unit 01	Maintain a safe, hygienic and secure working environment	HTTGP001L3	3	30
Unit 02	Maintain food safety when storing, preparing and cooking food	HTTGPO02L3	3	30
Unit 03	Work effectively as part of a Hospitality Team	HTTGP003L3	3	30
Unit 04	Communication System in a Work environment	HTTGP004L3	1	10
	Optional Units			
Unit 05	Prepare, cook and finish complex vegetable dishes	HTTCK001L3	5	50
Unit 06	Prepare, cook and finish complex fish dishes	HTTCK002L3	7	70
Unit 07	Plan, prepare, cook and finish complex shellfish dishes	HTTCK003L3	7	70
Unit 08	Prepare, cook and finish complex meat dishes	HTTCK004L3	7	70
Unit 09	Prepare, cook and finish complex poultry dishes	HTTCK005L3	7	70
Unit 10	Prepare, cook and finish complex hot sauces	HTTCK006L3	3	30
Unit 11	Prepare, cook and finish complex soup dishes	HTTCK007L3	3	30
Unit 12	Prepare, cook and finish complex cold food dishes	HTTCK008L3	5	5
Unit 13	Prepare, cook and finish complex pastry products	HTTCK009L3	3	30
Unit 14	Prepare, cook and finish complex cakes, sponges, biscuits and scones	HTTCK010L3	4	40
Unit 15	Prepare, cook and finish complex bread and dough products	HTTCK011L3	3	30

Unit 16	Prepare, cook and finish complex cold desserts	HTTCK012L3	3	30
Unit 17	Prepare, cook and finish complex hot desserts	HTTCK013L3	3	30
Unit 18	Prepare, cook and finish complex canapés and cocktail products	HTTCK014L3	3	30
Unit 19	Lead small teams	HTTCK015L3	2	20
Unit 20	Control and order stock order	HTTGP016L3	2	20
Unit 21	Establish and maintain quality control	HTTGP017L3	3	30
Unit 22	Prepare and Cook Nigerian Soups	HTTFP018L3	3	30
Unit 23	Prepare and cook rice and other grains	HTTGP019L3	2	20
Unit 24	Ethics in hospitality, leisure, travel and tourism sectors	HTTGP020L3	2	20
Unit 25	Employment rights and responsibilities in hospitality, leisure, travel	HTTCK021L3	2	20

Abbreviations: HTT= Hospitality Travel and Tourism Sector

GP= General Practice

CK= Cook

001= Unit number

L3= Level 3

UNIT 01: MAINTAIN SAFE HYGIENIC AND SECURE WORKING ENVIRONMENT

Unit reference number: HTTGP001L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

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

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

Unit 01: MAINTAIN A SAFE HYGIENIC AND SECURE WORKING ENVIRONMENT

LO (Learning outcome)		Criteria:-	Evidence Type					Evidence Ref Page number			
LO1 Maintain Personal Health and Hygiene	1.1	Wear Clean, Smart and appropriate Clothing									
	1.2	Keep hair neat and tidy and in line with your organization's Standard									
	1.3	Use jewelry, perfume and cosmetics allowed by organization									
	1.4	Get any cuts, grazes, burns treated by the appropriate person									
	1.5	Report illnesses and any infections promptly to the appropriate person									
LO2											

Awareness of Health, safety and Environmental Security	2.1	State your responsibilities under the health and Safety act									
	2.2	State the general rules of hygiene that you should follow									
	2.3	State Clothing, footwear and headgear that should be worn at all times									
	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									
	4.3	State where you can obtain information about Health and safety in your work place									

Unit 001: Maintain a Safe Hygienic and Secure Environment

LO (Learning outcome)			Criteria:-				Evidence Type				Evidence Ref Page number			
LO 4	4.4	Describe the types of hazards that can occur in your workplace and how to deal with them												
	4.5	State hazards that you can deal with personally and hazards that must be reported to someone else												
	4.6	Describe how to warn other people about hazards and why this is important												
	4.7	Explain why accidents and near accidents should be reported and who these should be reported to												
	4.8	Describe the type of emergencies												

[illegible]

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

UNIT 02: MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

Unit reference number: HTT GP002L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (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: 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 jewelry 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								

[illegible]

LO (Learning Outcome) Criteria:-			Evidence Type				Evidence Ref Page number			
	3.15	State the importance of clearing and disposing of waste promptly and safely								
	3.16	Describe how to dispose of waste safely								
	3.17	State the types of pests that could be found in catering Establishments								
	3.18	Describe the signs that signify the presence of pests								
LO 4 Storing Food Safely	4.1	Check the freshness, temperature and expiry date of food item								
	4.2	Look for any important information on the label and leave it intact								
	4.3	Carry out any necessary action to prepare food for storage								
	4.4	21. Place food in appropriate storage place or equipment without temperature change								
	4.5	Ensure that 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 record 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								

[illegible]

LO (Learning Outcome)			Criteria:-	Evidence Type				Evidence Ref	Page number
	5.17	Explain what to do if a customer asks if a particular dish is free from a certain food allergy							
	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 foodsafety 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							

UNIT 03: TEAM WORK AT HOSPITALITY WORKPLACE

Unit reference number: HTTGP003L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit deals with fulfilling one's own role 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 (WOA) 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: Work effectively as part of a Hospitality Team

[illegible]

[illegible]

Unit 02: Work effectively as part of a Hospitality Team

[illegible]

[illegible]

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

UNIT 04: COMMUNICATE AT WORK ENVIRONMENT

Unit reference number: HTTGP004L3

NSQ level: 3

Credit value: 1

Guided learning hours: 10

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (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: Communication System in a Work Environment

[illegible]

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

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

UNIT 05: PREPARE, COOK AND FINISH COMPLEX VEGETABLE DISHES

Unit reference number: HTTCK001L3

NSQ level: 3

Credit value: 5

Guided learning hours: 50

Unit Purpose: This unit describes the competencies that a learner must achieve to plan, prepare, cook and finish complex vegetable dishes safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that supervises as well as prepares and cooks complex vegetable 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 05: prepare, cook and finish complex vegetable dishes

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the menu for complex vegetable dishes	1.1	Plan menus for complex dishes 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 dishes								
	1.5	Develop menus for healthy diets								
LO2 Support, select and purchase ingredients for preparing and cooking complex										
	2.1	Select ingredients which are appropriate to the menu considering the quality, price seasonality, availability and the								

[illegible][illegible]

		take appropriate solution to prevent risks and contamination											
LO6 Know how to prepare and cook complex vegetable dishes	6.1	Describe the quality points to determine the freshness of vegetables and other ingredients											
	6.2	Describe what to do if vegetables 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 styles of vegetables cuts and its approximate yields after preparation											
	6.5	Describe the different methods of cooking complex vegetable dishes											
	6.6	Describe the appropriate portioning of vegetables and its effect to health											
	6.7	Describe how to store cooked and uncooked vegetables											
	6.8	Explain how to minimize and correct faults for complex vegetable dishes											
	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 vegetable preparation, production and storage											
	6.11	Describe the appropriate garnishes, dressings, sauces and glazes of complex vegetable dishes											
	6.12	State the nutritional value and healthy eating option of vegetable in the diet											
	6.13	Discuss the current trends in relation to cooking complex vegetable dishes											

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

UNIT 06: PREPARE, COOK AND FINISH COMPLEX FISH DISHES

Unit reference number: HTTCK002L3
NSQ level: 3
Credit value: 7
Guided learning hours: 70

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex fish dishes safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that supervises as well as prepares and cooks complex 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 006: prepare, cook and finish complex fish dishes

LO (Learning Outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the menu for complex fish dishes	1.1	Plan menus for complex fish dishes 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 fish dishes								
	1.5	Develop menus for healthy diets								
LO2 Select and purchase ingredients for preparing and cooking complex fish dishes										
	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								

[illegible][illegible]

prepare and cook complex fish dishes		determine the freshness of meat										
	6.2	Describe what to do if fish and other ingredients do not meet required standards										
	6.3	State the importance handling of tools, knife and equipment appropriately										
	6.4	Describe the different cuts of meat and its approximate yields after preparation										
	6.5	Describe the different methods of cooking complex meat dishes										
	6.6	Describe the appropriate portioning of fish and its effect to health										
	6.7	Describe how to store cooked and uncooked meat										
	6.8	Explain how to minimize and correct faults for complex fish dishes										
	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 fish preparation, production and storage										
	6.11	Describe the appropriate garnishes, dresses, sauces and glazes of complex fish dishes										
	6.12	State the nutritional value and healthy eating option of fish in the diet										
	6.13	Discuss the current trends in relation to cooking complex fish dishes										

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

UNIT 07: PREPARE, COOK AND FINISH COMPLEX SHELLFISH DISHES

Unit reference number: HTTCK003L3
NSQ level: 3
Credit value: 7
Guided learning hours: 70

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex shellfish dishes safely and focuses on the five main areas of planning, preparing, cooking, finishing, storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that supervises as well as prepares and cooks complex shellfish 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 07:PREPARE, COOK AND FINISH COMPLEX SHELLFISH DISHES

LO (Learning Outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Assist Plan the menu for complex shellfish dishes	1.1	Plan menus for complex shellfish dishes 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 meat dishes								
	1.5	Develop menus for healthy diets								
LO2 Select and purchase ingredients for preparing and cooking complex shellfish										
	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								

[illegible][illegible]

		prevent risks and contamination											
LO6 Know how to prepare and cook complex shellfish dishes	6.1	Describe the quality points to determine the freshness of meat											
	6.2	Describe what to do if shellfish 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/portion of shellfish and its approximate yields after preparation											
	6.5	Describe the different methods of cooking complex shellfish dishes											
	6.6	Describe the appropriate portioning of shellfish and its effect to health											
	6.7	Describe how to store cooked and uncooked shellfish											
	6.8	Explain how to minimize and correct faults for complex shellfish dishes											
	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 meat preparation, production and storage											
	6.11	Describe the appropriate garnishes, dresses, sauces and glazes of complex fish dishes											
	6.12	State the nutritional value and healthy eating option of meat in the diet											
	6.13	Discuss the current trends in relation to cooking meat											

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

UNIT 08: PREPARE, COOK AND FINISH COMPLEX MEAT DISHES

Unit reference number: HTTCK004L3

NSQ level: 3

Credit value: 7

Guided learning hours: 70

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex meat dishes safely and focuses on the five main areas of planning, preparing, cooking, finishing storing and preventing cross contamination, in addition to supplies being satisfactory. It includes portion control and yield estimation. It provides learner with broader understanding of reviewing hazards and hazard-based procedures such that they are part of team maintaining food safety. This unit is appropriate to learner that 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 08: Prepare, cook and finish complex meat dishes

LO (Learning Outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the menu for complex meat dishes	1.1	Plan menus for complex meat dishes 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 meat dishes								
	1.5	Develop menus for healthy diets								
LO2 Select and purchase ingredients for preparing and cooking complex										
	2.1	Select ingredients which are appropriate to the menu considering the quality, price seasonality, availability and the establishment's requirement								

[illegible][illegible]

prepare and cook complex meat dishes	6.2	Describe what to do if meat and other ingredients do not meet required standards									
	6.3	State the importance handling of tools, knife and equipment appropriately									
	6.4	Describe the different cuts of meat and its approximate yields after preparation									
	6.5	Describe the different methods of cooking complex meat dishes									
	6.6	Discuss why it is necessary to season meat at the completion of cooking process									
	6.7	Describe the appropriate portioning of meat and its effect to health									
	6.8	Describe how to store cooked and uncooked meat									
	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 meat preparation, production and storage									
	6.10	State the nutritional value and healthy eating option of meat in the diet									
	6.11	Describe the appropriate garnishes, dresses, sauces and glazes of complex fish dishes									
	6.12	Discuss the current trends in relation to cooking meat									

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

UNIT 09: PREPARE, COOK AND FINISH COMPLEX POULTRY DISHES

Unit reference number: HTTCK005L3
NSQ level: 3
Credit value: 7
Guided learning hours: 70

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (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 009: Prepare, cook and finish complex poultry dishes

LO (Learning Outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the menu for complex poultry dishes	1.1	Plan menus for complex meat dishes 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 fish dishes								
	1.5	Develop menus for healthy diets								
LO2 Select and purchase ingredients for preparing and cooking complex poultry dishes	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								

and cook complex poultry dishes	6.2	Describe what to do if poultry and other ingredients do not meet required standards											
	6.3	State the importance handling of tools, knife and equipment appropriately											
	6.4	Describe the different cuts of poultry and its approximate yields after preparation											
	6.5	Describe the different methods of preparing complex poultry dishes											
	6.6	Describe the different methods of cooking complex poultry dishes											
	6.7	Describe the appropriate portioning of poultry and its effect to health											
	6.8	Describe how to store cooked and uncooked poultry											
	6.9	Explain how to minimize and correct faults for complex poultry dishes											
	6.10	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements											
	6.11	Discuss the temperature zone that will affect poultry preparation, production and storage											
	6.12	Describe the appropriate garnishes, dresses, sauces and glazes of complex poultry dishes											
	6.13	State the nutritional value and healthy eating option of poultry in the diet											
	6.14	Discuss the current trends in relation to cooking complex poultry dishes											

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

UNIT 10: PREPARE, COOK AND FINISH COMPLEX HOT SAUCES

Unit reference number: HTTCK006L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex 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 10: 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								

[illegible][illegible]

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:

UNIT 11: PREPARE, COOK AND FINISH COMPLEX SOUPS DISHES

Unit reference number: HTTCK007L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

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

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

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

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the menu for complex soups	1.1	Plan menus for complex soups 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 soups								
	1.5	Develop menus for healthy diets								
LO2 Select and purchase ingredients for preparing and cooking complex soups	2.1	Select ingredients which are appropriate to the menu considering the quality, price seasonality, availability and the establishment's requirement								
	2.2	Source ingredients and supplies from reliable suppliers								

[illegible]

LO (Learning Outcome)			Criteria:-	Evidence Type					Evidence Ref Page number			
LO 5 Impleme nt safe/hygi enic 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	6.1	Describe the quality points to determine the freshness of soups										

prepare and cook complex soups	6.2	Describe what to do if soups and other ingredients do not meet required standards										
	6.3	State the importance handling of tools, knife and equipment appropriately										
	6.4	Describe the approximate yield of soup after preparation										
	6.5	Describe the different methods of cooking complex soups										
	6.6	Describe the appropriate portioning of serving soups										
	6.7	Describe how to store cooked soups										
	6.8	Explain how to minimize and correct faults for complex soups										
	6.9	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements										
	6.10	Discuss the temperature zone that will affect soup preparation, production and storage										
	6.11	Describe the appropriate garnishing of complex soups										
	6.13	Discuss the current trends in relation to cooking complex soups										

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

UNIT 12: PREPARE, COOK AND FINISH COMPLEX COLD FOOD PRODUCTS

Unit reference number: HTTCK008L3

NSQ level: 3

Credit value: 5

Guided learning hours: 50

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 12: Prepare, cook and finish complex cold products

LO (Learning Outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the menu for complex cold products	1.1	Plan menus for complex products to meet standard recipe or customer's requirement								
	1.2	Develop menus considering the availability, seasonality and cost of ingredients								
	1.3	Consider the menu costing in planning the menu								
	1.4	Estimate the duration of work time to cook complex cold products								
	1.5	Develop menus for healthy diets								
LO2 Select and purchase ingredients for preparing and cooking complex cold 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 select equipment and use techniques in cooking and presenting complex cold 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 prepare and cook complex cold products											
	4.1	Prepare and cook variety of complex cold products considering the special cuisine requirements									
	4.2	Consider cultural requirements in preparing complex cold products									
		Monitor cooking process and take action to make appropriate adjustments									
	4.3	Finish and serve cold 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									

[illegible]

cook complex cold products	6.2	Describe what to do if cold 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 of cold products and its approximate yields after preparation									
	6.5	Describe the different methods of preparing, cooking, finishing complex cold products									
	6.6	Describe the appropriate portioning of complex cold products and its effect to health									
	6.7	Describe how to store cooked and processed cold 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 cold products preparation, production, holding and storage									
	6.10	State the nutritional value and healthy eating option of cold products in the diet									
	6.11	Describe the appropriate garnishes, dresses, sauces and glazes of complex cold products									
	6.12	Discuss the current trends in relation to cold products preparation									

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

UNIT 13: PREPARE, BAKE AND FINISH COMPLEX PASTRY PRODUCTS

Unit reference number: HTTCK009L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

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

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

Unit 13: Prepare, bake and finish complex pastry products

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the production for complex pastry products	1.1	Plan the production of 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 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								

	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 14: PREPARE, BAKE AND FINISH COMPLEX CAKES, SPONGES, BISCUITS AND SCONES

Unit reference number: HTTCK010L3

NSQ level: 3

Credit value: 4

Guided learning hours: 40

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex cakes, sponges, biscuits and scones 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 14: Prepare, cook and finish complex cakes, sponges, biscuits and scones

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the production for complex cakes, sponges, biscuits and scones	1.1	Plan the production of cakes, sponges, biscuits and scones 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 cakes, sponges, biscuits and scones								
	1.5	Develop menus for healthy diets								
LO2 Select and purchase ingredients for preparing										
	2.1	Select ingredients which are appropriate to the menu considering the quality, price								

[illegible][illegible]

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

UNIT 15; PREPARE, BAKE AND FINISH COMPLEX BREAD AND DOUGH PRODUCTS

Unit reference number: HTTCK011L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

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

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

Unit 015: Plan, prepare, bake and finish complex bread and dough products

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Plan the menu for complex bread and dough products u for	1.1	Plan menus complex bread and dough products to meet standard recipe or customer's requirement								
	1.2	Develop menus considering the availability, seasonality and cost of ingredients								
	1.3	Consider the menu costing in planning the menu								
	1.4	Estimate the duration of work time to bake complex bread and dough products								
	1.5	Develop menus for healthy diets								
LO2 Select and purchase ingredients for preparing and baking										
	2.1	Select ingredients which are appropriate to the menu considering the quality, price seasonality, availability and the								

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

[illegible]

LO6 Know how to prepare and cook complex bread and dough products	6.1	Describe the quality points to determine the freshness of complex bread and dough products										
	6.2	Describe what to if bread and dough products ingredients do not meet required standards										
	6.3	State the importance handling of tools and equipment appropriately										
	6.4	Describe the different standard shapes of bread and dough products and its approximate yields after preparation										
	6.5	Describe the different methods of baking complex bread and dough products										
	6.6	Describe the appropriate portioning of complex bread and dough products										
	6.7	Describe how to store cooked and uncooked bread and dough products										
	6.8	Explain how to minimize and correct faults for complex bread and dough products										
	6.9	Discuss first in and first out (FIFO) and the importance of adhering to work and safety standards and the legal requirements										
	6.10	Discuss the temperature zone that will affect bread and dough products production and storage										
	6.11	Describe the appropriate finishing for complex bread and dough products										
	6.12	State the nutritional value and healthy eating option of bread and dough products in the diet										
	6.13	Discuss the current trends in relation to baking complex bread and dough products										

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

UNIT 16: PREPARE, BAKE AND FINISH COMPLEX COLD DESSERTS

Unit reference number: HTTCK012L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex 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)

Work Product [(WP)

Recognition of Prior Learning (RPL)

Unit 16: 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								

desserts		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										
	6.10	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 cold desserts production and storage										
	6.12	Describe the appropriate finishing for cold desserts										
	6.13	State the nutritional value and healthy eating option cold desserts in the diet										
	6.14	Discuss the current trends in relation to cold desserts preparation, cooking and presentation										

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

UNIT 17: PREPARE, BAKE AND FINISH COMPLEX HOT DESSERTS

Unit reference number: HTTCK013L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex 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)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

Unit 17: 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								
	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 hot desserts								
	1.5	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								
	2.2	Source ingredients and supplies								

hot desserts		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 18: PREPARE, COOK AND FINISH CANAPÉS AND COCKTAIL PRODUCTS

Unit reference number: HTTCK014L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit describes level 3 competencies that a learner must achieve to plan, prepare, cook and finish complex 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 18: Prepare, cook and finish canapés and cocktail products

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 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 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 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 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									

[illegible]

prepare, cook and finish, canapés and cocktail products		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 19: LEAD SMALL TEAMS

Unit reference number: **HTTGP015L3**

NSQ level: **3**

Credit value: **2**

Guided learning hours: **20**

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

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 19: Lead Small Teams

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Provide team leadership	1.1	Develop and present work requirements to team members								
	1.2	Communicate to the members of team the purpose of tasks to be undertaken								
	1.3	Deal with team members queries and concerns about the task to be undertaken								
LO2 Assign responsibilities										
	2.1	Allocate duties and responsibilities to members of the team considering their skills, knowledge and aptitude								
	2.2	Allocate duties to members of team considering individual preference								
LO3 Set performance expectations										
	3.1	Establish performance expectations based on customer needs and wharf the task entails								
	3.2	Design performance expectations based on individual team members duties and area of responsibility								

UNIT 20: CONTROL AND ORDER STOCK ORDER

Unit reference number: HTTGP016L3

NSQ level: 3

Credit value: 2

Guided learning hours: 20

Unit Purpose: This unit covers the competency required to control and order stock in a range of hospitality establishments. This role is generally carried out by supervisors.

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 20: Control and Order Stock

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 maintain stock levels and records	1.1	Maintain and monitor stock level according to establishment standards								
	1.2	Monitor stock security systems are adjusted are required								
	1.3	Monitor stock recorder cycles and are adjusted as required								
	1.4	Inform staff involved in stock recording of their responsibilities								
	1.5	Maintain updated records of stocks and their movements according to establishment standards								
	1.6	Monitor, identify and report stock performance from fast or slow selling products								
LO2 process stock orders										
	2.1	Process order of stocks according to establishments standards								
	2.2	Maintain and record stock levels are current, complete and with correct information								
	2.3	Check in coming supply against purchase order requirements ans								

		agreements with suppliers												
LO3 minimize stock losses														
	3.1	Identify and record stock losses												
	3.2	Report stock losses according to establishment procedures												
	3.3	Identify reasons behind losses												
	3.4	Recommend solutions to avoid recurrence in the future												
LO4 Follow up orders														
	4.1	Ensure delivery deadlines are met												
	4.2	Ensure continuity of supply by liaising with colleagues and suppliers												
	4.3	Follow up routine supply problems by communicating to the appropriate person in accordance to establishment policy												
	4.4	Store stock according to agreed locations												

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 5 organize and administer stocks	5.1	Carry out stock taking according to the establishment policy								
	5.2	Produce stock reports according to establishment policy and timelines								
LO6 know how to store stocks										
	6.1	State different types and range stocks in the hospitality and other services industry								
	6.2	Describe causes of stock loss								
	6.3	State hoe to minimize stock loss								
	6.4	Identify company policy with regards to stock levels								
	6.5	Explain why over stocking and lack of rotation may cause product deterioration								
	6.6	Describe stock recording and security systems								
	6.7	Describe different stock documentation control systems								

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

EQA Signature (if sampled)	Date:
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UNIT 21: ESTABLISH AND MAINTAIN QUALITY CONTROL

Unit reference number: **HTTGP017L3**
NSQ level: **3**
Credit value: **3**
Guided learning hours: **30**

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

EVIDENCE

Evidence for this unit will be:

Direct Observation (DO)
 Assignment (ASS)
 Personal Statement (PS)
 Witness Testimony (WT)
 Question & Answer (QA)
 Work Product (WP)
 Learning Journal (LJ)
 Recognition of Prior Learning (RPL)

UNIT 21: Unit assessment requirements/evidence requirements

LO (Learning Outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 Establish procedures for quality control	1.1	Ensure established procedures are maintained to guarantee quality of menu items in reference to: 1) raw ingredients 2) cooking processes 3) portion control 4) presentation								
	1.2	Ensure that products and services are consistent and that they meet establishment standards								
	1.3	Ensure that food items and ingredients match menu description								
LO2 monitor quality										
	2.1	Apply procedures to monitor quality through: 1) Observation 2) Product evaluation 3) Taste test 4) Seeking feedback								
LO3 solve quality problem										
	3.1	Identify occurrence and solve problem related to quality control								
	3.2	Investigate consistency in supplier quality delivery								

LO4												
	4.1	Describe the role of quality control in the kitchen production and its relation to overall performance and profitability										
	4.2	Describe features and benefits of different quality control methods										
	4.3	Describe key areas for monitoring quality										
	4.4	State procedures to ensure quality of menu in relation to 1) raw ingredients 2) cooking processes 3) portion control 4) presentation										

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

UNIT 22 PREPARE AND COOK NIGERIAN SOUPS

Unit reference number: HTTCK018L2

NSQ level: 3

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 (OOA) 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 22: Prepare and Cook Nigerian Soups

Unit 22: Preparation and Cookery General Skills										
LO (Learning outcome)			Criteria:-		Evidence Type				Evidence Ref Page number	
LO 1 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 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								

[illegible][illegible]

[illegible]

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

UNIT 23: PREPARE AND COOK RICE AND OTHER GRAINS

Unit reference number: HTCK019L3

NSQ level: 3

Credit value: 2

Guided learning hours: 20

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (OBS)

Oral Question & Answer (OOA) 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 23: PREPARE AND COOK RICE AND OTHER GRAINS

[illegible]

	1.1 0	Describe how to carry out different preparation methods correctly											
LO2													
Cook rice	2.1	Cook rice and grains for the dish as required											
	2.2	State the correct techniques, tools and equipment to carry out different cooking methods											
	2.3	State how to decide when rice are correctly cooked											
LO3													
Storage of grains and rice	3.1	Safely store any prepared rice and other grain not for immediate use											
	3.2	State how to store cooked rice and other grain not for immediate use											
	3.3	State how to store uncooked rice before preparation											

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

[illegible]

[illegible]

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

UNIT 25: EMPLOYMENT RIGHTS & RESPONSIBILITIES IN HOSPITALITY, LEISURE, TRAVEL AND TOURISM SECTOR

Unit reference number: HTTGP021L3

NSQ level: 3

Credit value: 2

Guided learning hours: 20

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

Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (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 25: Employment rights & responsibilities in hospitality, leisure, travel and tourism sector

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Know employees rights and responsibilities and own establishments procedure	1.1	State the employer and employees rights and responsibilities under employment law, including disability, discrimination act, health and safety and other relevant regulations									
	1.2	State the importance of having employment rights and responsibilities.									
	1.3	Describe establishments procedures in handling health and safety issues including documentation									
	1.4	Describe establishment procedures in handling issues on equality and diversity including documentation									
	1.5	Identify sources of information and advice on employment rights and responsibility including access to work and additional learning support									

LO2 Know the factors that affect own organization and occupation												
	2.1	Describe the role played by own occupation within the establishment and industry										
	2.2	Describe career pathways available to them										
	2.3	State types of representative body related to the industry, their main functions, responsibilities and relevance to the industry										
	2.4	Identify sources of information and advice on own industry, occupation, training and career.										
	2.5	Describe issues on public concern that affect own organization and industry.										

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