

# National Vocational Certificate Level 4 in Hospitality (Sous Chef)



CBT Curriculum

## **National Vocational & Technical Training Commission**

5th Floor, Evacuee Trust Complex

Sector F-5/1, Islamabad

Tel: +92 51 904404

Fax: +92 51 904404

Email: info@navttc.org

### **Author:**

Dr. Jeremy Curtis (International Short Term Expert) , Mr. Babar Sheikh ( Director Operations College of Tourism and Hotel Management Lahore) , Mr. Muhammad Ather Jamil (Chairman A&F Consulting Lahore)

### **Reviewed by:**

Dr. Raimund Sobetzko (Team Leader, Component 2 TVET Reform Support Programme) , Mr. Muhammad Naeem Akhtar ( Deputy Team Leader Component 2 TVET Reform Support Programme ) , Mr. Ralf Strier ( Senior International Technical Advisor, TVET Reform Support Program)

### **Layout and Design by:**

Ms. Maria Arif ( Freelance Consultant )

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# Curriculum specification for Hospitality Sous Chef

## 1. Introduction

### The structure of this course

This curriculum comprises 10 modules. The recommended delivery time is 800 hours. Delivery of the course could therefore be full time, 5 days a week, for 6 months. Training providers are at liberty to develop other models of delivery, including part-time and evening delivery. The full structure of the course is as follow:

Module	Theory <sup>1</sup> Days/hours	Workplace <sup>2</sup> Days/hours	Total hours
Module 1: Monitoring the duties and activities of the kitchen team	20	80	100
Module 2: Co-ordinate the operation of the food preparation and cooking area	18	72	90
Module 3: Monitoring supplies for kitchen operations	12	48	60
Module 4: Monitoring the quality of food production	20	80	100
Module 5: Supervise the delivery of effective kitchen service to food service team	18	72	90
Module 6: Manage comments and complaints relating to food production	6	24	30

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<sup>1</sup> Learning Module hours in training provider premises

<sup>2</sup> Training workshop, laboratory and on-the-job workplace

Module 7: Monitoring health and safety issues in food production areas	35	55	90
Module 8: Monitoring and controlling kitchen costs and waste	35	25	60
Module 9: Monitoring delivery of food production into service areas	16	64	80
Module 10: Support the professional development of the kitchen team	20	80	100

Training providers need to understand that this curriculum for Hospitality Sous Chef cannot be delivered in isolation, because of the level of supervisory responsibilities within the role. Training providers must therefore ensure that they also offer the Hospitality Cook and/or Chef de Partie curriculum, with relevant opportunities for development of practical cook and/or chef skills. This will provide the context in which Sous Chefs can develop their own supervisory skills.

In this respect, training providers will also need professional training to ensure that they have the full range of tools, equipment and consumable supplies required for the Cook/Chef de Partie curriculum. These are detailed in Sections 8 and 9 of this document.

The purpose of the Hospitality Sous Chef course is to engage people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The course has been developed to address specific issues, such as the national, regional and local cultures, the manpower availability within the country, and meeting and exceeding the needs and expectations of their guests.

### **Central aim of the training provider, trainer or teacher**

The aim for the team of staff responsible for delivery of the Hospitality Sous Chef curriculum is to develop work related skills through comprehensive action orientation. Action orientation can be understood as the willingness and ability of a student to act in professional, social and private situations appropriate, thoughtfully and in a socially responsible manner.

Teaching staff will support students in developing their willingness and ability, through their technical knowledge and abilities, to solve tasks and problems that are goal-oriented. They will need to use student-centred, practically oriented methods. They will also need to develop a programme of practical assessment that reflects the learning outcomes stated in the curriculum.

Students of the Hospitality Sous Chef curriculum will also develop their willingness and ability as an individual to clarify issues, think through and to assess development opportunities. They will learn to consider requirements and constraints in family, professional and private life and to develop their own talents and future life plans.

Teaching staff will also support students in developing characteristics such as self-reliance, reliability, responsibility, a sense of duty and the willingness and ability to criticize and to accept criticism well and to adapt their future behaviour accordingly.

Teaching also needs to use the Hospitality Sous Chef curriculum to address development of social competence. Students need to acquire a willingness and ability to live and shape their own social relationships, to capture and understand contributions and tensions in their lives, as well as finding ways to deal with others in a rational and responsible manner. This in particular includes especially the development of social responsibility and solidarity.

Method competency, communicative competence and learning competence are inherent part of developing expertise, self-competence and social competence in students through the Hospitality Sous Chef curriculum. Method competence develops in students a willingness and ability to use a targeted, tactical approach during the handling of tasks and problems (for example, in the planning of steps). Communication competence develops a willingness and ability to understand and to shape communicative situations, including the ability for students to perceive, understand and to represent their own intentions and needs as well as those of their partners. Learning competence develops in students a willingness and ability to understand and evaluate – independently and together with others – information about facts and contexts through the Hospitality Sous Chef curriculum and to classify these in mental structures. As part of learning competencies, students will demonstrate the ability and willingness to develop in his or her professional or private life learning techniques and learning strategies and to use them for lifelong learning.

### **Entry level for trainees**

Trained and qualified as a Chef de Partie for at least 3 years, with 3 years" experience in a commercial hospitality kitchen (eg hotel, restaurant, club, industrial canteen)

OR

FA plus 5 years" experience as Chef de Partie in a commercial hospitality kitchen (eg hotel, restaurant, club, industrial canteen) and completion of appropriate admission assessment.

Trainees must also be competent at Level 3 in English and numeracy.

## **ALL ENTRANTS SHOULD HOLD A CURRENT MEDICAL CERTIFICATE**

### **Minimum teaching qualification**

Teaching staff should have at least five years' experience in the role of Executive chef. They should also hold or be working towards a formal teaching qualification.

Other formal qualifications in the hospitality industry would be useful in addition to the above. Trainers must be competent at Level 3 in English and numeracy.

### **Medium of instruction**

Instruction will be Urdu and English. For employment in the Middle East, some Arabic expressions will be helpful. It will also be helpful to develop knowledge of French terminology for the hospitality industry.

### **Terminology**

This curriculum is for a Hospitality Sous Chef. Some organisations may use alternative terms to describe this job role. Training providers should examine the Overview of the Curriculum to determine whether this curriculum meets the needs of potential students.

This curriculum specification uses the term Executive Chef to indicate the Sous Chef's line manager. Organisations are likely to use a range of different terms and this should be interpreted flexibly.

### **Laws and regulations**

Training providers must ensure they keep up to date with laws, standards and regulations – at both national and regional levels – relating to health and safety, food safety, guest rights and other relevant issues. These currently include:

- The Pure Food Ordinance 1960
- Pakistan Hotels and Restaurant Act 1976
- Pakistan Standards and Quality Control Authority Act 1996
- Factories Act 1934
- Punjab Factories Rules 1978
- Sindh Factories Rules 1975
- North-West Frontier Province Factories Rules 1975
- West Pakistan Hazardous Occupations Rules 1963
- Provincial Employees Social Security (Occupational Diseases) Regulation 1967
- Workmen Compensation Act 1923 and Rules 1961

The team of staff responsible for delivery of the Hospitality Sous Chef curriculum must familiarise themselves with laws and regulations that relate to their area of teaching and ensure that learners know and understand how to comply with and meet their responsibilities. Learning units will refer to the above list where appropriate.

### **Suggested distribution of modules**

This qualification is made up of 10 modules. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

Each module covers a range of learning components. These are intended to provide detailed guidance to teachers (for example the Learning Elements component) and give them additional support for preparing their lessons (for example the Materials Required component). The detail provided by each module will contribute to a standardised approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught. Each module also incorporates the cultural background of Pakistan, including specialist features and dishes that make this qualification unique to Pakistan's needs.

The distribution table is shown overleaf:

<b>Module 1:</b> Monitoring the duties and activities of the kitchen team 100 hours	<b>Module 3:</b> Monitoring supplies for kitchen operations 60 hours
<b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area 90 hours	<b>Module 4:</b> Monitoring the quality of food production 100 hours
<b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team 90 hours	<b>Module 6:</b> Manage comments and complaints relating to food production 30 hours
<b>Module 7:</b> Monitoring health and safety issues in food production areas 90 hours	<b>Module 10:</b> Support the professional development of the kitchen team 100 hours
<b>Module 8:</b> Monitoring and controlling kitchen costs and waste 60 hours	
<b>Module 9:</b> Monitoring delivery of food production into service areas 80 hours	

## **2. Competency Standard – “SOUS CHEF”**

### **Definition**

Sous Chefs have overarching responsibility for a kitchen, often with several sections. While specific duties vary depending on the type of establishment, the duties of Sous Chefs will include managing staff, planning menus, managing costs, ordering stock, planning staff rotas and training, managing standards and compliance with regulations.

### **Overall objectives of this course**

- Running a kitchen in line with organisational requirements
- Implementing food safety, health and safety, security and other practices to meet relevant regulations and ensure the safety of guests and associates
- Managing teams of kitchen staff
- Liaising with food and beverage service teams and other departments
- Costing, ordering stock and storing food and other items
- Making sure that food prepared and cooked by the kitchen team is of the highest quality

### **Competencies gained after completion of the course:**

At the end of the course, the student must have attained the following competencies:

- Lead a kitchen team
- Develop and implement nutritional, economic and ecological requirements
- Co-ordinate the operation of the food preparation and cooking area
- Monitoring the duties and activities of the kitchen team
- Monitoring supplies for kitchen operations
- Monitoring the quality of food production
- Supervise the delivery of effective kitchen service to food service team

- Manage comments and complaints relating to food production
- Monitoring health and safety issues in food production areas
- Monitoring and controlling kitchen costs and waste
- Monitoring delivery of food production into service areas
- Support the professional development of the kitchen team

### **Personal requirements**

Sous Chefs need the following characteristics:

- A genuine interest in preparing and cooking food
- A keen sense of taste and smell
- Good health and stamina – able to stand for long duty hours in kitchen environment
- Able to lead and work as a member of a team
- Willing to maintain the high standard of cleanliness necessary in any food establishment
- Capacity to be creative
- Organizational and managerial skills
- Flexibility
- Teamwork and leadership
- Guest focused
- Desire to learn

### **Opportunities for employment and advancement**

Sous Chefs are employed in hotels, clubs, restaurants, catering firms, marriage halls, caterers, institutions, homes and specialty food outlets. Experienced Sous Chefs may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can become:

- Executive Chefs
- Banquet Managers
- Food and Beverage Managers

- Hotel Managers
- General Managers.

Some experienced Sous Chefs achieve a significant level of salaries. There are good prospects for travel both within Pakistan and abroad. The employment outlook in this occupation will be influenced by a wide variety of factors including:

- Trends and events affecting overall employment (especially in the Accommodation and Food Services industry)
- Location in Pakistan
- Employment turnover (work opportunities generated by people leaving existing positions)
- Occupational growth (work opportunities resulting from the creation of new positions that never existed before)
- Size of the industry
- Flexibility of the applicant (concerning location and schedule of work).

### 3. Overview of the curriculum for Hospitality Sous Chef

Module Title and Aim	Learning Units	
<p><b>Module 1:</b> Monitoring duties and activities of the kitchen team</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of Monitoring duties and activities of kitchen team</p>	LU1: Check that kitchen staff are present and manage absence issues for food production areas	<b>Timeframe of modules</b>
	LU2: Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift	100 hours
	LU3: Support the Executive Chef	<b>Theory Days/hours</b>
	LU4: Supervise Chefs de Partie and other associates	20 hours
		<b>Workplace Days/hours</b> 80 hours

Module Title and Aim	Learning Units	
<p><b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of kitchen coordination between food preparation and cooking areas</p>	<p>LU1: Check what bookings and functions are made for food service areas</p> <p>LU2: Maintain kitchen log of food production on a daily basis</p> <p>LU3: Manage communications between the food and beverage service area and other departments</p> <p>LU4: Establish and maintain the condition of kitchen work areas and equipment</p> <p>LU5: Contribute to the management of physical kitchen resources</p> <p>LU6: Contribute to the development and introduction of recipes and menus</p>	<b>Timeframe of modules</b>
		90 hours
		<b>Theory<sup>3</sup> Days/hours</b>
		18 hours
		<b>Workplace<sup>4</sup> Days/hours</b>
		72 hours

<sup>3</sup> Learning Module hours in training provider premises

<sup>4</sup> Training workshop, laboratory and on-the-job workplace

Module Title and Aim	Learning Units	
<p><b>Module 3:</b> Monitoring supplies for kitchen operations</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of monitoring the supplies for food production area</p>	<p>LU1: Check quality and quantity of food deliveries and other products into store</p> <p>LU2: Prepare food order requisitions to meet requirements of food production</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/hours</b>
		12 hours
		<b>Workplace Days/hours</b>
		48 hours
<p><b>Module 4:</b> Monitoring the quality of food production</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of monitoring the quality of food production area</p>	<p>LU1: Check that preparation of food meets requirements</p> <p>LU2: Check that cooking of food meets requirements</p> <p>LU3: Check that clear down is carried out efficiently</p>	<b>Timeframe of modules</b>
		100 hours
		<b>Theory Days/hours</b>
		20 hours
		<b>Workplace Days/hours</b>
		80 hours

Module Title and Aim	Learning Units	
<p><b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of supervising the delivery of effective service to food service team</p>	<p>LU1: Develop and maintain positive working relationships between kitchen and food service teams</p> <p>LU2: Ensure that the kitchen team deliver effective service to food service team at all times</p> <p>LU3: Solve problems for food service team</p> <p>LU4: Improve service reliability for food service team</p> <p>LU5: Gather information on feedback of kitchen service and opportunities for improvement</p>	<b>Timeframe of modules</b>
		90 hours
		<b>Theory Days/hours</b>
		18 hours
		<b>Workplace Days/hours</b>
		72 hours
<p><b>Module 6:</b> Manage comments and complaints relating to food production</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of managing comments and complaints related to food production</p>	<p>LU1: Manage comments relating to food production</p> <p>LU2: Manage complaints relating to food production</p>	<b>Timeframe of modules</b>
		30 hours
		<b>Theory Days/hours</b>
		6 hours
		<b>Workplace Days/hours</b>
		24 hours

Module Title and Aim	Learning Units	
<p><b>Module 7:</b> Monitoring health and safety issues in food production areas</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of monitoring health and safety issues in food production areas</p>	<p>LU1: Ensure that all kitchen associates follow organizational requirements for health and safety</p> <p>LU2: Monitor efficient and effective use of kitchen equipment</p> <p>LU3: Maintain and monitor the kitchen cleaning programme</p>	<b>Timeframe of modules</b>
		90 hours
		<b>Theory Days/hours</b>
		18 hours
		<b>Workplace Days/hours</b>
72 hours		
<p><b>Module 8:</b> Monitoring and controlling kitchen costs and waste</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of monitoring and controlling cost and waste</p>	<p>LU1: Check that food items are stored at the correct temperature</p> <p>LU2: Check that kitchen sections are working to requirements and not overproducing</p> <p>LU3: Check that all sections are managing kitchen waste effectively</p> <p>LU4: Ensure that kitchen waste products are disposed of following correct procedures</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/hours</b>
		12 hours
		<b>Workplace Days/hours</b>
48 hours		

Module Title and Aim	Learning Units	
<p><b>Module 9:</b> Monitoring delivery of food production into service areas</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of monitoring delivery of food production into service areas</p>	<p>LU1: Check that food has been presented as intended</p> <p>LU2: Check quantities of food are as required and intended</p> <p>LU3: Check that food is served at correct temperature</p>	<b>Timeframe of modules</b>
		80 hours
		<b>Theory Days/hours</b>
		16 hours
		<b>Workplace Days/hours</b>
		64 hours
<p><b>Module 10:</b> Support the professional development of the kitchen team</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding to support the professional development of the kitchen team</p>	<p>LU1: Contribute to the development of kitchen teams and individuals</p> <p>LU2: Contribute to the provision of required kitchen associates</p> <p>LU3: Lead the work of kitchen teams and individuals to achieve objectives</p> <p>LU4: Manage own self in a kitchen environment</p> <p>LU5: Contribute to the identification and implementation of sales development activities for food and beverages service</p> <p>LU6: Prepare, deliver and evaluate training sessions for kitchen associates and teams</p>	<b>Timeframe of modules</b>
		100 hours
		<b>Theory Days/hours</b>
		20 hours
		<b>Workplace Days/hours</b>
		80 hours

## **4. Teaching and Learning Guide for Hospitality Sous Chef**

The aim of the training is for students to be able to act independently and responsibly in their field of study, by following an educational programme where this is part of the overall methodological concept.

Different methodologies can therefore contribute to achieving this objective. Theory methodologies should be supported by appropriate resources, as indicated in the „Materials Required“ column of the Learning Unit specifications. Teachers should also illustrate theory sessions with examples of how the learning could be applied in the workplace. Practical methodologies should be set in an appropriate environment and supported by appropriate resources, also indicated in the „Materials Required“ column of the Learning Unit specifications. Methods that directly promote capacity-building for the student are particularly suitable and therefore should be included appropriately in the teaching approach.

#### 4.1. Module 1: Monitoring the duties and activities of a team

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of monitoring the duties and activities of a team

**Duration** 100 hours **Theory:** 20 hours **Practical:** 80 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Check that kitchen staff are present and manage absence issues for food production areas</p>	<p><b>The student will be able to:</b></p> <p>Check the production requirements for the day</p> <p>Check that the number of associates at work match both the rota and production requirements</p> <p>Adjust the duty rota according to requirements</p> <p>Tackle the absent associates with appropriate methods</p> <p>Take appropriate steps to motivate staff to avoid absenteeism</p>	<p>-Knowledge of entire kitchen operation</p> <p>Ability to:</p> <p>check the production requirements for the day, including levels of bookings, volume of dishes to be produced, special requirements or events (banquets, corporate entertainment events, receptions, conferences, parties, weddings)</p> <p>Ability to:</p> <p>Check that the number of associates at work match both the rota and production requirements, including checking staffing rota, understanding job descriptions, being aware of associates' capabilities, levels of training, appraisals</p> <p>Knowledge and ability to:</p> <p>Adjust the duty rota according to requirements, Tackling absenteeism, including keeping a record of the reasons staff give for absence, monitoring trends,</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>8 Hours</p>	<p>Daily events plan</p> <p>Record of bookings and functions</p> <p>Copies of staffing rotas</p> <p>Job descriptions</p> <p>Training records</p> <p>Appraisals</p> <p>Log for recording absences</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>discussing absence with associates, providing management and peer support during and after absence,</p> <p>Knowledge and ability</p> <p>to: Take appropriate steps for motivation of staff to avoid absenteeism, including promoting staff loyalty, managing teamwork and the team effort, understanding the health backgrounds of associates</p>		trainers or boots, disposable gloves)	establishments)
<p><b>LU2:</b></p> <p>Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion</p>	<p><b>The student will be able to:</b></p> <p>Monitor the use of personal hygiene and wear appropriate chef's uniform throughout shift by associates</p> <p>Monitor the extent to which associates maintain a safe,</p>	<p><b>Knowledge of</b></p> <p>Principles of professional standards, including personal hygiene and appropriate chef's uniform (for health and safety purposes and to present a professional image), maintaining a safe, hygienic and secure working environment (to avoid any</p>	<p><b>Total:</b></p> <p>50 hours</p> <p><b>Theory:</b></p> <p>10 hours</p> <p><b>Practical:</b></p> <p>40 Hours</p>	<p>Duty rota</p> <p>Job descriptions</p> <p>Standard operating procedures for safe and hygienic working</p> <p>Logbooks for recording</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
of shift	<p>hygienic and secure working environment</p> <p>Observe and check that associates work effectively as part of a hospitality team and communicate efficiently with each other throughout shift</p> <p>Ensure that associates attend briefing and be aware of daily requirements and other issues</p> <p>Monitor the extent to which associates check that all equipment is in good working order and check the quality and quantity of food delivered to the section</p> <p>Observe and check that associates maintain food safety when storing, preparing and cooking food</p>	<p>risks to guests and associates)</p> <p>Knowledge of the benefits of working effectively as part of a hospitality team and communicating efficiently with each other throughout shift, including good working practices, using technical and social language as appropriate, efficient production and service of food, contributing to excellence in guest service, meeting organisational goals</p> <p>Knowledge of the features of a good briefing, including rotas for the day, level of bookings, any guests" special requirements, special information on standards expected; and how it should be delivered, including using clear language, watching the body language of associates, providing opportunities to ask questions</p> <p><a href="#">Knowledge of Key elements of a food safety policy, including standards of personal hygiene, procedures for reporting sickness and accidents, requirements for pest control measures, minimum acceptable standards of cleaning</a></p> <p><a href="#">Knowledge Understand food poisoning, including causes (by eating contaminated foods), symptoms (including abdominal pain,</a></p>		<p>accidents and incidents</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>diarrhoea, vomiting, fever), people at risk (including babies and young children, pregnant and nursing mothers, the elderly and infirm, people who are already ill)</p> <p>Causes of food poisoning, including chemicals, viruses, moulds, physical contaminants</p> <p>Knowledge of food safety when storing, preparing and cooking food, including handling food hygienically</p> <p>Knowledge of problems and unexpected situations, including unexpected contamination, failure of Standard Operating Procedures (eg sanitization)</p> <p>Ability to check that all equipment is in good working order, including cleanliness, testing the equipment, and checking the quality and quantity of food delivered to the section, using organisational standards</p> <p>Ability to preparing and cooking food carefully and thoroughly, storing food correctly, keeping all kitchen areas clean, avoiding cross-contamination</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Ability to respond to accidents in accordance with organisational requirements, including arranging for first aid, alerting supervisors and/or management (depending on the nature and seriousness of the accident), recording the accident and the actions taken</p> <p>Ability to deal with problems and unexpected situations in an appropriate manner, including consulting with other associates, Chefs de Partie, issuing directives, arranging training</p> <p>Ability to comply with relevant regulations and standards (see Introduction)</p>			
<p><b>LU3:</b> Support the Executive Chef</p>	<p><b>The student will be able to:</b> Discuss and agree on methods and formats of communication with the Executive Chef Agree with the Executive Chef daily</p>	<p>Ability to adopt methods and formats for communication with the Executive Chef, including verbally, in writing, using the log; communicating through positive body language</p> <p>Knowledge and ability to :Agree on methods and formats of communication with the Executive Chef, including formal, informal,</p>	<p><b>Total:</b> 20 hours <b>Theory:</b> 4 hours <b>Practical:</b> 16 Hours</p>	<p>Markers and pens Notebook Log book Record of allocated duties and tasks Noticeboard</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen with</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>and medium term areas for delegated responsibilities</p> <p>Support the Executive Chef in managing kitchen activities and responsibilities</p> <p>Ensure that every day food and beverages requirements of section are signed off by Executive Chef</p>	<p>verbally, in writing, through the log</p> <p>Knowledge and ability to :Areas for responsibilities delegated by Executive Chef on a daily and medium term basis, including operational, administrative and supervisory support</p> <p>Ability to agree with the Executive Chef daily and medium term areas for delegated responsibilities, including through discussion, negotiating own goals, developing own skills</p> <p>Ability and knowledge to support the Executive Chef in managing kitchen activities and responsibilities, including estimating food consumption, selecting and developing recipes; standardizing production recipes to ensure consistent quality; establishing presentation techniques and quality standards; planning and pricing menus; ensuring proper equipment operation/maintenance; ensuring proper safety and sanitation in kitchen; overseeing special catering events; providing culinary instruction and/or demonstrate culinary techniques for associates</p> <p>Ability to ensure that every day food and beverages requirements of section are signed off by Executive Chef, including presenting completed requisitions for sign-off,</p>		<p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Standard Operating Procedures for the kitchen</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		raising queries and issues			
<b>LU4:</b> Supervise Chefs de Partie and other associates	<b>The student will be able to:</b> Ensure that Chefs de Partie and other associates are punctual and efficient in carrying out their duties Communicate instructions and other information clearly to Chefs de Partie and other associates Motivate the Chefs de Partie and other associates in a timely and efficient manner to complete all their duties Ensure that all staff are performing at the optimum level when preparing, cooking and finishing dishes for guests Create a friendly, professional environment which	Ability to encourage punctuality and efficiency, including leading by example, observing, investigating problems and issues Ability to communicate with Chefs de Partie and other associates, including verbally and in writing, using appropriate technical language, and using them effectively, including managing the volume and tone of verbal communications, ensuring written communications are legible and passed on to the right person Ability to motivate staff effectively, including leading by example, praise and encouragement at the right time, providing additional support where required Ability to ensure that all Chefs de Partie and other associates are performing at optimum levels, including optimum allocation of roles and responsibilities, monitoring workloads, providing additional support where required Ability to ensure that Chefs de Partie and other associates are producing the highest quality of product (including seasoning, portion size, appearance), including checking on preparation and cooking of food, standards of finished dishes, enhancing the	<b>Total:</b> 20 hours <b>Theory:</b> 4 hours <b>Practical:</b> 16 Hours	Markers and pens Notebook Log book Record of allocated duties and tasks Noticeboard Daily event sheets Regular and à-la-carte menu Fire equipment (see Section 5 for details) First aid equipment (see Section 5 for details) Equipment for contacting security Standard operating procedures for the	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen with operating team of chefs and cooks <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>inspires teamwork within own kitchen section</p> <p>Monitor the extent to which high quality dishes are presented for service</p>	<p>guest experience</p> <p>Ability to create a friendly, professional environment which inspires teamwork, including a positive working environment, good communications between kitchen associates (and others), using technical and social language appropriately, effective team leadership and management</p> <p>Knowledge of: Compliance with relevant regulations and standards (see Introduction)</p>		<p>kitchen</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	

**4.2. Module 2:** Co-ordinate the operation of the food preparation and cooking area

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of kitchen coordination between food preparation and cooking areas

**Duration** 90 hours      **Theory:** 18 hours      **Practical:** 72 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Check what bookings and functions are made for food service areas</p>	<p><b>The student will be able to:</b></p> <p>Access information on a daily basis about different bookings and functions from appropriate sources</p> <p>Assist the executive chef in taking inventory</p> <p>Assist the executive chef with the ordering of kitchen supplies</p> <p>Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared</p> <p>Ensure staffing levels</p>	<p>Ability to access the information about different bookings and functions from appropriate sources, including daily events sheets, bookings diaries, consultations with senior team members (including Chefs de Partie)</p> <p>Knowledge of offering ideas and suggestions to the executive chef, including planning menus for bookings and functions, improving overall kitchen performance</p> <p>Ability to assist the executive chef in taking inventory to support delivery of food and beverage services for bookings and functions, including directing stock checks by Chefs de Partie and others</p> <p>Ability to Assist the executive chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions, including checking</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 Hours</p>	<p>Standard operating procedures for the kitchen</p> <p>Marker and per etc</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Notice board</p> <p>Booking register</p> <p>Daily event sheets</p> <p>Daily activity plan</p> <p>Daily activity chart</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	are sufficient to respond to bookings and functions	<p>the preparation of requisition orders, signing off for submission to stores</p> <p>Ability to Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared, including informing Chefs de Partie</p> <p>Ability to Manage appropriate staffing levels to respond to bookings and functions, including duty rotas, liaising with Chefs de Partie, negotiating with HR department, re-allocating associates to respond to changing demand</p> <p>Knowledge of compliance with relevant regulations and standards (see Introduction)</p>		<p>Future bookings diary or record</p> <p>Regular and à-la-carte menu</p>	commercial organisations, similar establishments)
<p><b>LU2:</b></p> <p>Maintain kitchen Production sheet of food production on a daily basis</p>	<p><b>The student will be able to:</b></p> <p>Collect and use appropriate information to maintain kitchen Production sheet</p> <p>Check previous log records and use information to plan operations</p> <p>Consult with Sous Chef for next shift and advise</p>	<p>Knowledge of menus and recipes used in kitchen sections, including ingredients, methods of preparation and cooking, agreed presentation methods</p> <p>Ability to access appropriate information to maintain kitchen log, including records of all dishes produced, quantity and sizes, on a daily basis</p> <p>ability to Collect and use appropriate information from kitchen sections and stores to maintain a proper log of all food items used on a daily basis</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 Hours</p>	<p>Computer, software, accessories</p> <p>Telephone</p> <p>Marker pens, notebooks</p> <p>Kitchen logbooks</p> <p>Notice board</p> <p>Standard operating procedures for</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>of logged issues that will impact on planning operations</p> <p>Offer ideas and suggestions to the executive chef to help with planning menus and improving overall kitchen performance</p>	<p>ability to Complete and record a daily inventory of raw and prepared food items stored in the kitchen sections</p> <p>ability to Compare the inventory of raw and prepared food items with stores requisitions and ensure that sufficient addition supplies are being ordered</p> <p>ability to Maintain a kitchen log of food production activities, including manning levels, dishes produced, problems encountered, actions taken</p> <p>knowledge to support the Executive Chef with the planning menus and improving overall kitchen performance</p>		<p>maintaining the kitchen log</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu and recipes</p>	<p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p><b>LU3:</b></p> <p>Manage communications between the food and beverage service area and other departments</p>	<p><b>The student will be able to:</b></p> <p>Agree with other department heads the most appropriate written, verbal and technological methods of communicating different types of information</p> <p>Ensure that agreed methods of communication are</p>	<p>Ability to make sure that communication delivers the „message“ in which it is intended to be received, including providing information, giving instructions, giving responses</p> <p>Knowledge and ability of the methods of communication that are available, including written communications, e-mails, verbal communications; styles, including formal, informal; using both technical and social language, structuring communication so that it is clear and accurate</p> <p>Ability — to communicate their needs,</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 Hours</p>	<p>Notepads</p> <p>Restaurant order pads</p> <p>Pens</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Requisitions</p> <p>Cost reports</p> <p>Weekly consumption</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>used clearly, coherently and promptly to provide information about the food and beverages service to other departments</p> <p>Communicate appropriate information with other departments and make sure the communication has been delivered and received as intended</p> <p>Ensure that other departments have the opportunity to ask questions and checking their understanding</p> <p>Present a positive image of own self and the food and beverages service department</p>	<p>including food outlets, housekeeping, engineering; appropriate methods of communication for different departments; ensuring that communications with other departments have met their purposes (taking care with technical language)</p> <p>Knowledge of the importance of non-verbal communication (body language), including how non-verbal communication impacts on other people, interpreting and responding positively to non-verbal communication</p> <p>Ability and knowledge of the purpose and benefits of giving other departments the opportunity to ask questions, including checking their understanding, responding positively</p> <p>Ability and knowledge of the purpose and value of presenting a positive image of own self and the food and beverage services department, including reflecting and generating confidence, providing assurances of effective service</p> <p>Ability and knowledge of the purpose and benefits for other departments to have a friendly and purposeful way of communicating with them, including developing good working relationships, adding value to the guest experience, using</p>		reports	Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>social language where appropriate</p> <p>Ability to types of problems that may occur with contacts, including conflict and aggression, finding ways to deal with these</p>			
<p><b>LU4:</b></p> <p>Establish and maintain the condition of kitchen work areas and equipment</p>	<p><b>The student will be able to:</b></p> <p>Check that equipment is working correctly in the kitchen and other work areas</p> <p>Ensure that all relevant kitchen equipment is maintained, calibrated or replaced on a regular basis</p> <p>Ensure that kitchen equipment is being used correctly and efficiently by associates</p> <p>Ensure that work areas are kept in a neat and clean condition at all times and report any maintenance requirements to the appropriate department</p>	<p>Knowledge of equipment, its function and maintenance requirements, including large equipment (such as burners/stoves, ovens, freezers, refrigerators), small equipment (such as mixers, microwaves, mincers)</p> <p>Knowledge of the work areas, maintenance and refurbishment requirements, including floor areas, work stations, state of décor, tiling; materials, including ceramic tiles, stainless steel, paint surfaces</p> <p>Ability to maintain , calibration or replacement requirements for specific items of equipment, including following manufacturer"s instructions, planned/preventative maintenance, emergency repairs; arranging for maintenance or replacement of equipment</p> <p>Ability to Take corrective action where required to improve the safety of work areas, including maintaining and repairing work surfaces, work stations, recommending changes to working practices or cleaning routines</p> <p>Ability to Check and observing that</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 Hours</p>	<p>Kitchen equipment and operating instructions</p> <p>Maintenance schedules for kitchen equipment</p> <p>Refurbishment schedules</p> <p>Standard operating procedures for maintaining kitchen work areas and equipment</p> <p>Fire equipment (see Section 5 for details)</p> <p>First aid equipment (see Section 5 for</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Ensure that kitchen areas are refurbished at appropriate and agreed intervals</p> <p>Organise appropriate staff training activities to promote efficient usage of kitchen equipment and awareness of maintenance requirements</p>	<p>associates are keeping work areas in a neat and clean condition at all times, including at start of, throughout and end of shift; taking remedial action where necessary, including consulting with Chefs de Partie, monitoring checklists, arranging for remedial training</p> <p>Knowledge of Processing for reporting any maintenance requirements to engineering department, including communicating verbally or in writing, using appropriate technical language and terms, completing relevant documentation</p> <p>Ability to ensure that kitchen areas are refurbished at appropriate and agreed intervals, including negotiating and agreeing refurbishment schedules with engineering department, ensuring that areas are prepared and available for refurbishment as agreed, checking and signing off completed refurbishment works</p> <p>Knowledge of Compliance with relevant regulations and standards (see Introduction)</p>		<p>details)</p> <p>Equipment for contacting security</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	
<p><b>LU5:</b></p> <p>Contribute to the management of physical kitchen resources</p>	<p>Give relevant people the opportunity to provide information on the resources the team needs</p>	<p>Ability to Communicate effectively with managers and associates, including consulting with Executive Chef, Chefs de Partie, other kitchen associates, purchasing department (for supply), HR department (for</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p>	<p>Employee job descriptions</p> <p>Recruitment policy for cooks</p> <p>Required skill set</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Make recommendations for the use of resources</p> <p>Monitor the use of resources under own control at appropriate intervals</p> <p>Observe and check that the use of resources by the team is efficient and takes into account the potential impact on the environment</p> <p>Ensure that records relating to the use of resources are complete, accurate and available to authorised people only</p>	<p>training)</p> <p>Ability to Organize the procedures for making recommendations on the use of resources, including formal and informal views and discussions, agreed formal channels for communicating recommendations</p> <p>Knowledge of recommendations, including short term, medium term, long term</p> <p>Ability to Recommend the use of resources that take account of relevant past experience and take account of trends and developments which are likely to affect the use of resources</p> <p>Ability to Recommend that are consistent with team objectives, organisational policies and environmental concerns</p> <p>Ability to Recommend that clearly indicate the potential benefits expected from the planned use of resources</p> <p>Knowledge to Analyse the past use of resources, and utilise the results to make recommendations on more effective use of resources in the future</p> <p>Knowledge and ability to Potentially change the management of resources, including the introduction of new menus and recipes, responding to new trends, changes in skills</p>	<p><b>Practical:</b> 12 Hours</p>	<p>in Kitchen and stewarding staff</p> <p>Initial assessment and practical test</p> <p>Employee assessment checklist</p> <p>Standard operating procedures for managing resources</p>	<p>establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>levels of associates</p> <p>Ability to enable people to identify and communicate the resources they need, including associates at all levels, ensuring good communication channels are available, using technical and social language as appropriate, recording the views of others</p> <p>Ability to encourage others to take responsibility for the control of resources in their own area of work, including relevant training, personal responsibility for cleaning and maintenance, requests for maintenance and calibration in line with planned schedules</p> <p>Knowledge of team objectives and organisational policies regarding the use of resources, including condition of resources, availability, updating resources</p> <p>Ability and knowledge of the trends and developments that may influence the future use of resources, including technological advances, recycling and energy consumption issues, efficiency of operation, levels of usage; responding to trends, including awareness of developments, consulting with own colleagues and other colleagues in the industry</p> <p>Ability to analyse the potential environmental impact of the resources being used, including</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>type and levels of energy consumption, life span, re-cycling or disposal of end-of-life resources</p> <p>Ability and knowledge of the problems that may occur with resources, including insufficient resources, new menu or recipe items needing new resources beyond the budget, and ways to deal with these, including consulting with management, associates, engineering</p> <p>Knowledge of the importance of effective management of resources to organisational performance, including planning for training, maintenance, replacement or refurbishment</p> <p>Ability to keep accurate records on the use of resources, including purchase and disposal dates and values, levels and consistency of usage, reliability</p> <p>Ability to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>			
<b>LU6:</b> Contribute to the	Consider food combinations, flavours and dietary	Knowledge and ability of Existing style, policy and guidelines of the organisation in relation to recipes and menu, including	<b>Total:</b> 15 hours	Menu and recipe development process and	Class room with multimedia aid, audio-visual facilities and flip

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
development and introduction of recipes and menus	<p>requirements when introducing new recipe and menu suggestions</p> <p>Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantities</p> <p>Identify suitable supply sources</p> <p>Identify methods for presenting, holding and distributing the recipe item</p> <p>Cost recipe suggestions taking into account the resources available</p> <p>Follow organisational procedures for registering and passing on relevant information about the suitability of new menu items</p> <p>Make suggestions on the layout and presentation of the</p>	<p>opportunities for new developments, restrictions of budget, equipment, sources of food</p> <p>Knowledge of menus as a planning tool, including balance of dishes within and across courses, range of choice and ingredients, nutritional values, range and capacity of preparation and cooking techniques</p> <p>Knowledge of special diets, including vegetarian/vegan, religious reasons, medical reasons, food intolerance</p> <p>Ability and knowledge of the effect of location and styles of operation on proposed menu items, including transport of ingredients (deterioration through distance or time), quick service operations, elaborate settings</p> <p>Ability and Knowledge defining the quality standards required for each recipe item considered, including types of ingredients, preparation and cooking skills, the quality of potential ingredients, the effect of equipment available on production of food items</p> <p>Ability to check the factors that need to be considered in selecting presentation, holding and distribution methods, including equipment available, capacity of associates</p> <p><u>Knowledge to</u> Calculate <u>ting</u> gross profit</p>	<p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 Hours</p>	<p>examples</p> <p>Illustrated costing of resources</p> <p>Procedure for new menu and recipe preparation</p> <p>Menu and recipe preparation guidelines checklist</p> <p>Details of process for demonstration of new dishes to the chef</p> <p>Details of training programme for the associates on new menu and recipes</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety</p>	<p>charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>menu</p> <p>Produce recipe suggestions in accordance with the style and policy of the organisation, available resources, and the expectations and standards of guests</p> <p>Ensure staff have the resources needed to carry out responsibilities in relation to new menu items</p>	<p>against the cost of proposed recipes, in order to consider the viability of new ideas</p> <p>Ability to check the effect of the choice of supplier on the quality of the food, including the suitability of suppliers or supply sources</p> <p>Ability to consult with proposed recipes, including Executive Chefs, other Sous Chefs/Chefs de Partie</p> <p>Knowledge to assess staff skills prior to proposing new recipes and menu items, including understanding job descriptions, capacity of existing staff, need for re-training</p> <p>Ability to lead times for the preparation and implementation of new menu items, including sourcing foods, obtaining equipment</p> <p>Knowledge of the concept of a balanced diet and how a balanced diet is important for good health, including using fresh ingredients, ways of reducing saturated fats, sugar, salt; ways to increase fibre and starch</p> <p>Knowledge of the types, combinations and proportions of ingredients that make up a healthy dish, including generous amounts of fruit and vegetables, moderate amounts of meat, fish and dairy foods, small amounts of fats and oils, whole-grain items including oats, wheat and other cereals</p>		trainers or boots, disposable gloves)	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Knowledge to Understand the nutritional needs of different groups, including babies/young children, teenagers, pregnant women and nursing mothers, people who are very physically active, older people, people who are or have been sick</p> <p>The nutritional benefits of:</p> <ul style="list-style-type: none"> <li>• Minimising the fat, sugar and salt content of dishes</li> <li>• Starchy foods, fruit, vegetables and pulses</li> </ul> <p>Knowledge of healthier flavourings that can be used as alternatives to salt and sugar, including herbs, spices, fruits</p> <p>Ability to carry out and evaluate test runs of recipes, including production controls, balanced sampling, training to support the implementation of new menu and recipe items</p> <p>Ability to brief staff on new menu and recipe items and implementation plans, including ingredients, methods, skills required</p> <p>Ability to gather feedback from staff on operational problems which may arise, including insufficient training, demand is beyond associates' capabilities, cost controls not meeting requirements</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Ability to allocate resources to staff to enable them to implement new menu and recipe items, including training, equipment</p> <p>Ability to Monitor measures when introducing new items, recording information relating to proposed recipes, trials, feedback from testing guests</p> <p>Ability to gain feedback from guests on new items and methods for doing this, including qualitative and quantitative approaches</p> <p>Knowledge of local and regional customs relating to the use of certain foods and other ingredients</p> <p>Knowledge of compliance with relevant regulations and standards (see Introduction)</p>			

**4.3. Module 3:** Monitoring supplies for kitchen operations

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of monitoring the supplies for food production area

**Duration** 60 hours      **Theory:** 12 hours      **Practical:** 48 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Prepare food order requisitions to meet requirements of food production</p>	<p><b>The student will be able to:</b> Prepare estimates for food items required on the basis of orders received Generate food order requisitions to meet the estimated requirements of food Ensure that all requisitions are delivered at appropriate locations and sections for the preparation of food in line with food orders Follow-up the requisitions to ensure that necessary food</p>	<p>Knowledge of the kitchen operation, including levels of business, manning levels, recipes and menus Ability of the type, quality and quantity of food available for the day's business, including food for regular menus and recipes, food for special events Knowledge to understand the relationship between food/ingredients, recipes/menus and yield, including yield levels for different food and other items, using yield checklists and organisational guidelines Knowledge to managing food preparation and cooking processes, including knowledge of menus and recipes, methods, tools and equipment, ensuring associates have received proper training, ensuring Chefs de Partie are able to supervise preparation and cooking, to ensure that planned yields are met</p>	<p><b>Total:</b> 60 hours <b>Theory:</b> 12 hours <b>Practical:</b> 48 Hours</p>	<p>Requisitions documentation and inventory management system Daily event sheets Regular and à-la-carte menu Delivery copies of requisition sheet for daily food orders Safety equipment</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen with operating team of chefs and cooks <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>items are issued by stores and other stocks on a timely basis</p> <p>Deal with any issues regarding discrepancies with requisitions, including quantity, size, presentation and quality</p>	<p>Ability to compile and sign off requisition orders for food and other ingredients to meet production levels, including submitting requisitions to stores, negotiating and agreeing deliveries to kitchens, managing problem issues (quantity, quality, timing)</p> <p>Ability to ensure that Chefs de Partie and associates are fully engaged in checking delivery from store meet type, quality and quantity requirements, including checking against requisition sheet for type and quantity, checking quality including appearance (size, shape, colour, gloss, and consistency), texture, flavour, smell</p> <p>Knowledge and ability for d and approaches to portion control, including cutting, weighing, measuring, counting</p> <p>Ability to agree and monitor finishing and presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen</p> <p>Ability to correct and prevent actions for non-compliance with requisitions issued</p>			<p>organizations, similar establishments)</p>

**4.4. Module 4:** Monitoring quality of food production

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of monitoring the quality of food production area

**Duration** 100 hours      **Theory:** 20 hours      **Practical:** 80 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Check that preparation of food meets requirements</p>	<p><b>The student will be able to:</b></p> <p>Check that associates understand the requirements for preparing food</p> <p>Check that associates have the correct tools and equipment for preparing food correctly</p> <p>Check that associates are using appropriate methods to prepare food for cooking</p> <p>Check that preparation of food meets quality requirements</p>	<p>Knowledge and understanding of entire kitchen operation</p> <p>Ability to understand operational management systems, including effective implementation of HACCP standards, inventory controls, costing, menu preparation, execution, food preparation and cooking, recipe implementation</p> <p>Knowledge of importance of kitchen layout, including receiving food and other items from stores, preparing food, cooking and finishing dishes, waste disposal, working with hot liquids, dispatching food to food outlets</p> <p>Ability to ensure that associates understand the requirements for preparing food and have the correct tools and equipment for preparing food correctly, including observing, questioning, encouraging associates to ask questions, providing appropriate support</p> <p>Knowledge of appropriate methods to prepare food for cooking, including beating,</p>	<p><b>Total:</b> 40 hours</p> <p><b>Theory:</b> 8 hours</p> <p><b>Practical:</b> 32 Hours</p>	<p>Menus</p> <p>Standard operating procedures for preparation and service of dishes</p> <p>Health, safety and hygiene standards implementation</p> <p>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>blending, clarification, cleaning, cooling, cutting, defrosting, dicing, dipping, flavouring, grading, greasing, kneading, marinating, measuring, mixing, moistening, pan greasing, polishing, portioning, pre washing, proofing, sanitizing, seasoning, sheeting, slicing, sorting, spraying, trimming, washing</p> <p>Ability to monitor the capability of associates to use preparation methods safely and appropriately, including the ability of Chefs de Partie to sequence multi-stage preparation methods</p> <p>Ability to check that preparation of food for cooking meets quality requirements, including for simple and complex dishes</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>		gloves)	establishments)
<p><b>LU2:</b></p> <p>Check that cooking of food meets requirements</p>	<p><b>The student will be able to:</b></p> <p>Check that associates understand the requirements for cooking food</p> <p>Check that associates have the correct tools and equipment to cook</p>	<p>Knowledge of preparing food and have the correct tools and equipment for preparing food correctly, including observing, questioning, encouraging associates to ask questions, providing appropriate support</p> <p>Ability to understand the appropriate methods for cooking food for simple and complex dishes, including dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, baking, blind</p>	<p><b>Total:</b></p> <p>40 hours</p> <p><b>Theory:</b></p> <p>8 hours</p> <p><b>Practical:</b></p> <p>32 Hours</p>	<p>Menu cards</p> <p>Standard operating procedures for cooking food</p> <p>Health, safety and hygiene standards implementation</p> <p>HACCP standards</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>food correctly</p> <p>Check that associates are using appropriate methods to cook food correctly</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of food meets quality requirements</p> <p>Ensure that portion control requirements are met</p>	<p>baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, simmering, boiling, steaming), combination cooking methods (braising, stewing)</p> <p>Ability to monitor the capability of associates to use cooking methods safely and appropriately, including the ability of Chefs de Partie to sequence multi-stage cooking methods</p> <p>Ability to check that cooking of food meets service quality requirements, including for simple and complex dishes</p> <p>Ability to ensure that portion control requirements are met, in order to meet guest requirements and expectations, to meet yield and profit expectations</p> <p>Knowledge to Comply with relevant regulations and standards (see Introduction)</p>		<p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p><b>LU3:</b></p> <p>Check that clear down is carried out efficiently</p>	<p><b>The student will be able to:</b></p> <p>Ensure that work areas are cleared of equipment and food products</p> <p>Ensure that all and</p>	<p>Ability to observe and check that teams are managing efficient clear downs, including procedures and policies for cleaning and storing equipment, returning food to stores, cleaning and sanitizing equipment and surfaces</p> <p>Ability to monitor procedures for handing over to the next shift, including exchanges of information between section Chefs de Partie,</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>4 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p>Standard operating procedures for closing the shift</p> <p>Health, safety and hygiene standards implementation</p> <p>HACCP standards</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>surfaces are cleaned and sanitized</p> <p>Ensure that all surplus food, equipment and materials are returned to the appropriate department</p> <p>Ensure that the team hands over to the next shift if appropriate</p>	<p>transfer of operational information (including levels of bookings) and critical information (including problems with supplies, equipment, guests' special requirements)</p> <p>Knowledge of communications for handing over to next shift, including verbal (between colleagues) and in writing (completing and reading kitchen logs), using appropriate technical language</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>		<p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

**4.5. Module 5:** Supervise the delivery of effective kitchen service to food service team

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of supervising the delivery of effective service to food service team

**Duration** 90 hours      **Theory:** 18 hours      **Practical:** 72 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Develop and maintain positive working relationships between kitchen and food service teams</p>	<p><b>The student will be able to:</b> Conduct own self in a way that promotes a positive image of self and own section Adapt behaviour to take into account the food service team's methods of communication and working Work in a way that promotes trust and respect Listen to requests and adhere to any promises made Communicate in a timely manner if it not</p>	<p>Knowledge of the methods of communication to meet kitchen needs, including written, verbal, by telephone (or similar), guest's order check, internal memo, departmental log book; body language, visual signs Ability to adopt appropriate styles of communication, including urgent, non-urgent, difficult, routine, using technical and social language appropriately Ability to use innovative methods to improving relationships with the food service team, including team meetings and team building exercise, developing working groups, developing team members, recognising and valuing contributions from associates in kitchen and food outlet teams, creating and supporting a meaningful and needed work atmosphere, being flexible to change, developing expectations and recognising achievements</p>	<p><b>Total:</b> 20 hours <b>Theory:</b> 4 hours <b>Practical:</b> 16 Hours</p>	<p>Guest order checks Records of any dishes not available Feedback system from food service team Copies of menu, drinks list, function planner, other promotional materials Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen with operating team of chefs and cooks <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>possible to provide required dishes to meet guests' expectations</p> <p>Communicate relevant information to colleagues</p>	<p>Ability of the importance of conduct that promotes a positive image of own self and the organisation including leading by example, encouraging and motivating associates to develop and demonstrate good conduct in their own work and with others</p> <p>Ability to manage positive working relationships between kitchen and food service teams, including listening to requests, promoting excellence in service delivery, adhering to any promises made in a timely manner, celebrating achievements</p> <p>Knowledge of organisational requirements for recording information relating to guests, including formal and informal, maintaining logs in both departments, negotiating and agreeing information that needs to be recorded</p> <p>Ability of to share information with colleagues, including adding value to working environments, sharing information when appropriate and useful to the organisation; ways to do this, including formally and informally, verbally and in writing</p> <p>Knowledge and ability to take appropriate steps for skill training and motivation of associates to increase productivity, including remedial training, training for new skills,</p>		<p>neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>professional development of associates</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>			
<p><b>LU2:</b></p> <p>Ensure that the kitchen team deliver effective service to food service team at all times</p>	<p><b>The student will be able to:</b></p> <p>Ensure that kitchen team plans, prepares and organises production of food with due attention to the needs of the food service team</p> <p>Ensure that service delivery to food service teams is maintained during very busy periods and unusually quiet periods</p> <p>Ensure that service delivery to food service teams is maintained when systems, people or resources have failed</p> <p>Consistently meet the expectations of the</p>	<p>Ability to plan work, including identifying and arranging supplies, calculating staffing levels from business information and preparing rotas accordingly, allocation of duties, timing, briefing staff, in order to deliver a quality service to the food service team</p> <p>Knowledge to have reliable and fast information for the food service team and the organisation, including identifying, agreeing and using appropriate channels of communication</p> <p>Ability to reorganise work to respond to unexpected additional workloads, including negotiating with Chefs de Partie, redirecting the efforts of different sections or teams</p> <p>Knowledge to communicate feedback to and from the food service team to others, including formally and informally, using social and technical language as appropriate, discussing and negotiating with food outlet Captains and Restaurant Managers, responding appropriately to the food service team when they provide feedback about the products or services being provided</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>4 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p>Organisation's service policy for supporting the food service team</p> <p>Organisation's aims and objectives statement</p> <p>HACCP standards</p> <p>Menus, drinks lists, other promotional materials</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	food service team	<p>Knowledge to supply accurate guest service information to others using the most appropriate method of communication, particularly with regard to special requests, composition of dishes, potential allergies</p> <p>Knowledge of organisational procedures and systems for delivering service to the food service team, including workflows, managing equipment for presentation, presenting dishes in the agreed manner, managing timing, alerting the food outlet team where problems may occur or have occurred</p> <p>Ability to understand the expectations of food service teams, including delivery of quality dishes, in the agreed manner, at the agreed time; anticipating the needs of food service teams and responding accordingly; aspiring to excellence</p> <p>Knowledge to Comply with relevant regulations and standards (see Introduction)</p>		gloves)	
<p><b>LU3:</b> Solve problems for food service team</p>	<p><b>The student will be able to:</b> Respond positively to service problems for the food service team following organizational guidelines</p>	<p>Ability to improve working relationships with the food service team by solving problems, including staffing, resources, food (quality and quantity), timing</p> <p>Ability to negotiate with and reassure the food service team while their problems are being solved, including keeping the team and/or</p>	<p><b>Total:</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b></p>	<p>Organisation's service policy for working with the food service team</p> <p>Organisation's aims and objectives</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Solve service problems for the food service team within own sufficient authority</p> <p>Work with others to solve service problems for the food service team</p> <p>Keep the food service team informed of the actions being taken and check that they are comfortable with the actions being taken</p> <p>Solve problems with service systems and procedures that might affect the food service team before they become aware of them</p> <p>Inform managers and colleagues of the steps taken to solve specific problems</p> <p>Identify repeated service problems for the food service team and options for solving</p>	<p>individual associates informed in a positive and clear manner, including informing them of steps being taken to solve any production or service problems, prompt and polite advice to food service associates, ensuring the Captain is aware of the situation and monitors it</p> <p>Ability to Repeat service problems for the food service team, including quantity and quality of food, timing and speed of service, temperature of food, problems with food check</p> <p>Ability to deal with and avoid repetition of a repeated guest service problem, including better briefing, more staffing, changes to the menu, changes to workflow patterns and procedures, better working practice, additional training</p> <p>Ability to work with others to select the best option for solving a repeated service problem, balancing the expectations of the food service team with the needs of the organisation</p> <p><u>Ability to obtain</u> the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated, including providing appropriate details of</p>	12 Hours	<p>statement</p> <p>Service team feedback on food production quality</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	them	<p>problems, suggesting solutions</p> <p>Knowledge of securing agreement for the solution with the food service team or Captain, monitoring the changes made to guidelines and adjusting them if appropriate</p>			
<b>LU4:</b> Improve service reliability for food service team	<p>Actively use comments and guest feedback to establish reliability/quality of service provided to guests</p> <p>Use a variety of investigative and research tools to determine the quality of service provided</p> <p>Improve service standards by setting targets of achievement initiated by data collected</p> <p>Recommend service reliability improvements from guest surveys and feedback</p> <p>Maintain service reliability improvements</p>	<p>Knowledge of research tools, including guest satisfaction surveys, quality audits, historical analysis, personal initiatives as appropriate</p> <p>Ability to check the sources of information, including formal and informal sources, direct comments from guests, from associates; guest comment and complaint forms, ideas from formal and informal discussions with colleagues and team members</p> <p>Ability to analyse data from appropriate sources, including subjective and objective data, using charts, tables and graphs, qualitative feedback by tracing themes, quantitative feedback by carrying out spreadsheet analysis</p> <p>Ability to control the course of action from the analysis of data, including setting SMART targets (Specific, Measurable, Achievable, Realistic and Time-bound), in order to plan and implement improvements based on data analysis</p> <p>Knowledge and ability to Initiate</p>	<p><b>Total:</b> 20 hours</p> <p><b>Theory:</b> 4 hours</p> <p><b>Practical:</b> 16 Hours</p>	<p>Computer, accessories, software</p> <p>Guest feedback forms</p> <p>Analysis tools and recording forms</p> <p>Report templates</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	by monitoring guest service responses	improvements in own area of responsibility and performance, including personal targets, development of leadership skills, guiding and advising other associates  Ability to ensure merits and costs of proposed action to improve service to guests including ways to present action plans and reports to show recommendations			
<b>LU5:</b> Gather information on feedback of kitchen service and opportunities for improvement	Collect and record feedback on the effectiveness of guest service  Analyse and interpret feedback and share findings on the effectiveness of guest service with others  Summarise the advantages and disadvantages of the effectiveness of guest service  Use analysis and interpretation of feedback on the effectiveness of guest service to identify	Ability to know The importance of feedback on the effectiveness of kitchen service to food outlet teams, including the extent to which the kitchen team has met or exceeded food outlet needs and expectations, gaps in provision, capacity for improvement  Ability to know the importance of summarising the advantages and disadvantages of the effectiveness of kitchen service to food outlet teams, in order to reach organisational goals, to identify possible improvements  Ability to use Techniques to analyse and interpret feedback on the effectiveness of kitchen service to food outlet teams, in order to identify opportunities for further improvement, including reviewing, editing, analysing and reporting findings  Ability to Analyse and interpret feedback and	<b>Total:</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 Hours	Computer, accessories, software  Guest feedback forms  Analysis tools and recording forms  Report templates  Guest service training manual	Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b>  Training kitchen with operating team of chefs and cooks  <b>OR</b>  Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	opportunities for further improvement	<p>sharing findings with others, including qualitative feedback by tracing themes, quantitative feedback by carrying out spreadsheet analysis</p> <p>Knowledge of Appropriate formats for presenting these opportunities to the management team, including formal report, informal discussion, presentation</p>			commercial organisations, similar establishments)

**4.6. Module 6:** Manage comments and complaints relating to food production

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of managing comments and complaints related to food production

**Duration** 30 hours      **Theory:** 6 hours      **Practical:** 24 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Manage comments relating to food production</p>	<p><b>The student will be able to:</b></p> <p>Develop good relationship with food service team to get regular verbal feedback</p> <p>Ask guests for feedback during food service</p> <p>Ensure that written guest feedback is collected and discussed with team</p> <p>Ensure that feedback is gathered from different channels and recorded for further improvement in system</p>	<p>Ability to comment on the range of products and services provided by the organisation, including menus, dishes, food and beverage service, kitchen service provided to food outlet team</p> <p>Ability to understand the Channels of feedback, including verbal comments, written feedback, feedback from senior management; formal and informal comments</p> <p>Knowledge of organisational procedures for gathering information and responding to comments, including responding within a certain time limit, recording the comment including who made it, when, in what format; recording the response given, by whom, in what format</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 Hours</p>	<p>Organisational guest feedback system</p> <p>Daily event sheets</p> <p>A-la-carte and other menus</p> <p>Recipe cards</p> <p>Logs and other documentation for recording information relating to comments</p> <p>Computer, software, accessories</p> <p>Training manual for associates on</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	Monitor the food production team to ensure improvement based on feedback from various sources			all sections Guest service policy	organisations, similar establishments)
<b>LU2:</b> Manage complaints relating to food production	<b>The student will be able to:</b> Gather sufficient information to enable assessment of the nature and severity of the complaint Respond to the person making the complaint if the complaint cannot be resolved within required timescales Report any complaints that are outside own authority to deal with to the appropriate person Make appropriate notes and a record of the complaint and the actions taken Identify any changes to the organisation's	Ability to handle Types of kitchen complaints, including not asking for help, not working together as a team, not providing sufficient support; Ability to recognise the level of seriousness of a complaint, including format, tone of language, visual clues; developing an appropriate response Ability to seek further information where necessary, in order to fully investigate the complaint Ability to handle Complaints involving service recovery methods, including anticipating the need for recovery, quick decision making, delegating responsibilities, providing training Knowledge and ability to avail the sources of information and advice for responding to complaints within the organisation, including verbal sources (other colleagues), written sources (menus, recipes, kitchen and/or food outlet logs, the internet) Ability to analyse difficult/sensitive	<b>Total:</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 Hours	Organisational guest feedback system Daily event sheets A-la-carte and other menus Recipe cards Standard operating procedures for service recovery Logs and other documentation for recording information relating to complaints Computer, software, accessories Training manual	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen with operating team of chefs and cooks <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>procedures which are necessary to avoid future similar complaints</p> <p>Comply with legal requirements, industry regulations, including ethical standards and health and safety, organisational policies and professional codes</p>	<p>situations/issues, including guests who are upset and emotional, incidents involving or spoiling a special occasion, incidents that may lead to disciplinary procedures; aiming always for a positive and creative response</p> <p>Knowledge of the limits of own authority and the action required if a complaint is beyond own authority to handle, including gathering sufficient relevant information, identifying the appropriate colleague to refer to, ensuring details of the complaint are explained fully</p> <p>Ability to use ethical standards, including ensuring that all behaviour and operations are fair, honest, not detrimental to the business or its guests</p> <p>Knowledge of organisational procedures for gathering information and responding to complaints, including responding within a certain time limit, recording the comment including who made it, when, in what format; recording the response given, by whom, in what format</p>		<p>for associates on all sections</p> <p>Guest service policy</p>	

**4.7. Module 7:** Monitoring health and safety issues in food production areas

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of monitoring health and safety issues in food production areas

**Duration** 90 hours      **Theory:** 35 hours      **Practical:** 55 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Ensure that all kitchen associates follow organizational requirements for health and safety</p>	<p><b>The student will be able to:</b></p> <p>Assess the risks in kitchen environments</p> <p>Check the extent to which all associates are aware of and follow health and safety requirements in line with organisational requirements</p> <p>Ensure that associates follow safe working practices at all times</p> <p>Monitor the extent to which associates identify any hazards or potential hazards and deal with these</p>	<p>Ability to effectively implementation of HACCP (Hazard Analysis and Critical Control Points) standards, including assessment of health and safety risks, identifying hazards, who might be harmed and how, evaluating risks and deciding on appropriate precautions, recording and implementing findings, reviewing and updating assessments as necessary</p> <p>Knowledge of first aid, fire fighting training and anti allergic medicine to be available, assembly point for evacuations</p> <p>Knowledge of features of a risk assessment, including who might be harmed, what hazards exist, what could go wrong, how likely it is to happen, how many people could be hurt, what precautions could be taken to reduce risks</p> <p>Ability to analyse the benefits of risk assessment, including helping to prevent</p>	<p><b>Total:</b> 40 hours</p> <p><b>Theory:</b> 13 hours</p> <p><b>Practical:</b> 27 Hours</p>	<p>Emergency notices</p> <p>Standard operating procedures for health and safety</p> <p>Fire equipment</p> <p>First aid equipment (see Section 5 for details)</p> <p>Logbooks for recording accidents and incidents</p> <p>Organizational health and safety policy</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>correctly</p> <p>Monitor the reports made by associates on any accidents or near accidents</p> <p>Monitor the way that associates practise emergency and security procedures correctly</p> <p>Ensure that appropriate records are completed as required to demonstrate that section team follows health and safety requirements</p>	<p>accidents, making it easier for associates to carry out their work, improving the standard of work produced, complying with organisational requirements or guidelines</p> <p>Ability to work in a healthy, safe and hygienic way, to ensure there are no risks to guests or associates</p> <p>Ability to understand the key elements of a food safety policy, including standards of personal hygiene, procedures for reporting sickness and accidents, requirements for pest control measures, minimum acceptable standards of cleaning</p> <p>Ability to understand food safety and hygiene practices, including carrying out tasks in the right order, finishing one before starting the next, assembling ingredients and equipment before starting the task, allowing sufficient time and space to complete the task involved, following a logical sequence, ensuring there are no spillages</p> <p>Ability to observe and check that associates know and understand methods to deal with emergencies, including taking action within own responsibility, notifying engineering department, evacuating the area or building, ensuring security have been notified where necessary</p>		<p>HACCP standards</p> <p>Standard operating procedures for safe working in the kitchen</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Ability to observe and check that associates know and understand how to follow emergency procedures, including alerting others, following instructions, taking action</p> <p>Ability to complete records as required to demonstrate that section team follows health and safety requirements</p> <p>Knowledge to advise associates of the sources of information about health, hygiene and safety in the food outlet, including Standard Operating Procedures for food outlet, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials</p> <p>Ability to check food safety when storing, preparing and cooking food, including handling food hygienically, preparing and cooking food carefully and thoroughly, storing food correctly, keeping all kitchen areas clean, avoiding cross-contamination</p> <p>Knowledge of food poisoning, including causes (by eating contaminated foods), symptoms (including abdominal pain, diarrhoea, vomiting, fever), people at risk (including babies and young children, pregnant and nursing mothers, the elderly and infirm, people who are already ill)</p> <p>Knowledge of food poisoning, including</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		chemicals, viruses, moulds, physical contaminants  Knowledge to comply with relevant regulations and standards (see Introduction)			
<b>LU2:</b> Monitor efficient and effective use of kitchen equipment	<b>The student will be able to:</b>  Ensure that all equipment is working correctly in own section of the kitchen  Arrange for appropriate maintenance for all equipment available in own section of the kitchen on a regular basis  Ensure that appropriate equipment is properly calibrated according to operating instructions in own section of the kitchen  Check that associates are using equipment correctly, efficiently and effectively in own	Ability to maintain equipment, including its function and maintenance requirements; and work areas, including maintenance and refurbishment requirements; ensuring that equipment is being used correctly and efficiently by associates, checking with kitchen teams if any products or equipment are in need of maintenance or attention, (including faulty equipment, worn fixtures and fittings), taking appropriate actions, advising engineering and/or housekeeping department  Knowledge of maintenance, calibration or replacement requirements for specific items of equipment, including following manufacturer's requirements, arranging for maintenance or replacement of equipment, process for reporting any maintenance requirements to the appropriate department, procedure for ensuring that food outlet areas are refurbished at appropriate and agreed intervals  Knowledge and ability to observe and check the use of equipment by associates, including	<b>Total:</b> 20 hours <b>Theory:</b> 8 hours <b>Practical:</b> 12 Hours	Kitchen equipment and operating instructions  Maintenance schedules for kitchen equipment  Standard operating procedures for using kitchen equipment  Safety equipment  Preventive maintenance program  Chef's uniform according to job requirements (black trousers, white chef's jacket, white	Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b>  Training kitchen with operating team of chefs and cooks  <b>OR</b>  Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>section of kitchen</p> <p>Take corrective action where required to improve the safety of work areas</p>	<p>in line with organisational requirements and manufacturers' guidance, using correct equipment for proper purposes, advising and guiding associates on the use of equipment in different circumstances , arranging appropriate staff training activities to promote efficient usage of equipment and awareness of maintenance requirements</p> <p>Ability to understand and respond to risks from faulty equipment, including trapped hands or fingers, impact of a heavy object, contact with hot equipment, faulty electrical equipment, inappropriate use of equipment; HACCP implications</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>		<p>chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	
<p><b>LU3:</b></p> <p>Maintain and monitor the kitchen cleaning programme</p>	<p><b>The student will be able to:</b></p> <p>Ensure that all associates understand their role in undertaking cleaning duties</p> <p>Monitor the number of associates to undertake the cleaning programme effectively</p> <p>Observe and check that</p>	<p>Ability for the purpose of cleaning program, including encouraging safe working methods, removing particles of food, reducing the risk of contaminating food, helping to prevent accidents, reducing risks from pests, keeping the food outlet pleasant to work in</p> <p>Ability to check the functions of the cleaning program , including working stations that are clean, cleared and sanitized; fixtures that are clean, cleared and well maintained; equipment that is clean and ready to use;</p>	<p><b>Total:</b></p> <p>30 hours</p> <p><b>Theory:</b></p> <p>14 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p>Staff rotas</p> <p>Procedures for carrying out the cleaning programme</p> <p>Instruction manuals for specialist cleaning equipment</p> <p>Checklists for monitoring the</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>associates have the cleaning tools and materials they need to undertake cleaning duties for their area of work</p> <p>Check that there are no hazards present that would affect the cleaning programme</p> <p>Observe and check that associates are using cleaning tools and materials safely, effectively and efficiently</p> <p>Monitor appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organisational standards</p>	<p>routes around kitchen workflow that are clean and cleared</p> <p>Ability to manage the cleaning programme, including ensuring that all associates understand their role in undertaking cleaning duties; monitoring the number of associates needed and present to undertake the cleaning programme effectively; checking that associates have the cleaning tools and materials they need to undertake cleaning duties for their area of work</p> <p>Knowledge and ability to prepare and implement cleaning schedules, including defining cleaning standards, what items and surfaces are to be cleaner, where they are to be cleaned, who is to carry out the cleaning, how often the cleaning is to be carried out, when the cleaning should be done, the method of cleaning that should be used, how long it should take to clean correctly, what chemicals and equipment should be used, what safety precautions should be taken</p> <p>Ability to assess and plan rotas to include servicing the cleaning programme, including levels of manpower, ensuring associates are appropriately trained to use specialised cleaning equipment</p> <p>Ability to understand the range of tools and</p>		<p>cleaning programme</p> <p>Weekly, fortnightly, monthly, quarterly and annual cleaning schedule</p> <p>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>cleaning materials needed to support the cleaning programme within a work area, ensuring that tools and materials are provided, appropriately serviced and maintained</p> <p>Ability to develop appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organisational standards, monitoring completed checklists</p> <p>Knowledge of HACPP and other guidelines for the safe use of cleaning tools and materials, including specialist chef's uniform, appropriate storage of tools and materials, particularly for hazardous chemicals</p> <p>Ability to handle the problems with cleaning, equipment or products, including wrong products or equipment, equipment not working, product not satisfactory</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>			

**4.8. Module 8:** Monitoring and controlling kitchen costs and waste

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of monitoring and controlling cost and waste

**Duration** 60 hours      **Theory:** 35 hours      **Practical:** 25 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Check that food items are stored correctly</p>	<p><b>The student will be able to:</b></p> <p>Ensure associates understand the correct temperatures, locations and procedures for storing raw and cooked foods</p> <p>Ensure associates understand the procedures for avoiding the risk of cross-contamination</p> <p>Observe and check that all food items are stored in the correct locations and at the correct temperature</p> <p>Observe and check that all items stored in walk-in chillers/freezers are</p>	<p>Ability to observe and check that associates store food correctly and at the correct temperature, including preparation for storing food (wrapping correctly), storing in dry store, refrigerator (maintaining temperature from 3 to 5 degrees), freezer (maintaining temperature from -18 to -20 degrees)</p> <p>Ability to monitor the processes for preparing food for storage, including tagging and logging food for storage, following organisational procedures, completing all required documentation</p> <p>Ability to observe and check that associates follow organisational processes for preventing cross contamination when preparing food for storage, including direct (foods coming into direct contact with each other), indirect (contact through using the same equipment – knives, chopping boards, bowls, pans etc – for different foods), drip (storing raw foods including meat above cooked foods; and allowing liquids including</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 8 hours</p> <p><b>Practical:</b> 7 Hours</p>	<p>Temperature checking equipment (probes, monitors, sensors)</p> <p>Documentation for checking and recording food storage procedures</p> <p>Appropriate checklists and inventories</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>tagged in line with organisational requirements</p> <p>Observe and check that all walk-in chillers/freezers are kept neat and clean</p> <p>Monitor the storage of raw and cooked foods in line with correct locations, temperatures and procedures</p> <p>Monitor the completion of appropriate checklists to record the monitoring of food storage</p> <p>Ensure that an appropriate inventory is maintained of foods stored in walk-in chillers/freezers</p>	<p>blood to drip onto foods below)</p> <p>Ability to ensure associates store food correctly and at the correct temperature, including preparation for storing food (wrapping correctly), storing in dry store, refrigerator (maintain temperature from 3 to 5 degrees), freezer (maintain temperature from -18 to -20 degrees)</p> <p>Ability to ensure that all food tagged for storage is properly logged according to organisational requirements</p> <p>Ability to maintain the procedures for maintaining the cleanliness of walk-in chillers/freezers, ensuring that there are sufficient associates to implement cleaning programme and manage food safety implications</p> <p>Knowledge and ability to ensure that different foods are stored in the correct location and at the correct temperature according to organisational requirements; monitoring records to show inventory of foods stored</p>		<p>apron, safety trainers or boots, disposable gloves)</p>	<p>establishments)</p>
<p><b>LU2:</b></p> <p>Check that kitchen sections are working to requirements and</p>	<p><b>The student will be able to:</b></p> <p>Use restaurant bookings, banquet sheets and other</p>	<p>Ability to understand how to manage and control food costs, including making a profit, breaking even, subsidised</p> <p>Calculating costs, including food costs, gross</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p>	<p>Daily event sheets and reservations information</p> <p>A-la-carte and</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
not overproducing	<p>sources of information to identify food preparation requirements</p> <p>Monitor the availability of food items within the kitchen</p> <p>Monitor the supply of food items and other products from the stores to support food production in line with requirements</p> <p>Ensure that associates understand the quantity and quality of dishes to be prepared and cooked</p> <p>Ensure that associates follow organisational guidelines on weight and portion control</p> <p>Take necessary steps to address problems with the quantity and quality of dishes prepared and cooked</p>	<p>profits, profits as percentages</p> <p>Ability to set targets, including calculating selling prices needed to achieve target gross profits</p> <p>Ability to use restaurant bookings, banquet sheets and other sources of information in order to identify food preparation requirements</p> <p>Ability and knowledge to understand the need to monitor food costs, including sourcing and purchasing good quality food commodities, monthly market survey; controlling commodities; accurate weighing, measuring and portion control; preparation, cooking losses and wastage control.</p> <p>Ability to monitor the availability of food items within the kitchen and the supply of food items and other products from the stores in order to support food production in line with requirements</p> <p>Ability to ensure that associates understand the quantity and quality of dishes to be prepared and cooked, in order to maximise production and control costs</p> <p>Ability to ensure that associates follow organisational guidelines on weight and portion control, in order to achieve</p>	<p>10 hours</p> <p><b>Practical:</b> 10 Hours</p>	<p>other menus</p> <p>Copies of requisitions sheets</p> <p>Cost reports</p> <p>Weekly consumption reports</p> <p>Recipe cards</p> <p>Portion and weight control guidelines</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>appropriate yields and maximise profits</p> <p>Ability to address problems with the quantity and quality of dishes prepared and cooked, including good relationships with food service team, meeting guest requirements, enhancing organisation's reputation</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>			
<p><b>LU3:</b></p> <p>Check that all sections are managing kitchen waste effectively</p>	<p><b>The student will be able to:</b></p> <p>Ensure that associates are identifying opportunities for reducing waste</p> <p>Ensure that associates are following organisational policies and procedures for managing and reducing waste</p> <p>Ensure that associates are disposing of waste in line with organisational procedures</p>	<p>Ability to manage the types of waste material generated in the work area, including food, cooking oils, recyclable waste (card, packaging)</p> <p>Ability and knowledge about the principles of waste management, including meeting food hygiene regulatory requirements, to prevent contamination of preparation and cooking areas, to avoid pest infestation, to reduce accidents and fire risks</p> <p>Ability to monitor provision and management of waste areas, including properly fitting lids for waste bins, use of disposable sacks, not overfilling bins, regular emptying and cleaning of bins</p> <p>Ability to recognise opportunities for waste reduction, reuse and recycling targets to comply with legal and/or organisational requirements, including over-ordering, poor</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>9 hours</p> <p><b>Practical:</b></p> <p>6 Hours</p>	<p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of waste</p> <p>Standard operating procedures for handling waste</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>preparation and cooking, poor menu management</p> <p>Ability to establish current levels of waste within the organisation, including monitoring and recording waste, monitoring returns from guests in food outlets, monitoring returns to stores</p> <p>Ability to assess the effectiveness of waste management systems, including economic benefits, complying with organisational requirements, improved operations and image, selecting appropriate methods to evaluate the impact of waste reduction measures</p> <p>Ability to avoid and reduce waste, including through design, reuse and recycling, managing potential barriers that may limit waste avoidance and reduction,</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>		apron, safety trainers or boots, disposable gloves)	commercial organisations, similar establishments)
<p><b>LU4:</b></p> <p>Ensure that kitchen waste products are disposed of following correct</p>	<p><b>The student will be able to:</b></p> <p>Monitor that every section is producing waste as minimum as possible</p>	<p>Ability and knowledge of principles of waste management, including meeting food hygiene regulations, preventing contamination of service areas, avoiding pest infestation, reducing accidents and fire risks</p> <p>Ability to manage types and causes of waste, including wet and dry, caused by</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>8 hours</p> <p><b>Practical:</b></p>	<p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of wet</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
procedures	<p>Observe and check that waste is segregated at production level, including wet waste, dry waste</p> <p>Ensure that every section is disposing of waste in line with organisational guidelines and health, safety and hygiene regulations</p> <p>Guide team on different preparation and cooking methods to avoid excessive waste</p>	<p>natural usage, poor management of perishable food items, overcooking or burning food items and dishes, poor or incorrect use of cleaning materials, damage caused to tools and equipment by incorrect use</p> <p>Ability to supervise clearance of waste areas, including properly fitting lids for waste bins, use of disposable sacks, not overfilling bins, regular emptying and cleaning of bins</p> <p>Ability to manage waste, including ensuring that associates identify opportunities for reducing and disposal of waste, follow organisational policies and procedures</p> <p>Ability to manage opportunities for waste reduction, reuse and recycling targets, including complying with legal and/or organisational requirements</p> <p>Ability to establish and monitor current levels of waste for activities undertaken by the organisation, including assessing and recording levels of waste, by observation, questioning, assessing productivity and output, yield data</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>	2 Hours	<p>and dry waste, including colour coded waste drums, environmental friendly waste bags, waste disposal units</p> <p>Waste carry trolleys</p> <p>Wet and dry waste room inspection checklist</p> <p>Standard operating procedures for waste disposal</p> <p>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety</p>	<p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				trainers or boots, disposable gloves)	

**4.9. Module 9:** Monitoring delivery of food production into service areas

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of monitoring delivery of food production into service areas

**Duration** 80 hours      **Theory:** 16 hours      **Practical:** 64 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Check that food has been presented as intended</p>	<p><b>The student will be able to:</b> Ensure that the final presentation of dishes is in line with organisational requirements and guest needs Identify and rectify any gaps in presentation and delivery of dishes Ensure that procedures are being followed to achieve best presentation of all dishes in all kitchen outlets (eg cold kitchen, hot kitchen, bakery kitchen) Ensure consistent</p>	<p>Knowledge and understanding of entire kitchen operation and service procedure Knowledge of the importance of following current culinary trends and methods, including technological advances, reliance on pre-prepared foods to cut on-site costs, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage Ability and knowledge of the importance of final presentation of dishes being in line with organisational requirements and guest needs, including meeting guest requirements and expectations, meeting organisational standards, identifying and rectifying any gaps in presentation and delivery of dishes Ability of consistent inspection of food preparation, cooking and presentation, in order to manage professional and organisational standards, identify the need for</p>	<p><b>Total:</b> 30 hours <b>Theory:</b> 6 hours <b>Practical:</b> 24 Hours</p>	<p>Inspection checklist for food production areas Inspection checklist for live buffet Daily event sheets A la carte and other menus Daily requisitions Safety equipment Recipe cards HACCP standards Chef's uniform according to job requirements (black trousers, white chef's</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen with operating team of chefs and cooks <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	inspection of food preparation, cooking and presentation	<p>additional or remedial training</p> <p>Ability to establish and monitor processes to check that food presented for service is of the type, quality and quantity required by the guest</p> <p>Ability to discuss feedback on food production with appropriate colleagues and agreeing on improvements</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>		jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	organisations, similar establishments)
<p><b>LU2:</b></p> <p>Check quantities of food are as required and intended</p>	<p><b>The student will be able to:</b></p> <p>Identify the daily food preparation requirements</p> <p>Ensure that food is produced as per recipes and according to organisational portion controls</p> <p>Check that food presented for service is of the type, quality and quantity required by the guest</p> <p>Ensure that each</p>	<p>Ability to check the quantities and portions of dishes in line with organisational requirements and guest needs, including the impact on costs, guest perceptions, identifying and rectifying any gaps in quantities of dishes produced, including cooking extra dishes when required, keeping guests informed of any delays</p> <p>Ability to ensure that food is produced as per recipes and according to organisational portion controls (including set weight per person, number of portions per dish) and what these controls are, including set weight per person, number of portions per dish</p> <p>Ability to check that food presented for service is of the type and quantity required by the guest, including by observation, checking</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>4 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p>Daily events sheet</p> <p>Daily requisition for issuance according to events in hand</p> <p>Portion control guidelines</p> <p>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels,</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	section is minimising waste in line with organisational requirements	<p>food order checks</p> <p>Knowledge to comply with relevant regulations and standards (see Introduction)</p>		apron, safety trainers or boots, disposable gloves)	restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)
<p><b>LU3:</b></p> <p>Check that food is served at correct temperature</p>	<p><b>The student will be able to:</b></p> <p>Ensure that associates understand the correct temperature for the service of different dishes</p> <p>Monitor that dishes are presented and maintained at the appropriate temperature</p> <p>Ensure that all food storage areas are maintained at the required temperature</p> <p>Ensure that food transportation equipment is maintained at the correct temperature</p>	<p>Ability to manage systems including effective implementation of HACCP standards</p> <p>Knowledge and ability to hold and serve hot food, including pre-heating holding equipment, not using the equipment to re-heat food, checking the equipment regularly if hot water is used (including topping up with hot water, not cold), keeping food fully in lit areas when heated lights are used; using a temperature probe to check internal temperatures</p> <p>Ability to check that food presented for service is of the type, quality and quantity required by the guest (including warmers, servicing trolleys)</p> <p>Ability to understand and monitor the correct temperature for the service of different dishes, maintaining food storage areas and food transportation equipment at the required temperature, including warmers, servicing trolleys</p>	<p><b>Total:</b></p> <p>30 hours</p> <p><b>Theory:</b></p> <p>6 hours</p> <p><b>Practical:</b></p> <p>24 Hours</p>	<p>Food temperature guidelines</p> <p>Checklist of food temperatures</p> <p>HACCP standards</p> <p>Hotplates, warmers, servicing trolleys</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	Identify and resolve any problems in temperature maintenance	<p>Ability to identify problems with temperature of food, including faulty equipment, poor service delivery, lack of training</p> <p>Ability to rectify problems with temperature of food, including reheating where appropriate, disposing of food and re-cooking dish where appropriate, monitoring issues relating to potential food safety and food poisoning due to poor temperature controls</p> <p>Knowledge and ability to discuss feedback on food production with appropriate colleagues and agreeing on improvements</p> <p>Knowledge to Comply with relevant regulations and standards (see Introduction)</p>			establishments)

**4.10. Module 10:** Support the professional development of the kitchen team

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding of Support the professional development of the kitchen team

**Duration** 100 hours      **Theory:** 20 hours      **Practical:** 80 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Contribute to the development of kitchen teams and individuals</p>	<p><b>The student will be able to:</b> Contribute to the identification of development needs for kitchen individuals and teams accurately Ensure that the development needs identified are consistent with kitchen team objectives and organisational values Ensure that contributions to the planning process reflect the identified development needs of all those kitchen associates under own responsibility Agree ideas with individual</p>	<p>Ability to identify development needs for kitchen individuals and teams accurately, including individual personal objectives, team objectives, development and retraining objectives Ability and knowledge to use sufficient, reliable and valid information, in order to plan effectively, to maximise opportunities, to add value to the organisation's goals Ability to Present the developmental needs to kitchen associates in a way which is likely to influence their decision-making positively, including providing guidance, support and motivation Ability to manage kitchen team development to the continuing effectiveness of the organisation, including own role and responsibilities in contributing to this process, developing</p>	<p><b>Total:</b> 15 hours <b>Theory:</b> 5 hours <b>Practical:</b> 10 Hours</p>	<p>Standard Operating Procedures for training and development Job descriptions and evaluations Training schedules and reviews Markers and pens Notebook Log book Notice board Business objectives And appropriate analysis reports</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen with operating team of chefs and cooks <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>kitchen team members</p> <p>Contribute to development activities to support kitchen team objectives and plans</p> <p>Take into account the work activities, learning abilities and personal circumstances of individual kitchen team members</p> <p>Encourage and use feedback from those taking part in the activities to improve own future contributions to development activities</p> <p>Contribute to the assessment of kitchen associates against development objectives</p> <p>Provide information about assessments to authorised people only, in the required format and to agreed deadlines</p>	<p>and securing support from kitchen associates, seeking contributions to the development process from kitchen associates</p> <p>Ability to collect and validate relevant information needed to identify kitchen development needs, including informally from associates, formally through guest surveys, job appraisals</p> <p>Ability to focus on kitchen team objectives and organisational values, including delivering excellent food service and guest service, which have a bearing on development needs, including development opportunities, training and re-training needs</p> <p>Ability to analyse different decisions whether kitchen development needs are consistent with organisational objectives and values, including identifying and defining development needs, evaluating these against organisational objectives, prioritising development</p> <p>Ability to assess kitchen associates against development objectives using clear, agreed criteria and sufficient, valid and reliable information, including job appraisals, feedback from guests and</p>		<p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>other associates</p> <p>Ability to take account of the kitchen work activities of associates, their learning abilities and personal circumstances when agreeing ideas with individual kitchen team members</p>			
<p><b>LU2:</b></p> <p>Contribute to the provision of required kitchen associates</p>	<p><b>The student will be able to:</b></p> <p>Use methods to assess and select kitchen associates that meet organisational requirements</p> <p>Provide information that is complete, accurate and supports the fair assessment of kitchen associates</p> <p>Make suggestions for the selection of kitchen associates that are based on objective assessments of the information against agreed selection criteria</p> <p>Make suggestions for selection that are clear and accurate</p>	<p>Knowledge and ability to present suggestions for selection effectively, based on sound information, including known capabilities, job descriptions, performance appraisals, training schedules and review</p> <p>Ability to communicate effectively with the range of kitchen associates involved, including verbally and in writing, using technical language appropriately</p> <p>Knowledge and ability to have the confidential information during selection processes including the kinds of information that may be made known to associates</p> <p>Ability to have the importance of keeping accurate, complete and clear records of own contributions to the selection process, in order to support .Ability to asses the range of methods which may be used for the assessment</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>5 hours</p> <p><b>Practical:</b></p> <p>10 Hours</p>	<p>Standard Operating Procedures for workforce planning</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection assessments</p> <p>Notice board</p> <p>Chef's uniform according to job requirements</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Make suggestions available only to authorised people</p> <p>Handle communications with kitchen associates in a manner and at a level and pace appropriate to their needs</p> <p>Make sure records of own contribution to the selection process are complete, accurate, clear and meet organisational requirements</p>	<p>and selection of staff, including formal and informal, and the relative advantages and disadvantages of these for the team</p> <p>Ability to assess possible contributions to the assessment and selection of staff, including contributing to appraisals, providing formal and informal feedback to the kitchen associate, to the HR department</p> <p>Ability to make fair and objective assessments against criteria during the selection process, including understanding the criteria, ensuring that assessments are objective and not influenced by personal views</p>		(black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	establishments)
<p><b>LU3:</b></p> <p>Lead the work of kitchen teams and individual associates to achieve objectives</p>	<p><b>The student will be able to:</b></p> <p>Plan the work of kitchen teams and individuals</p> <p>Involve the kitchen team and individuals when planning their work</p> <p>Present work plans in a way that gains the support and commitment of those</p>	<p>Ability to the importance of effective communication when explaining work plans and allocations, including clear explanations, using technical language, ensuring associates have the opportunity to ask questions</p> <p>Ability to the importance of the associate being clear about the purpose of the work to be done, including communicating this effectively to those involved, understanding role and</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>10 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p>Standard Operating Procedures for leading a department</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>involved</p> <p>Assess the work of kitchen teams and individuals</p> <p>Provide both positive and negative feedback to kitchen teams and individuals on their work</p> <p>Review the work of the kitchen team and individuals on a regular basis</p> <p>Provide support for continuous improvement for kitchen teams and individuals</p>	<p>responsibilities</p> <p>Ability to regularly review work, using own observations, job descriptions and evaluations, training schedules and reviews, in order to manage time, the achievement of objectives, provide support and guidance</p> <p>Ability to assess the on-going work of kitchen teams and individuals, including the associate's role and responsibilities in relation to this, reviewing and revising objectives in order to deliver an effective team effort</p> <p>Ability to provide clear and accurate feedback to team members on their performance, including the associate's role and responsibilities in relation to this, reviewing the associate's own objectives and modifying them if required</p> <p>Ability to provide team members with the opportunity to contribute to the planning and organisation of their work, in order to manage the whole team effort, motivate the team, support effective team working</p> <p>Ability to provide opportunities to team members to assess their own work, including ways to encourage and enable this involvement, identifying for the</p>		<p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection assessments</p> <p>Notice board</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>associates the benefits of doing this</p> <p>Ability to motivate team members and gain their commitment by providing feedback, in order to maximise their own effort, help them to achieve their personal objectives and contribute to the team effort</p> <p>Ability to know the importance of good communication skills when providing feedback on work and performance, including adopting a positive approach, using technical and social language as appropriate, being supportive, encouraging the associate to ask questions</p> <p>Ability to provide positive feedback to individual associates and the kitchen team, including choosing an appropriate time and a place to give feedback, providing feedback in a way which encourages team members to feel that the associate respects them, the importance of being encouraging when providing feedback to team members and showing respect for those involved</p> <p>Ability to provide constructive suggestions on how performance can be improved, in order to maintain</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>commitment and maximise the individual/team effort</p> <p>Ability to give those involved the opportunity to provide suggestions on ways to improve their work, including ensuring they feel part of the team and that their contribution is valued</p> <p>Ability to plan work activities and the associate's role and responsibilities in relation to this, including matching activities to each associate's job role and capabilities, challenging and stretching associates, developing realistic and achievable work plans for teams and individuals both in the short and medium term</p>			
<p><b>LU4:</b></p> <p>Manage own self in a kitchen environment</p>	<p><b>The student will be able to:</b></p> <p>Develop objectives for own kitchen work role which are compatible with the vision, objectives and values of the organisation</p> <p>Agree, with line manager, objectives for own kitchen work role and ways to evaluate progress and</p>	<p>Ability to manage organisation's structure, systems, business processes and organisational objective</p> <p>Ability to gather valid information, in order to plan own development effectively and set appropriate benchmarks by which to measure progress</p> <p>Ability to analyse own work role and relating to other roles in the organisation, including identifying long term and short term aims</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>5 hours</p> <p><b>Practical:</b></p> <p>5 hours</p>	<p>Job description and evaluations</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Standard format and forms</p> <p>Computer,</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>achievement</p> <p>Prioritise objectives and manage own time in order to achieve them and delegate objectives and responsibilities</p> <p>Use technology effectively to help achieve own objectives</p> <p>Identify and eliminate distractions and activities that do not support the achievement of own objectives</p> <p>Monitor changes to the organisation's objectives, processes, systems and structures and how these impact on own role</p> <p>Identify and respond quickly and positively to new opportunities and urgent situations when they arise, revising own objectives and priorities as necessary</p> <p>Get regular feedback on</p>	<p>Ability to monitor changes, trends and developments, including technological advances, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage</p> <p>Ability to manage the impact of different factors on own role, including time, cost, support from others (associates, Executive Chef, HR department)</p> <p>Ability to manage own resources, particularly knowledge, understanding, skills and time</p> <p>Ability to identify the requirements of own work role and others, including developing better productivity for whole kitchen team, sharing new skills with other associates, improving motivation, developing and improving the reputation of the whole kitchen team</p> <p><del>Ability to sSetting</del> work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound), in order to plan out development and organise any formal learning to be undertaken</p> <p><del>Ability to mMeasureing</del> the progress against work objectives, in order to judge progress, to reflect on achievements, to</p>		<p>software and accessories</p> <p>Communication devices (including telephone and mobile)</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>own kitchen performance from those who are able to provide objective, specific and valid feedback</p> <p>Monitor progress towards own kitchen objectives and evaluate, with line manager, the extent to which objectives have been achieved</p> <p>Agree, with line manager, any changes to own kitchen objectives in the light of own performance, feedback received or changes in organisational priorities</p>	<p>modify the plan, to set new objectives</p> <p>Ability to get and make effective use of feedback on own performance, including informally from associates, formally through guest surveys, job appraisals</p> <p>Ability to update work objectives in the light of own performance, including feedback received or changes in organisational priorities</p> <p>Ability to record the use of own time and identifying possible improvements, including judging the effectiveness of development activities, prioritising activities, balancing development activities against main work role</p> <p>Ability to work with individuals within own area of work, including understanding their roles, responsibilities, competences and potential, helping them with their own development, maximising support based on own experience</p> <p>Ability to fulfil the agreed requirements of own work role including the limits of own responsibilities, including matching these requirements to personal development plan, identifying and agreeing personal work objectives (with Restaurant</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		Manager, HR department)			
<p><b>LU5:</b></p> <p>Contribute to the identification and implementation of sales development activities for food and beverages service</p>	<p>Support the management team in establishing clear sales development activities for the organisation</p> <p>Assist in preparing a sales plan that identifies and prioritises sales development activities that are consistent with the vision of the organisation</p> <p>Ensure that the plan is flexible and open to change</p> <p>Discuss and agree who should be responsible for implementing sales development activities and then allocate resources effectively</p> <p>Agree with senior colleagues measures for monitoring and evaluating performance against sales development activities</p> <p>Gain the commitment of associates for the</p>	<p>Ability to develop and implement sales development activities, in order to add value to the organisation's objects, to contribute to profitability</p> <p>Knowledge of the importance of creativity and innovation in sales development activities, including responding to trends, experimenting with new approaches and ideas to support food and beverage sales</p> <p>Delegating responsibility and allocating resources to support implementation of sales development activities, including to different departments (including the kitchen), allocating time, funding, materials</p> <p>Ability to develop measures and methods for monitoring and evaluating performance against the implementation of sales development activities, including establishing clear monitoring and evaluation criteria, establishing appropriate timelines</p> <p>Ability to understand the market in which the organisation works, including the guest base (leisure, business,</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>5 hours</p> <p><b>Practical:</b></p> <p>5 hours</p>	<p>Standard Operating Procedures for selling practices in food outlets</p> <p>Example sales plans</p> <p>Report templates</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>implementation of sales development activities</p> <p>Bring together the needs and expectations of associates with what is required of them to implement sales development activities</p>	<p>combination; actual and potential guests), location (city-centre, rural), size of organisation</p> <p>Knowledge of the needs and expectations of actual and potential guests, including level and speed of service and attention, range of products</p> <p>Ability to understand actual and potential competitors and partners, including what they offer, their competitive edge</p> <p>Knowledge of new and available opportunities for sales development activities, including new products (dishes, menus, beverages), new services (type of food service)</p> <p>Knowledge of the needs and expectations of colleagues and other key stakeholders, including associates within own kitchen team, other departments, stakeholders in the organisation (managers, backers, shareholders)</p>			
<p><b>LU6</b></p> <p>Prepare, deliver and evaluate training sessions for kitchen</p>	<p>Prepare appropriate kitchen training plans and materials</p> <p>Produce specific aims and objectives for the session</p> <p>Identify the resources</p>	<p>Ability to analyse the purpose of and necessary outcomes from the training session, including personal, departmental or organisational objectives, new or corrective/remedial training</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 10 hours</p>	<p>Standard Operating Procedures for training and development</p> <p>Job descriptions</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
associates and teams	<p>needed to deliver the session</p> <p>Select appropriate methods to delivery training</p> <p>Ensure all learning materials are available</p> <p>Deliver kitchen training to individuals or groups</p> <p>Use a range of appropriate techniques and activities throughout the session, including technology-based learning</p> <p>Carry out assessments at appropriate points to ensure that learning has taken place</p> <p>Evaluate the effectiveness of training for kitchen associates and teams</p>	<p>Ability to deliver the session, including on and off the job, single sessions, series of training sessions</p> <p>Knowledge and ability to appropriately use of technology-based delivery and e-learning, including reducing the costs associated with delivering training, increasing the effectiveness of the training environment, helping training to contribute to organisational goals</p> <p>Ability to deliver the session which meet the aims and objectives of the session, including practical activities, role plays, case studies, live on-the-job training</p> <p>Ability to plan appropriately for the training session, including teaching and learning methods, aims and objectives; topics; variety of methods; timing; resources; checks on learning, resources and assessment methods</p> <p>Ability to select and use an appropriate range of methods and resources to support delivery of the training session, including teacher centred (lecture, explanation, demonstration); learner centred (goal setting, self-direction, problem solving, negotiation, discussion, presentation, journals)</p>	<b>Practical:</b> 20 hours	<p>and evaluations</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Standard training formats for preparing, delivering and evaluating</p> <p>Training resources, including flip charts, markers, projectors, screens, handouts, notes, case studies, problems, exercises, textbooks, videos, audio materials, computer assisted learning materials, internet, experimental materials, work</p>	<p>establishments</p> <p><b>EITHER</b></p> <p>Training kitchen with operating team of chefs and cooks</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Ability to manage the training process, including following the plan; supporting learners; accommodating learning preferences; barriers to learning; independent working; feedback; managing group dynamics; differences; inappropriate behaviour; ensuring that the methods chosen will promote equal opportunities and access</p> <p>Ability to review the effectiveness of the training session, including sources of feedback (learners; self; other stakeholders; informal and formal checks)</p> <p>Ability to determine the strengths and weaknesses of the training session, including achievement against targets; feedback from associates, HR department; evaluative comments; reviews</p> <p>Ability to make recommendations for improving the training session, including the action plan; professional development; schemes of work; session plans; teaching techniques; resources used; teaching style; implementation of changes; record of modifications</p>		<p>place facilities, training rooms, support materials support staff</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	

## 5. General assessment guidance for the Hospitality Sous Chef Curriculum

Good practice in Pakistan makes use of sessional and final assessments, the basis of which is described below. Good practice by vocational training providers in Pakistan is to use a combination of these sessional and final assessments, combined to produce the final qualification result.

**Sessional assessment** is going on all the time. Its purpose is to provide feedback on what students are learning:

- to the student: to identify achievement and areas for further work
- to the teacher: to evaluate the effectiveness of teaching to date, and to focus future plans.

Assessors need to devise sessional assessments for both theoretical and practical work. Guidance is provided in the assessment strategy

**Final assessment** is the assessment, usually on completion of a course or module, which says whether or not the student has "passed". It is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. Considerations of security – ensuring that the student who gets the credit is the person who did the work – assume considerable importance in final assessment.

### Methods of assessment

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the student's performance.

Examples for direct assessment of a sous chef include:

- Work performances, for example maintaining a log of food production, or checking the work of a section to ensure it meets time requirements
- Demonstrations, for example demonstrating how first aid or fire fighting equipment should be used
- Direct questioning, where the assessor would ask the student how he would check the quality and quantity of food delivered to the kitchen, or how he would respond to a complaint relating to food production
- Paper-based tests, such as multiple choice or short answer questions on the efficient and effective use of equipment, or ways to gather feedback on food production.

Indirect assessment is the method used where the performance could not be watched and evidence is gained indirectly.

Examples for indirect assessment of a sous chef include:

- Work products, such as a training plan to support the professional development of the food and beverages service team
- Workplace documents, such as a copy of the analysis of a kitchen log to ensure appropriate requisitions are being made

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

### **Synoptic assessment**

Synoptic assessment provides opportunities for students to combine elements of their learning from different modules and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one module to increase their understanding in other modules, or across the curriculum as a whole.

Parts of the final theoretical assessment will require the application of synoptic assessment. Further guidance is given in the assessment strategy.

### **Principles of assessment**

All assessments should be valid, reliable, fair and flexible:

**Fairness** means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one student gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

**Validity** means that a valid assessment assesses what it claims to assess. For example, if sous chef's ability to brief staff on new menu and recipe items is to be assessed and certificated, the assessment should involve performance criteria that are directly related to that briefing activity. An interview about how the recipes or menus were developed would not meet the performance criteria.

**Reliability** means that the assessment is consistent and reproducible. For example, if the work performance of managing communications between the food and beverage service area and other departments has been assessed, another assessor (eg the future employer) should be able to see the same work performance and witness the same level of achievement.

**Flexibility** means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the students' needs.

## Assessment strategy for the Hospitality Sous Chef Curriculum

This curriculum consists of 10 modules:

- Module 1: Monitoring the duties and activities of a team
- Module 2: Co-ordinate the operation of the food preparation and cooking area
- Module 3: Monitoring supplies for kitchen operations
- Module 4: Monitoring quality of food production
- Module 5: Supervise the delivery of effective kitchen service to food service team
- Module 6: Manage comments and complaints relating to food production
- Module 7: Monitoring health and safety issues in food production areas
- Module 8: Monitoring and controlling kitchen costs and waste
- Module 9: Monitoring delivery of food production into service areas
- Module 10: Support the professional development of the kitchen team

### Sessional assessment

The sessional assessment for all modules shall be in two parts: **theoretical assessment and practical assessment**. The sessional marks shall contribute to the final qualification.

**Theoretical** assessment for all learning modules must consist of a written paper lasting **at least one hour** per module. This can be a combination of short answer and extended answer questions.

For **practical** assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under **Planning for assessment**.

## Final assessment

Final assessment shall be in two parts: **theoretical assessment** and **practical assessment**. The final assessment marks shall contribute to the final qualification.

The final **theoretical** assessment shall consist of **one** 3-hour paper. The paper shall be in **two parts**.

**Part A** shall last for 2 hours and shall consist of half short-answer and half extended-answer questions. This part shall cover all modules.

**Part B** shall last for 1 hour and shall consist of **four synoptic** assessment questions (see the section on General assessment guidance). These synoptic assessment questions must combine at least two modules. The title of the modules must be stated clearly at the start of each question. An example is provided below:

**Question 14:** This question is about the quality of supplies and food production. It is based on the following modules:

- **Module 3:** Monitoring supplies for kitchen operations
- **Module 4:** Monitoring quality of food production
- **Module 5:** Supervise the delivery of effective kitchen service to food service team

Your organisation is hosting a wedding celebration today for 250 people. Food orders have been placed a week in advance, in line with your organisation's requirements.

Use examples from this scenario to illustrate **the full range of quality checks** that you should carry out to support successful delivery of food to the point of service.

15 marks are awarded for this question.

**Notes for assessors:**

Students' answers should cover the following points:

- Check quality of food deliveries and other products into store
- Check quality of food store
- Check the quality of food delivered to the kitchen
- Check that preparation of food meets requirements
- Check that cooking of food meets requirements
- Ensure that the kitchen team deliver effective service to food service team at all times

Marks should be allocated as follows:

<b>0</b>	No rewardable material
<b>1-4</b>	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Only one aspect of quality considered. Points made will be superficial/generic and not applied/directly linked to the situation in the question.
<b>5-10</b>	Some points identified, or a few key points described in detail. Consideration of more than one aspects of quality but more emphasis on one of them. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not

always be clear

**11-15**

Range of points described in depth. All aspects of quality are considered and the answer is well balanced, considering all points equally. The majority of points made will be relevant and there will be a clear link to the situation in the question.

For the final **practical** assessment, each student shall be assessed over a period of two days, with two 3-hour sessions on each day. This represents a total of four sessions totalling 12 hours of practical assessment for each student. During this period, each student must be assessed using either case study or role-play, depending on his or her circumstances. For example, their work commitments may prevent them from attending one or more role-play sessions. In this case, written case studies may be used instead.

Role-play scenarios must be based on synoptic assessment. These synoptic assessment scenarios must combine at least two modules. The title of the modules must be stated clearly at the start of each question. Each student within the group of five students must be given a different role. Students must be given 30 minutes at the start of the role-play to prepare for their role. The remaining time (2½ hours) must focus on group work and how students manage the whole task. An example is provided below:

**Role-play 7:** This role-play is about developing new menu ideas and providing training for kitchen teams to support their implementation.

- **Module 2:** Co-ordinate the operation of the food preparation and cooking area
- **Module 7:** Monitoring health and safety issues in food production areas
- **Module 10:** Support the professional development of the kitchen team

**Scenario:** You are part of a group of 5 sous chefs in a large hotel at the outskirts of the city, close to the airport. The management have requested that your group explore ideas for new recipes that will involve and promote fusion cooking. You should consider the needs of your current market, as well as how the new ideas will appeal to international travellers transiting through the airport.

You do not need to make decisions today about the recipes. The management have asked for a clear plan on how you would set about this project. Each of your group has their own responsibility. It is important that you show how each responsibility will integrate with others as part of the group effort.

Spend 30 minutes preparing for your role. Spend the remaining 2½ hours working as a group to manage the whole task. You should ensure that you summarise your own effort and the group effort, showing how each task integrates with others.

**Roles are as follows:**

- **Student A:** responsible for managing contributions to the development and introduction of recipes and menus
- **Student B:** responsible for contributing to the identification and implementation of sales development activities and training requirements to support staff development
- **Student C:** responsible for monitoring health and safety and the efficient and effective use of equipment
- **Student D:** responsible for contributing to the management of physical resources
- **Student E:** responsible for managing communications between the food and beverage service area and other departments

## The assessment team

The number of assessors must meet the needs of the students and the training provider. For example, where **two assessors** are conducting the assessment, there must be a maximum of **five students per assessor**. In this example, a group of 20 students shall therefore require

assessments to be carried out over a four-day period. For a group of only 10 students, assessments would be carried out over a two-day period only.

## **Planning for assessment**

**Sessional assessment:** assessors need to plan in advance how they will conduct sessional assessments for each module. The tables on the following pages are for assessors to use to insert how many hours of theoretical and practical assessment will be conducted and what the scheduled dates are.

**Final assessment:** Training providers need to decide ways to combine modules and role-play/case study scenarios into a cohesive two-day final assessment programme for each group of five students. Training providers must agree the role play/case study arrangements in advance and ensure that assessors are properly briefed. This should include a meeting with the assessors to discuss the role play/case study scenarios and agree a standardised methodology for awarding marks.

## Planning aid for sessional assessments

<b>Module 1: Monitoring duties and activities of kitchen team</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU 1: Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift			
LU2: Check that kitchen staff are present and manage absence issues for food production areas			
LU3: Support the Executive Chef			
LU4: Supervise Chefs de Partie and other associates			

<b>Module 2: Co-ordinate the operation of the food preparation and cooking area</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU 1: Check what bookings and functions are made for food service areas			
LU2: Maintain kitchen log of food production on a daily basis			
LU3: Manage communications between the food and beverage service area and other departments			
LU4: Establish and maintain the condition of kitchen work areas and equipment			
LU5: Contribute to the management of physical kitchen resources			
LU6: Contribute to the development and introduction of recipes and menus			

<b>Module 3: Monitoring supplies for kitchen operations</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU 1: Check quality and quantity of food deliveries and other products into store			
LU2: Prepare food order requisitions to meet requirements of food production			

<b>Module 4: Monitoring quality of food production</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU1: Check that preparation of food meets requirements			
LU2: Check that cooking of food meets requirements			
LU3: Check that clear down is carried out efficiently			

<b>Module 5: Supervise the delivery of effective kitchen service to food service team</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU 1: Develop and maintain positive working relationships between kitchen and food service teams			
LU2: Ensure that the kitchen team deliver effective service to food service team at all times			
LU3: Solve problems for food service team			
LU4: Improve service reliability for food service team			
LU5: Gather information on feedback of kitchen service and opportunities for improvement			

<b>Module 6: Manage comments and complaints relating to food production</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU1: Manage comments relating to food production			
LU2: Manage complaints relating to food production			

<b>Module 7: Monitoring health and safety issues in food production areas</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU 1: Ensure that all kitchen associates follow organizational requirements for health and safety			
LU2: Monitor efficient and effective use of kitchen equipment			
LU3: Maintain and monitor the kitchen cleaning programme			

<b>Module 8: Monitoring and controlling kitchen costs and waste</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU 1: Check that food items are stored at the correct temperature			
LU2: Check that kitchen sections are working to requirements and not overproducing			
LU3: Check that all sections are minimizing kitchen waste effectively			
LU4: Ensure that kitchen waste products are disposed of following correct procedures			

<b>Module 9: Monitoring delivery of food production into service areas</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU 1: Check that food has been presented as intended			
LU2: Check quantities of food are as required and intended			
LU3: Check that food is served at correct temperature			

<b>Module 10: Support the professional development of the kitchen team</b>			
<b>Learning Units</b>	<b>Recommended sessional assessment</b>	<b>Recommended final assessment</b>	<b>Scheduled Dates</b>
LU 1: Contribute to the development of kitchen teams and individuals			
LU2: Contribute to the provision of required kitchen associates			

LU3: Lead the work of kitchen teams and individuals to achieve objectives			
LU4: Manage own self in a kitchen environment			
LU5: Contribute to the identification and implementation of sales development activities for food and beverages service			
LU6: Prepare, deliver and evaluate training sessions for kitchen associates and teams			

## 6. Tools for the Sous Chef Curriculum

### Policy documents

1 class copy	Examples of organisation's aims and objectives statement for different organisations
1 class copy	Examples of organisational policy and procedures for disposing of waste for different organisations
1 class copy	Examples of recruitment policy for different organisations
1 class copy	Examples of health, safety and environment policy for different organisations
1 class copy	Examples of organisation's service policy for supporting the food service team for different organisations
1 class copy	Examples of organisation's guest service policy for different organisations
1 class copy	Examples of specific policy or guidance on handling complaints for different organisations

### Manuals and guidelines

1 class copy	Examples of Standard operating procedures for the kitchen for different organisations
20 copies	Examples of kitchen equipment and operating instructions for different organisations
1 class copy	HACCP standards
20 copies	Examples of inspection list of food production areas for different organisations
20 copies	Examples of employee job descriptions for different organisations

20 copies	Employee assessment checklist
1 class copy	Examples of training manual for associates for different organisations
1 class copy	Examples of recipe development process for different organisations
1 class copy	Examples of new menu preparation process for different organisations
1 class copy	Examples of menu preparation guidelines checklist for different organisations
20 copies	Examples of requisition guidelines for new items, including equipment, food, ingredients, stewarding, chemicals for different organisations
1 class copy	Different catalogues listing tools and equipment for disposing of waste
20 copies	Checklist for wet and dry waste room inspection
20 copies	Analysis tools and recording forms
20 copies	Report templates
1 class copy	Examples of purchase specifications for food and other products for different organisations
1 class copy	Examples of storage guidelines for different organisations
1 class copy	Examples of portion and weight control guidelines for different organisations
20 copies	Raw material quality control checklist
20 copies	Procedures for cleaning and sanitising areas
1 class copy	Examples of menus, drinks lists, function planners, other promotional materials for different organisations

1 class copy	Examples of aims and objectives statement for different organisations
1 class copy	Standards for waste management

### **Report**

1 class copy	Examples of cost reports for different organisations
1 class copy	Examples of weekly consumption reports for different organisations
1 class copy	Examples of process for costing of resources for different organisations
20 copies	Annual leave plans
20 copies	Daily assignment schedule for associates
1 class copy	Examples of daily consumption guideline
1 class copy	Examples of preventive maintenance program for different organisations
1 class copy	Examples of procedures for carrying out the cleaning programme for different organisations
1 class copy	Examples of instruction manuals for specialist cleaning equipment for different organisations
1 class copy	Examples of guest services resources, handouts, articles, journals for reading for different organisations
1 class copy	Examples of maintenance schedules for kitchen equipment for different organisations
20 copies	Reporting templates (various types)
20 copies	Guest feedback forms, questionnaire formats, other examples of data-gathering instruments

## Records

1 completed class copy as example 20 blank copies	Log book
1 completed class copy as example 20 blank copies	Logbooks for recording accidents and incidents
1 completed class copy as example 20 blank copies	Food store capacity chart
1 completed class copy as example 20 blank copies	Daily material consumption report
1 completed class copy as example 20 blank copies	Record of allocated duties and tasks
1 completed class copy as example 20 blank copies	Duty rota
1 completed class copy as example 20 blank copies	Log for recording absences
1 completed class copy as example 20 blank copies	Checklists for monitoring the cleaning programme, weekly, fortnightly, monthly, quarterly and annual cleaning scheduled
1 completed class copy as example 20 blank copies	Daily event sheets
1 completed class copy as example	Daily activity plan

20 blank copies	
1 completed class copy as example 20 blank copies	Future bookings diary or record
1 completed class copy as example 20 blank copies	Requisitions forms
1 completed class copy as example	Staffing rotas for different sections
1 completed class copy as example 20 blank copies	Store recording documentation
1 completed class copy as example 20 blank copies	Inspection check list for food store
1 completed class copy as example 20 blank copies	Inventory management system
1 completed class copy as example 20 blank copies	Guest order checks

## General

1 Notice board

1 Telephone

2 Computer, software, accessories

2 sets Analysis tools and recording forms

5 sets Temperature checking equipment (probes, monitors, sensors)

- 1 set Guest services resources, handouts, articles, journals for reading
- 1 set Tools and equipment for disposing of waste
- 1 set Safety equipment
- 1 set Emergency notices and signs
- 1 set Fire equipment
- 1 set First aid equipment

## **7. List of Utensils and equipment**

**As noted in the Introduction to this document**, this curriculum for Hospitality Sous Chef cannot be delivered in isolation. Training providers will also need to ensure that they have the full range of tools, equipment and consumable supplies required for the Cook/Chef de Partie curriculum. These are detailed in the following two sections.

### **Preparation equipment**

- 20 sets of knives (different types), peeling knives, carving knives, chef knives, etc
- 3 graters
- 5 measuring scale
- 2 refrigerators (maintain temperature from 3 to 5 degrees)
- 2 freezers (maintain temperature from -18 to -20 degrees)
- 12 (3 each), cutting boards (different colours), white for ready to eat and salads, blue for seafood, red for meat, yellow for poultry

### **Utensils including**

- 15 (5 each), pans (large, small, medium)
- 15 (5 each), bowls
- 5 sets measuring spoons
- 10 forks
- 1 bread slicer
- 2 (1 each), mixers (large, small)

2 blenders  
2 toasters  
5 tin openers  
5 peelers  
1 potato cutter  
3 choppers  
1 mincing machine  
1 bone saw cutters  
1 patties maker  
2 beaters  
2 mashers  
20 baking trays

### **Cooking equipment**

8 burners/stoves  
1 each ovens (convection oven, deck oven)  
1 microwaves oven  
1 grill  
1 tilting pan  
1 steamer  
1 salamander  
1 Panini machine  
1 blender heavy duty  
20 bread pans  
20 bun pans  
20 baguette pans  
2 juicers  
1 juice extractor  
1 deep fryer

### **Presentation equipment**

20 plates  
20 platters

20 silver salvers  
20 serving dishes  
20 sauceboats  
Details of requirements, including food check from food outlet

### **Other equipment and materials**

Equipment and materials for washing hands  
1 example copy of HACCP standards  
1 example copy of organisational guidelines for all operations  
1 example copy of Standard Operating Procedures for all procedures  
1 example copy of food safety guidelines  
Illustrative range of emergency notices  
1 set of fire equipment  
1 set of first aid equipment  
1 example copy of logbooks for recording accidents and incidents  
1 example copy of Communication Manual  
25 copies of example notes from daily briefing  
25 copies of recipes and methods of preparation and cooking  
1 set of tools and equipment for disposing of waste, including waste disposal units, recycling bins  
5 sets of cleaning equipment, including cloths, dusters, mops, brushes  
5 sets of cleaning materials, including sanitizer, vinegar, lemon, degreaser

### **Uniform (may be purchased by students)**

Black trousers  
White Chef's jacket  
White Chef's cap  
White neckerchief  
White apron  
Disposable gloves

## 8. List of consumable supplies

### Perishable commodities

- Vegetables, including carrot, zucchini, green beans lady finger, mushrooms, potatoes
- Meat, poultry and fish, including beef, lamb, mutton, sausages, fish
- Fruit and salad ingredients, including lettuce (all types), tomatoes, cucumber, green and black olives, parsley, coriander, lemon, oranges, apples, mangos, bananas
- Bread ingredients, including sandwich bread, Paninis, sandwich fillings
- Eggs, butter, milk, cheese, fresh cream

### Non –perishable commodities

- Pasta and rice, including pasta (farfalle, fettuccini alfredo), rice (plain rice, biryani, basmati, pilau)
- Grains, pulses, white lentils, chick peas
- Bread ingredients, including flour, dry yeast, cooking salt, water, sugar, raisins, walnut, cinnamon, baking powder, brown sugar, icing sugar, vegetable ghee for pan greasing, sesame seed
- Sweet dish ingredients, including pastry, flour, chocolate, vanilla
- Herbs, spices, seasonings and other sundry ingredients, including aniseed, baking powder, balsamic vinegar, Barbecue sauce, basil, bay leaf (taz patta), beans, black pepper powder, black pepper whole, brown flour, brown sauce, brown sugar, chicken powder, chili sauce, chocolate different in colour, cinnamon, cooking salt, coriander powder, corn flour, dry herbs, dry nuts, dry oregano, dry yeast, extra virgin olive oil, fine flour, flour, food colour, gram masala, hot sauce, icing sugar, jafel, jalwatri, lemon juice,), lentils, light olive oils, mayonnaise, meat tenderizer, mustard sauce, mustard powder, olive oil, olive oil extra virgin, olives different colours, onion powder, oyster sauce, pickle, raisins, red chili crush, rice flour, sesame oil, sesame seed, soya sauce, sugar, tabasco sauce, tahini sauce, tomato ketchup, tomato paste, tomato sauce, turmeric powder, vegetable ghee, vegetable oil, vinegar, walnut, white pepper powder, Worcestershire sauce,

Aluminium foils

Cling film

Gloves

Markers

Date and time stickers

Note Pads



**National Vocational & Technical Training Commission (NAVTTTC)**

5th Floor Evacuee Trust Complex Sector F-5/1,  
Islamabad.

T +92 51 904404

F +92 51 904404

E [info@navttc.org](mailto:info@navttc.org)

I <http://www.navttc.org/>