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# CHEF



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CBT Curriculum

National Vocational Certificate Level 4

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November, 2019  
**Islamabad, Pakistan**

# CHEF



CBT Curriculum  
National Vocational Certificate Level 2

Version 1 - November, 2019

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Introduction	3
Definition/ Description of the training programme for <i>Sous Chef</i>	3
Purpose of the training programme	3
Overall objectives of training programme	3
Competencies to be gained after completion of course	3
Possible available job opportunities available immediately and later in the future	3
Trainee entry level	4
Minimum qualification of trainer	4
Recommended trainer : trainee ratio	4
Medium of instruction i.e. language of instruction	4
Laws and regulations	4
Duration of the course (Total time, Theory & Practical time)	5
Sequence of the modules	7
Summary – overview of the curriculum	8
Modules	11
Module 1: Monitoring the duties and activities of a team	11
Module 2: Co-ordinate the operation of the food preparation and cooking area	17
Module 3: Monitoring supplies for kitchen operations	29
Module 4: Monitoring quality of food production	34
Module 5: Supervise the delivery of effective kitchen service to food service team	38
Module 6: Manage comments and complaints relating to food production	45
Module 7: Monitoring health and safety issues in food production areas	48
Module 8: Monitoring and controlling kitchen costs and waste	54
Module 9: Monitoring delivery of food production into service areas	60
Module 10: Support the professional development of the kitchen team	64
Complete list of tools and equipment	76
List of consumable supplies	80
Credit values	81

## **Introduction**

### **Definition/ Description of the training programme for *Sous Chef***

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.

### **Purpose of the training programme**

The Hospitality Sous Chef programme is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The programme 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 customers.

### **Overall objectives of training programme**

The overall objectives of the Sous Chef training programme are:

- 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 to be gained after completion of course**

- 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

### **Possible available job opportunities available immediately and later in the future**

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.

### **Trainee entry level**

- Trained and qualified as a Chef de Partie for or middle with 1 year experience in a commercial hospitality kitchen (eg hotel, restaurant, club, industrial canteen)

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

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

### **Minimum qualification of trainer**

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.

### **Recommended trainer : trainee ratio**

The recommended maximum trainer : trainee ratio for this programme is 1 trainer for 20 trainees.

### **Medium of instruction i.e. language of instruction**

Instruction will be Urdu and English. For employment in the Middle East, some Arabic expressions will be helpful.

### **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
- Mines Act 1923
- Provincial Employees Social Security (Occupational Diseases) Regulation 1967
- Workmen Compensation Act 1923 and Rules 1961

- Dock Labourers Act 1934

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.

### **Duration of the course (Total time, Theory & Practical time)**

This curriculum comprises 10 modules. The recommended delivery time is 400 hours. Delivery of the course could therefore be full time, 6 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 follows:

<b>Module</b>	<b>Theory<sup>1</sup> Days/hours</b>	<b>Workplace<sup>2</sup> Days/hours</b>	<b>Total hours</b>
Module 1: Monitoring the duties and activities of the kitchen team	10	40	50
Module 2: Co-ordinate the operation of the food preparation and cooking area	9	36	45
Module 3: Monitoring supplies for kitchen operations	6	24	30
Module 4: Monitoring the quality of food production	10	40	50
Module 5: Supervise the delivery of effective kitchen service to food service team	9	36	45
Module 6: Manage comments and complaints relating to food production	3	12	15
Module 7: Monitoring health and safety issues in food production areas	9	36	45
Module 8: Monitoring and controlling kitchen costs and waste	6	24	30
Module 9: Monitoring delivery of food production into service areas	8	32	40
Module 10: Support the professional development of the kitchen team	10	40	50

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

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

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 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 at the end 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.



## Sequence of the 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 that make this qualification unique to Pakistan's needs.

The distribution table is shown below:

Module 1: Monitoring the duties and activities of the kitchen team 50 hours	Module 3: Monitoring supplies for kitchen operations 30 hours
Module 2: Co-ordinate the operation of the food preparation and cooking area 45 hours	
Module 5: Supervise the delivery of effective kitchen service to food service team 45 hours	Module 4: Monitoring the quality of food production 50 hours
Module 7: Monitoring health and safety issues in food production areas 45 hours	Module 6: Manage comments and complaints relating to food production 15 hours
Module 8: Monitoring and controlling kitchen costs and waste 30 hours	
Module 9: Monitoring delivery of food production into service areas 40 hours	Module 10: Support the professional development of the kitchen team 50 hours

## Summary – overview of the curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<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>	<p><b>LU1:</b> Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift</p> <p><b>LU2:</b> Check that kitchen staff are present and manage absence issues for food production areas</p> <p><b>LU3:</b> Support the Executive Chef</p> <p><b>LU4:</b> Supervise Chefs de Partie and other associates</p>	10 Hours	40 Hours	50 Hours
<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><b>LU1:</b> Check what bookings and functions are made for food service areas</p> <p><b>LU2:</b> Maintain kitchen log of food production on a daily basis</p> <p><b>LU3:</b> Manage communications between the food and beverage service area and other departments</p> <p><b>LU4:</b> Establish and maintain the condition of kitchen work areas and equipment</p> <p><b>LU5:</b> Contribute to the management of physical kitchen resources</p> <p><b>LU6:</b> Contribute to the development and introduction of recipes and menus</p>	9 Hours	36 Hours	45 Hours
<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><b>LU1:</b> Check quality and quantity of food deliveries and other products into store</p> <p><b>LU2:</b> Prepare food order requisitions to meet requirements of food production</p>	6 Hours	24 Hours	30 Hours

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p><b>Module 4:</b> Monitoring the quality of food production  <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><b>LU1:</b> Check that preparation of food meets requirements  <b>LU2:</b> Check that cooking of food meets requirements  <b>LU3:</b> Check that clear down is carried out efficiently</p>	10 Hours	40 Hours	50 Hours
<p><b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team  <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><b>LU1:</b> Develop and maintain positive working relationships between kitchen and food service teams  <b>LU2:</b> Ensure that the kitchen team deliver effective service to food service team at all times  <b>LU3:</b> Solve problems for food service team  <b>LU4:</b> Improve service reliability for food service team  <b>LU5:</b> Gather information on feedback of kitchen service and identify opportunities for improvement</p>	9 Hours	36 Hours	45 Hours
<p><b>Module 6:</b> Manage comments and complaints relating to food production  <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><b>LU1:</b> Manage comments relating to food production  <b>LU2:</b> Manage complaints relating to food production</p>	3 Hours	12 Hours	15 Hours
<p><b>Module 7:</b> Monitoring health and safety issues in food production areas  <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><b>LU1:</b> Ensure that all kitchen associates follow organizational requirements for health and safety  <b>LU2:</b> Monitor efficient and effective use of kitchen equipment  <b>LU3:</b> Maintain and monitor the kitchen cleaning programme</p>	9 Hours	36 Hours	45 Hours

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p><b>Module 8:</b> Monitoring and controlling kitchen costs and waste  <b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding of monitoring and controlling cost and waste</p>	<p><b>LU1:</b> Check that food items are stored at the correct temperature  <b>LU2:</b> Check that kitchen sections are working to requirements and not overproducing  <b>LU3:</b> Check that all sections are managing kitchen waste effectively  <b>LU4:</b> Ensure that kitchen waste products are disposed of following correct procedures</p>	6 Hours	24 Hours	30 Hours
<p><b>Module 9:</b> Monitoring delivery of food production into service areas  <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><b>LU1:</b> Check that food has been presented as intended  <b>LU2:</b> Check quantities of food are as required and intended  <b>LU3:</b> Check that food is served at correct temperature</p>	8 Hours	32 Hours	40 Hours
<p><b>Module 10:</b> Support the professional development of the kitchen team  <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><b>LU1:</b> Contribute to the development of kitchen teams and individuals  <b>LU2:</b> Contribute to the provision of required kitchen associates  <b>LU3:</b> Lead the work of kitchen teams and individuals to achieve objectives  <b>LU4:</b> Manage own self in a kitchen environment  <b>LU5:</b> Contribute to the identification and implementation of sales development activities for food and beverages service  <b>LU6:</b> Prepare, deliver and evaluate training sessions for kitchen associates and teams</p>	10 Hours	40 Hours	50 Hours

## Modules

### 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** 50 hours      **Theory:** 10 hours      **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift</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, 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</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 risks to guests and associates)</p> <p>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>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><b>Total:</b> 25 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 20 Hours</p>	<p>Duty rota</p> <p>Job descriptions</p> <p>Standard operating procedures for safe and hygienic working</p> <p>Logbooks for recording 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,</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>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>Checking 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>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>Understanding 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>Causes of food poisoning, including chemicals, viruses, moulds, physical contaminants</p> <p>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>Problems and unexpected situations, including unexpected contamination, failure</p>		disposable gloves)	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>of Standard Operating Procedures (eg sanitization)</p> <p>Responding 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>Dealing with problems and unexpected situations in an appropriate manner, including consulting with other associates, Chefs de Partie, issuing directives, arranging training</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU2:</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>Operational knowledge and understanding of entire kitchen operation</p> <p>Checking 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>Checking 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><b>Total:</b></p> <p>05 hours</p> <p><b>Theory:</b></p> <p>01 hours</p> <p><b>Practical:</b></p> <p>04 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>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</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Tackle the absent associates with appropriate methods</p> <p>Take appropriate steps to motivate staff to avoid absenteeism</p>	<p>Adjusting the duty rota according to requirements, tackling absenteeism, including keeping a record of the reasons staff give for absence, monitoring trends, discussing absence with associates, providing management and peer support during and after absence,</p> <p>Taking 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>		<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>training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p><b>LU3:</b></p> <p>Support the Executive Chef</p>	<p><b>The student will be able to:</b></p> <p>Discuss and agree on methods and formats of communication with the Executive Chef</p> <p>Agree with the Executive Chef daily 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</p>	<p>Methods and formats for communication with the Executive Chef, including verbally, in writing, using the log; communicating through positive body language</p> <p>Agreeing on methods and formats of communication with the Executive Chef, including formal, informal, verbally, in writing, through the log</p> <p>Areas for responsibilities delegated by Executive Chef on a daily and medium term basis, including operational, administrative and supervisory support</p> <p>Agreeing with the Executive Chef daily and medium term areas for delegated responsibilities, including through discussion, negotiating own goals, developing own skills</p> <p>Support the Executive Chef in managing kitchen activities and responsibilities,</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>02 hours</p> <p><b>Practical:</b></p> <p>08 Hours</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</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</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 signed off by Executive Chef	<p>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>Ensuring that every day food and beverages requirements of section are signed off by Executive Chef, including presenting completed requisitions for sign-off, raising queries and issues</p>		requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	commercial organisations, similar establishments)
<p><b>LU4:</b></p> <p>Supervise Chefs de Partie and other associates</p>	<p><b>The student will be able to:</b></p> <p>Ensure that Chefs de Partie and other associates are punctual and efficient in carrying out their duties</p> <p>Communicate instructions and other information clearly to Chefs de Partie and other associates</p> <p>Motivate the Chefs de Partie and other associates in a timely</p>	<p>Encouraging punctuality and efficiency, including leading by example, observing, investigating problems and issues</p> <p>The methods of communication 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</p> <p>Motivating staff effectively, including leading by example, praise and encouragement at the right time, providing additional support where required</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>02 hours</p> <p><b>Practical:</b></p> <p>08 Hours</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Fire equipment</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</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>and efficient manner to complete all their duties</p> <p>Ensure that all staff are performing at the optimum level when preparing, cooking and finishing dishes for guests</p> <p>Create a friendly, professional environment which inspires teamwork within own kitchen section</p> <p>Monitor the extent to which high quality dishes are presented for service</p>	<p>Ensuring 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</p> <p>Ensuring 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 guest experience</p> <p>Creating 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>Compliance with relevant regulations and standards (see Introduction)</p>		<p>First aid equipment</p> <p>Equipment for contacting security</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>example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

## 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** 45 hours      **Theory:** 9 hours      **Practical:** 36 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Check what bookings and functions are made for food service areas	<b>The student will be able to:</b> Access information on a daily basis about different bookings and functions from appropriate sources Assist the executive chef in taking inventory Assist the executive chef with the ordering of kitchen supplies Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared Ensure staffing levels are sufficient to respond to bookings and functions	Accessing and understanding information about different bookings and functions from appropriate sources, including daily events sheets, bookings diaries, consultations with senior team members (including Chefs de Partie) Offering ideas and suggestions to the executive chef, including planning menus for bookings and functions, improving overall kitchen performance Assisting 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 Assisting the executive chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions, including checking the preparation of requisition orders, signing off for submission to stores Ensuring that all kitchen areas are informed at appropriate times of bookings and	<b>Total:</b> 7.5 hours <b>Theory:</b> 1.5 hours <b>Practical:</b> 06 Hours	Standard operating procedures for the kitchen Marker and per etc Notebook Log book Record of allocated duties and tasks Notice board Booking register Daily event sheets Daily activity plan Daily activity chart Future bookings diary or record	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>functions and are fully prepared, including informing Chefs de Partie</p> <p>Managing 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>Compliance with relevant regulations and standards (see Introduction)</p>		Regular and à-la-carte menu	
<p><b>LU2:</b></p> <p>Maintain kitchen log 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 of logged issues that will impact on planning operations</p> <p>Offer ideas and suggestions to the executive chef to help with planning menus</p>	<p>Detailed knowledge of menus and recipes used in kitchen sections, including ingredients, methods of preparation and cooking, agreed presentation methods</p> <p>Appropriate information to maintain kitchen log, including records of all dishes produced, quantity and sizes, on a daily basis</p> <p>Collecting and using appropriate information from kitchen sections and stores to maintain a proper log of all food items used on a daily basis</p> <p>Completing and recording a daily inventory of raw and prepared food items stored in the kitchen sections</p> <p>Comparing the inventory of raw and prepared food items with stores requisitions and ensure that sufficient addition supplies are being ordered</p> <p>Maintaining a kitchen log of food production activities, including manning levels, dishes</p>	<p><b>Total:</b></p> <p>7.5 hours</p> <p><b>Theory:</b></p> <p>1.5 hours</p> <p><b>Practical:</b></p> <p>06 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 maintaining the kitchen log</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu and recipes</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
	and improving overall kitchen performance	produced, problems encountered, actions taken  Supporting the Executive Chef with the planning menus and improving overall kitchen performance			organisations, similar establishments)
<b>LU3:</b>  Manage communications between the food and beverage service area and other departments	<b>The student will be able to:</b>  Agree with other department heads the most appropriate written, verbal and technological methods of communicating different types of information  Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the food and beverages service to other departments  Communicate appropriate information with other departments and make sure the communication has	The purpose and benefits of making sure that communication delivers the 'message' in which it is intended to be received, including providing information, giving instructions, giving responses  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  The different departments which might need to communicate and their needs, 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)  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	<b>Total:</b> 7.5 hours  <b>Theory:</b> 1.5 hours  <b>Practical:</b> 06 Hours	Notepads  Restaurant order pads  Pens  Daily event sheets  Regular and à-la-carte menu  Requisitions  Cost reports  Weekly consumption reports	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>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>The purpose and benefits of giving other departments the opportunity to ask questions, including checking their understanding, responding positively</p> <p>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>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 social language where appropriate</p> <p>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>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><b>Total:</b></p> <p>7.5 hours</p> <p><b>Theory:</b></p> <p>1.5 hours</p> <p><b>Practical:</b></p> <p>06 Hours</p>	<p>Kitchen equipment and operating instructions</p> <p>Maintenance schedules for kitchen equipment</p> <p>Refurbishment schedules</p> <p>Standard operating</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>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>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>Maintenance, 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>Taking 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>Checking and observing that 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>Process 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>Procedure for ensuring 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,</p>		<p>procedures for maintaining kitchen work areas and equipment</p> <p>Fire equipment</p> <p>First aid equipment</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>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
		checking and signing off completed refurbishment works  Compliance with relevant regulations and standards (see Introduction)			
<b>LU5:</b>  Contribute to the management of physical kitchen resources	<b>The student will be able to:</b>  Give relevant people the opportunity to provide information on the resources the team needs  Make recommendations for the use of resources  Monitor the use of resources under own control at appropriate intervals  Observe and check that the use of resources by the team is efficient and takes into account the potential impact on the environment  Ensure that records relating to the use of resources are complete, accurate and	Communicating effectively with managers and associates, including consulting with Executive Chef, Chefs de Partie, other kitchen associates, purchasing department (for supply), HR department (for training)  Organisational procedures for making recommendations on the use of resources, including formal and informal views and discussions, agreed formal channels for communicating recommendations  Type of recommendations, including short term, medium term, long term  Recommendations for 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  Recommendations that are consistent with team objectives, organisational policies and environmental concerns  Recommendations that clearly indicate the potential benefits expected from the planned use of resources  Analysing the past use of resources, and utilise the results to make recommendations	<b>Total:</b> 7.5 hours  <b>Theory:</b> 1.5 hours  <b>Practical:</b> 06 Hours	Employee job descriptions  Recruitment policy for cooks  Required skill set in Kitchen and stewarding staff  Initial assessment and practical test  Employee assessment checklist  Standard operating procedures for managing resources	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
	available to authorised people only	<p>on more effective use of resources in the future</p> <p>Potential changes in the management of resources, including the introduction of new menus and recipes, responding to new trends, changes in skills levels of associates</p> <p>Enabling 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>Encouraging 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>Team objectives and organisational policies regarding the use of resources, including condition of resources, availability, updating resources</p> <p>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</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>colleagues and other colleagues in the industry</p> <p>The potential environmental impact of the resources being used, including type and levels of energy consumption, life span, recycling or disposal of end-of-life resources</p> <p>The problems that may occur with resources, including insufficient resources, inefficient 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>The importance of effective management of resources to organisational performance, including planning for training, maintenance, replacement or refurbishment</p> <p>The importance of keeping accurate records on the use of resources, including purchase and disposal dates and values, levels and consistency of usage, reliability</p> <p>Monitoring and controlling the use of resources to maximise efficiency, whilst maintaining the quality of products and services</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<b>LU6:</b>	<b>The student will be able to:</b>	Existing style, policy and guidelines of the organisation in relation to recipes and menu, including opportunities for new	<b>Total:</b>	Menu and recipe development	Class room with multimedia aid, audio-

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
Contribute to the development and introduction of recipes and menus	<p>Consider food combinations, flavours and dietary 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</p>	<p>developments, restrictions of budget, equipment, sources of food</p> <p>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>Understanding special diets, including vegetarian/vegan, religious reasons, medical reasons, food intolerance</p> <p>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>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>The factors that need to be considered in selecting presentation, holding and distribution methods, including equipment available, capacity of associates</p> <p>Calculating gross profit against the cost of proposed recipes, in order to consider the viability of new ideas</p>	<p>7.5 hours</p> <p><b>Theory:</b></p> <p>1.5 hours</p> <p><b>Practical:</b></p> <p>06 Hours</p>	<p>process and 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 trainers or boots,</p>	<p>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>presentation of the 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>The effect of the choice of supplier on the quality of the food, including the suitability of suppliers or supply sources</p> <p>The appropriate person to consult with on proposed recipes, including Executive Chefs, other Sous Chefs/Chefs de Partie</p> <p>Assessing staff skills prior to proposing new recipes and menu items, including understanding job descriptions, capacity of existing staff, need for re-training</p> <p>Lead times for the preparation and implementation of new menu items, including sourcing foods, obtaining equipment</p> <p>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>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> <p>Understanding the nutritional needs of different groups, including babies/young children, teenagers, pregnant women and nursing mothers, people who are very</p>		disposable gloves)	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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>Healthier flavourings that can be used as alternatives to salt and sugar, including herbs, spices, fruits</p> <p>Carrying out and evaluating test runs of recipes, including production controls, balanced sampling, training to support the implementation of new menu and recipe items</p> <p>Briefing staff on new menu and recipe items and implementation plans, including ingredients, methods, skills required</p> <p>Feedback from staff on operational problems which may arise, including insufficient training, demand is beyond associates' capabilities, cost controls not meeting requirements</p> <p>Allocating resources to staff to enable them to implement new menu and recipe items, including training, equipment</p> <p>Monitoring measures when introducing new items, recording information relating to</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>proposed recipes, trials, feedback from testing guests</p> <p>The importance of gaining feedback from guests on new items and methods for doing this, including qualitative and quantitative approaches</p> <p>Local and regional customs relating to the use of certain foods and other ingredients</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			

### 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** 30 hours      **Theory:** 06 hours      **Practical:** 24 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Check quality and quantity of food deliveries and other products into store</p>	<p><b>The student will be able to:</b></p> <p>Ensure that records are maintained of food and other products ordered with respect to quantity and quality supplied and time of delivery</p> <p>Conduct receiving quality and quantity inspections for food items and other products deliveries at the time of receiving into store</p> <p>Award an appropriate identification number or tag to items upon receipt into store</p> <p>Ensure that deliveries to the store fully meet the specifications ordered</p>	<p>Records, including deliveries, quantity and quality checks, inventories, approved vendors, logs</p> <p>Process for receiving new stock, including appropriate temperature range (ambient, chilled/refrigerator temperature, - 3 to 5 degrees, frozen/freezer temperature - -18 to - 20 degrees)</p> <p>Quality and quantity inspections for food items and other products deliveries at the time of receiving into store, including planned inspections, ad-hoc inspections, appropriate records of inspections</p> <p>System for developing and applying appropriate identification numbers or tags, including coding, labelling, recording</p> <p>The importance of ensuring that deliveries to the store fully meet the specifications ordered, including ensuring that a log is maintained of complete inventory of food items and other products on a regular basis</p> <p>The importance of advising suppliers and departments appropriately of any</p>	<p><b>Total:</b> 10 hours</p> <p><b>Theory:</b> 02 hours</p> <p><b>Practical:</b> 10 Hours</p>	<p>Store recording documentation</p> <p>Computer, software, accessories</p> <p>Purchase specifications for food and other products</p> <p>Organisational systems for managing deliveries to the store</p> <p>Internal material control sheet</p> <p>Daily material consumption report</p>	<p>Class room with multimedia aid 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, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Deal with deliveries of products that do not meet the ordered specifications</p> <p>Advise suppliers and departments appropriately of any discrepancies in the quality and quantity of food and other products ordered</p> <p>Ensure that an up-to date list of approved vendors for food and other products supplies is maintained</p> <p>Monitor the service provided by approved vendors in terms of number of complaints generated against them</p>	<p>discrepancies in the quality and quantity of food and other products ordered</p> <p>Service provided by approved vendors in terms of number of complaints generated against them</p> <p>Storage of food and other products in an appropriate manner, including frozen and chilled items, packaged items, fresh and dry goods</p> <p>Managing the capacity of the food store, including reporting any discrepancies in the inventory of food items and other products against the maintained log, monitoring on a regular basis that food and other products have been stored in an appropriate manner and are easily traceable, monitoring on a regular basis that food items and other products have been utilized in line with the requirements of the business</p> <p>Pest control, including presence of pests (due to poor food storage, moisture, condensation, warmth, shelter), signs of infestation, types of pests</p> <p>Preventing pest infestation, including regular cleaning, clearing up spillages, not allowing waste to build up, cleaning behind cupboards and equipment properly, ensuring food containers are properly closed, checking deliveries, rotating stock</p>			



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>The importance of ensuring that temperatures are properly controlled and maintained in areas of the store, including dry stores, refrigerated stores, freezer stores</p> <p>The importance of ensuring that inventory is being used before expiry dates, to avoid wastage and its impact on profitability and availability</p> <p>Communicating information to the store and other relevant department or colleagues concerning quality issues, including regular provision of supplies, problem issues including quality and quantity</p> <p>The importance of taking appropriate corrective or preventive measures to address quality issues identified, including monitoring suppliers, monitoring delivery of supplies to kitchen, understanding quality specifications</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU2:</b></p> <p>Prepare food order requisitions to meet requirements of food production</p>	<p><b>The student will be able to:</b></p> <p>Prepare estimates for food items required on the basis of orders received</p> <p>Generate food order requisitions to meet the</p>	<p>Operational knowledge and understanding of the kitchen operation, including levels of business, manning levels, recipes and menus</p> <p>Type, quality and quantity of food available for the day's business, including food for regular menus and recipes, food for special events</p> <p>Understanding the relationship between food/ingredients, recipes/menus and yield, including yield levels for different food and</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>04 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p>Requisitions documentation and inventory management system</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</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>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>estimated requirements of food</p> <p>Ensure that all requisitions are delivered at appropriate locations and sections for the preparation of food in line with food orders</p> <p>Follow-up the requisitions to ensure that necessary food 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>other items, using yield checklists and organisational guidelines</p> <p>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>Compiling and signing 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>Ensuring 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>Different methods and approaches to portion control, including cutting, weighing, measuring, counting</p> <p>Agreeing and monitoring finishing and presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen</p>		<p>Delivery copies of requisition sheet for daily food orders</p> <p>Safety equipment</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
		Corrective and preventive actions for non-compliance with requisitions issued			

## 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** 50 hours      **Theory:** 10 hours      **Practical:** 40 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>Operational knowledge and understanding of entire kitchen operation</p> <p>Understanding operational management systems, including effective implementation of HACCP standards, inventory controls, costing, menu preparation, execution, food preparation and cooking, recipe implementation</p> <p>Understanding the 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>Ensuring 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>Understanding the appropriate methods to prepare food for cooking, including beating, blending, clarification, cleaning, cooling, cutting, defrosting, dicing, dipping, flavouring,</p>	<p><b>Total:</b> 20 hours</p> <p><b>Theory:</b> 04 hours</p> <p><b>Practical:</b> 16 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 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
		<p>grading, greasing, kneading, marinating , measuring, mixing, moistening, pan greasing, polishing, portioning, pre washing, proofing, sanitizing, seasoning, sheeting, slicing, sorting, spraying, trimming, washing</p> <p>Monitoring 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>The importance of checking that preparation of food for cooking meets quality requirements, including for simple and complex dishes</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<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 food correctly</p> <p>Check that associates are using appropriate</p>	<p>Ensuring 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>Understanding 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 baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, simmering, boiling,</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>04 hours</p> <p><b>Practical:</b></p> <p>16 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>Chef's uniform according to job requirements (black trousers,</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>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>steaming), combination cooking methods (braising, stewing)</p> <p>Monitoring 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>The importance of checking that cooking of food meets service quality requirements, including for simple and complex dishes</p> <p>The importance of ensuring that portion control requirements are met, in order to meet guest requirements and expectations, to meet yield and profit expectations</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		<p>white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</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 equipment and surfaces are cleaned and sanitized</p> <p>Ensure that all surplus food, equipment and materials are returned</p>	<p>Observing and checking 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>Monitoring procedures for handing over to the next shift, including exchanges of information between section Chefs de Partie, transfer of operational information (including levels of bookings) and critical information (including problems with supplies, equipment, guests' special requirements)</p> <p>Communications for handing over to next shift, including verbal (between colleagues)</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>02 hours</p> <p><b>Practical:</b></p> <p>08 Hours</p>	<p>Standard operating procedures for closing the shift</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</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</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>to the appropriate department</p> <p>Ensure that the team hands over to the next shift if appropriate</p>	<p>and in writing (completing and reading kitchen logs), using appropriate technical language</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		<p>chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

## 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** 45 hours      **Theory:** 9 hours      **Practical:** 36 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Develop and maintain positive working relationships between kitchen and food service teams</p>	<p><b>The student will be able to:</b></p> <p>Conduct own self in a way that promotes a positive image of self and own section</p> <p>Adapt behaviour to take into account the food service team's methods of communication and working</p> <p>Work in a way that promotes trust and respect</p> <p>Listen to requests and adhere to any promises made</p> <p>Communicate in a timely manner if it not possible to provide required dishes to meet guests' expectations</p>	<p>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</p> <p>Adopting appropriate styles of communication, including urgent, non-urgent, difficult, routine, using technical and social language appropriately</p> <p>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>The importance of conduct that promotes a positive image of own self and the organisation including leading by example, encouraging and motivating associates to</p>	<p><b>Total:</b> 10 hours</p> <p><b>Theory:</b> 02 hours</p> <p><b>Practical:</b> 08 Hours</p>	<p>Guest order checks</p> <p>Records of any dishes not available</p> <p>Feedback system from food service team</p> <p>Copies of menu, drinks list, function planner, 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,</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
	Communicate relevant information to colleagues	<p>develop and demonstrate good conduct in their own work and with others</p> <p>The importance managing 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>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>The importance of sharing 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>Taking appropriate steps for skill training and motivation of associates to increase productivity, including remedial training, training for new skills, professional development of associates</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		disposable gloves)	
<b>LU2:</b> Ensure that the kitchen team deliver effective	<b>The student will be able to:</b> Ensure that kitchen team plans, prepares	The importance of planning work, including identifying and arranging supplies, calculating staffing levels from business information and preparing rotas accordingly, allocation of	<b>Total:</b> 10 hours	Organisation's service policy for supporting the food service team	Class room with multimedia aid, audio-visual facilities and flip charts

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>service to food service team at all times</p>	<p>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 food service team</p>	<p>duties, timing, briefing staff, in order to deliver a quality service to the food service team</p> <p>The importance of having reliable and fast information for the food service team and the organisation, including identifying, agreeing and using appropriate channels of communication</p> <p>Reorganising work to respond to unexpected additional workloads, including negotiating with Chefs de Partie, redirecting the efforts of different sections or teams</p> <p>Communicating 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>Supplying 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>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</p>	<p><b>Theory:</b> 02 hours</p> <p><b>Practical:</b> 08 Hours</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 gloves)</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>outlet team where problems may occur or have occurred</p> <p>Understanding 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>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU3:</b></p> <p>Solve problems for food service team</p>	<p><b>The student will be able to:</b></p> <p>Respond positively to service problems for the food service team following organizational guidelines</p> <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</p>	<p>Improving working relationships with the food service team by solving problems, including staffing, resources, food (quality and quantity), timing</p> <p>Negotiating with and reassuring the food service team while their problems are being solved, including keeping the team and/or 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>Repeated 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><b>Total:</b></p> <p>7.5 hours</p> <p><b>Theory:</b></p> <p>1.5 hours</p> <p><b>Practical:</b></p> <p>06 Hours</p>	<p>Organisation's service policy for working with the food service team</p> <p>Organisation's aims and objectives 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</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>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 them</p>	<p>Options for dealing with and avoiding 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>Working 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>Obtaining 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 problems, suggesting solutions</p> <p>Securing agreement for the solution with the food service team or Captain, monitoring the changes made to guidelines and adjusting them if appropriate</p>		<p>trainers or boots, disposable gloves)</p>	<p>organisations, similar establishments)</p>
<p><b>LU4:</b></p> <p>Improve service reliability for food service team</p>	<p><b>The student will be able to:</b></p> <p>Actively use comments and guest feedback to establish reliability/quality of service provided to guests</p>	<p>Research tools, including guest satisfaction surveys, quality audits, historical analysis, personal initiatives as appropriate</p> <p>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><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>02 hours</p> <p><b>Practical:</b></p> <p>08 Hours</p>	<p>Computer, accessories, software</p> <p>Guest feedback forms</p> <p>Analysis tools and recording forms</p> <p>Report templates</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>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<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 by monitoring guest service responses</p>	<p>Analysing 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>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>Initiating improvements in own area of responsibility and performance, including personal targets, development of leadership skills, guiding and advising other associates</p> <p>Determining the merits and costs of proposed action to improve service to guests including ways to present action plans and reports to show recommendations</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>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>
<p><b>LU5:</b></p> <p>Gather information on feedback of kitchen service and identify opportunities for improvement</p>	<p><b>The student will be able to:</b></p> <p>Collect and record feedback on the effectiveness of guest service</p> <p>Analyse and interpret feedback and share findings on the effectiveness of guest service with others</p>	<p>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</p> <p>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</p>	<p><b>Total:</b></p> <p>7.5 hours</p> <p><b>Theory:</b></p> <p>1.5 hours</p> <p><b>Practical:</b></p> <p>06 Hours</p>	<p>Computer, accessories, software</p> <p>Guest feedback forms</p> <p>Analysis tools and recording forms</p> <p>Report templates</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>Summarise the advantages and disadvantages of the effectiveness of guest service</p> <p>Use analysis and interpretation of feedback on the effectiveness of guest service to identify opportunities for further improvement</p>	<p>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</p> <p>Analysing and interpreting feedback and sharing findings with others, including qualitative feedback by tracing themes, quantitative feedback by carrying out spreadsheet analysis</p> <p>Appropriate formats for presenting these opportunities to the management team, including formal report, informal discussion, presentation</p>		<p>Guest service training manual</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>

## 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** 15 hours      **Theory:** 3 hours      **Practical:** 12 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Manage comments relating to food production	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Develop good relationship with food service team to get regular verbal feedback</li> <li>Ask guests for feedback during food service</li> <li>Ensure that written guest feedback is collected and discussed with team</li> <li>Ensure that feedback is gathered from different channels and recorded for further improvement in system</li> <li>Monitor the food production team to ensure improvement</li> </ul>	<p>Comments 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>Channels of feedback, including verbal comments, written feedback, feedback from senior management; formal and informal comments</p> <p>Sources, including from guests, associates, Captain and Restaurant Manager; formal and informal</p> <p>Recognising and responding to comments, including verbal or written responses, direct (to the guest, associates, Captain, Restaurant Manager) or indirect (via a third party colleague, senior manager, guest services department); acknowledging comment, providing additional information</p> <p>Sources of information and advice for responding to positive comments within the organisation, including verbal sources (other</p>	<p><b>Total:</b> 7.5 hours</p> <p><b>Theory:</b> 1.5 hours</p> <p><b>Practical:</b> 06 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 all sections</p> <p>Guest service 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 organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	based on feedback from various sources	<p>colleagues), written sources (menus, recipes, kitchen and/or food outlet logs, the internet)</p> <p>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>LU2:</b></p> <p>Manage complaints relating to food production</p>	<p><b>The student will be able to:</b></p> <p>Gather sufficient information to enable assessment of the nature and severity of the complaint</p> <p>Respond to the person making the complaint if the complaint cannot be resolved within required timescales</p> <p>Report any complaints that are outside own authority to deal with to the appropriate person</p> <p>Make appropriate notes and a record of the complaint and the actions taken</p> <p>Identify any changes to the organisation's</p>	<p>Complaints relating to 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>Types of kitchen complaints, including not asking for help, not working together as a team, not providing sufficient support;</p> <p>Recognising the level of seriousness of a complaint, including format, tone of language, visual clues; developing an appropriate response</p> <p>The importance of seeking further information where necessary, in order to fully investigate the complaint</p> <p>Complaints involving service recovery methods, including anticipating the need for recovery, quick decision making, delegating responsibilities, providing training</p> <p>Sources of information and advice for responding to complaints within the organisation, including verbal sources (other</p>	<p><b>Total:</b></p> <p>7.5 hours</p> <p><b>Theory:</b></p> <p>1.5 hours</p> <p><b>Practical:</b></p> <p>06 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>Standard operating procedures for service recovery</p> <p>Logs and other documentation for recording information relating to complaints</p> <p>Computer, software, accessories</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>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>colleagues), written sources (menus, recipes, kitchen and/or food outlet logs, the internet)</p> <p>Difficult/sensitive 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>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>Ethical standards, including ensuring that all behaviour and operations are fair, honest, not detrimental to the business or its guests</p> <p>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>Training manual for associates on all sections</p> <p>Guest service policy</p>	

## 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** 45 hours      **Theory:** 9 hours      **Practical:** 36 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 correctly</p> <p>Monitor the reports made by associates on</p>	<p>Effective 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>First aid, fire fighting training and anti allergic medicine to be available, assembly point for evacuations</p> <p>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>Benefits of risk assessment, including helping to prevent 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><b>Total:</b> 20 hours</p> <p><b>Theory:</b> 04 hours</p> <p><b>Practical:</b> 16 Hours</p>	<p>Emergency notices</p> <p>Standard operating procedures for health and safety</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Logbooks for recording accidents and incidents</p> <p>Organizational health and safety policy</p> <p>HACCP standards</p> <p>Standard operating procedures for safe working in the kitchen</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>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>The importance of working in a healthy, safe and hygienic way, to ensure there are no risks to guests or associates</p> <p>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>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>Observing and checking 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>Observing and checking that associates know and understand how to follow emergency procedures, including alerting others, following instructions, taking action</p> <p>Completing records as required to demonstrate that section team follows health and safety requirements</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>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Advising 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>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>Understanding 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>Causes of food poisoning, including chemicals, viruses, moulds, physical contaminants</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU2:</b></p> <p>Monitor efficient and effective use of kitchen equipment</p>	<p><b>The student will be able to:</b></p> <p>Ensure that all equipment is working</p>	<p>Maintaining 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</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p>	<p>Kitchen equipment and operating instructions</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>correctly in own section of the kitchen</p> <p>Arrange for appropriate maintenance for all equipment available in own section of the kitchen on a regular basis</p> <p>Ensure that appropriate equipment is properly calibrated according to operating instructions in own section of the kitchen</p> <p>Check that associates are using equipment correctly, efficiently and effectively in own section of kitchen</p> <p>Take corrective action where required to improve the safety of work areas</p>	<p>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</p> <p>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</p> <p>Observing and checking the use of equipment by associates, including 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>Understanding and responding 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>02 hours</p> <p><b>Practical:</b></p> <p>08 Hours</p>	<p>Maintenance schedules for kitchen equipment</p> <p>Standard operating procedures for using kitchen equipment</p> <p>Safety equipment</p> <p>Preventive maintenance program</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>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
		Compliance with relevant regulations and standards (see Introduction)			
<b>LU3:</b>  Maintain and monitor the kitchen cleaning programme	<b>The student will be able to:</b>  Ensure that all associates understand their role in undertaking cleaning duties  Monitor the number of associates to undertake the cleaning programme effectively  Observe and check that associates have the cleaning tools and materials they need to undertake cleaning duties for their area of work  Check that there are no hazards present that would affect the cleaning programme  Observe and check that associates are using cleaning tools and materials safely, effectively and efficiently	Purpose of cleaning programme, 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  Functions of the cleaning programme, 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; routes around kitchen workflow that are clean and cleared  Managing 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  Preparing and implementing cleaning schedules, including defining cleaning standards, what items and surfaces are to be cleaned, 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	<b>Total:</b> 15 hours  <b>Theory:</b> 03 hours  <b>Practical:</b> 12 Hours	Staff rotas  Procedures for carrying out the cleaning programme  Instruction manuals for specialist cleaning equipment  Checklists for monitoring the cleaning programme  Weekly, fortnightly, monthly, quarterly and annual cleaning schedule  HACCP standards  Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety	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>Monitor appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organisational standards</p>	<p>should take to clean correctly, what chemicals and equipment should be used, what safety precautions should be taken</p> <p>Assessing and planning rotas to include servicing the cleaning programme, including levels of manpower, ensuring associates are appropriately trained to use specialised cleaning equipment</p> <p>Understanding the range of tools and 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>Developing appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organisational standards, monitoring completed checklists</p> <p>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>Problems with cleaning, equipment or products, including wrong products or equipment, equipment not working, product not satisfactory</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		<p>trainers or boots, disposable gloves)</p>	

## 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** 30 hours      **Theory:** 06 hours      **Practical:** 24 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 tagged in line with organisational requirements</p>	<p>Observing and checking 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>Monitoring the processes for preparing food for storage, including tagging and logging food for storage, following organisational procedures, completing all required documentation</p> <p>Observing and checking 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 blood to drip onto foods below)</p> <p>Ensuring associates store food correctly and at the correct temperature, including preparation for storing food (wrapping</p>	<p><b>Total:</b> 05 hours</p> <p><b>Theory:</b> 01 hours</p> <p><b>Practical:</b> 04 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 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
	<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>correctly), storing in dry store, refrigerator (maintain temperature from 3 to 5 degrees), freezer (maintain temperature from -18 to -20 degrees)</p> <p>The importance of ensuring that all food tagged for storage is properly logged according to organisational requirements</p> <p>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>The importance of ensuring 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><b>LU2:</b></p> <p>Check that kitchen sections are working to requirements and not overproducing</p>	<p><b>The student will be able to:</b></p> <p>Use restaurant bookings, banquet sheets and other sources of information to identify food preparation requirements</p>	<p>Understanding how to manage and control food costs, including making a profit, breaking even, subsidised</p> <p>Calculating costs, including food costs, gross profits, profits as percentages</p> <p>Setting targets, including calculating selling prices needed to achieve target gross profits</p> <p>Using restaurant bookings, banquet sheets and other sources of information in order to identify food preparation requirements</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>02 hours</p> <p><b>Practical:</b></p> <p>08 Hours</p>	<p>Daily event sheets and reservations information</p> <p>A-la-carte and other menus</p> <p>Copies of requisitions sheets</p> <p>Cost reports</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>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>Understanding the need to monitor food costs, including sourcing and purchasing good quality food commodities; controlling commodities; accurate weighing, measuring and portion control; preparation, cooking losses and wastage control</p> <p>The importance of monitoring 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>Ensuring that associates understand the quantity and quality of dishes to be prepared and cooked, in order to maximise production and control costs</p> <p>Ensuring that associates follow organisational guidelines on weight and portion control, in order to achieve appropriate yields and maximise profits</p> <p>The importance of addressing 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>Compliance with relevant regulations and standards (see Introduction)</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><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 all sections are</p>	<p><b>The student will be able to:</b></p>	<p>Types of waste material generated in the work area, including food, cooking oils, recyclable waste (card, packaging)</p>	<p><b>Total:</b></p> <p>7.5 hours</p>	<p>Organisational policy and</p>	<p>Class room with multimedia aid, audio-</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
managing kitchen waste effectively	<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>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>Monitoring 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>Recognising opportunities for waste reduction, reuse and recycling targets to comply with legal and/or organisational requirements, including over-ordering, poor preparation and cooking, poor menu management</p> <p>Establishing 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>Assessing 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>Opportunities for avoiding and reducing waste, including through design, reuse and</p>	<p><b>Theory:</b> 1.5 hours</p> <p><b>Practical:</b> 06 Hours</p>	<p>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 apron, safety trainers or boots, disposable gloves)</p>	<p>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>recycling, managing potential barriers that may limit waste avoidance and reduction,</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU4:</b></p> <p>Ensure that kitchen waste products are disposed of following correct procedures</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>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>Principles of waste management, including meeting food hygiene regulations, preventing contamination of service areas, avoiding pest infestation, reducing accidents and fire risks</p> <p>Types and causes of waste, including wet and dry, caused by 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>Supervising 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>Managing waste, including ensuring that associates identify opportunities for reducing and disposal of waste, follow organisational policies and procedures</p> <p>Managing opportunities for waste reduction, reuse and recycling targets, including complying with legal and/or organisational requirements</p> <p>Establishing and monitoring current levels of waste for activities undertaken by the organisation, including assessing and</p>	<p><b>Total:</b></p> <p>7.5 hours</p> <p><b>Theory:</b></p> <p>1.5 hours</p> <p><b>Practical:</b></p> <p>06 Hours</p>	<p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of wet and dry waste, including colour coded waste drums, environmentally 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>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>recording levels of waste, by observation, questioning, assessing productivity and output, yield data</p> <p>Compliance with relevant regulations and standards (see Introduction)</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>	

## 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** 40 hours      **Theory:** 08 hours      **Practical:** 32 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Check that food has been presented as intended</p>	<p><b>The student will be able to:</b></p> <p>Ensure that the final presentation of dishes is in line with organisational requirements and guest needs</p> <p>Identify and rectify any gaps in presentation and delivery of dishes</p> <p>Ensure that procedures are being followed to achieve best presentation of all dishes in all kitchen outlets (eg cold kitchen, hot kitchen, bakery kitchen)</p> <p>Ensure consistent inspection of food preparation, cooking and presentation</p>	<p>Operational knowledge and understanding of entire kitchen operation and service procedure</p> <p>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</p> <p>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</p> <p>The importance of consistent inspection of food preparation, cooking and presentation, in order to manage professional and organisational standards, identify the need for additional or remedial training</p> <p>Establishing and monitoring processes to check that food presented for service is of the</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 03 hours</p> <p><b>Practical:</b> 12 Hours</p>	<p>Inspection checklist for food production areas</p> <p>Inspection checklist for live buffet</p> <p>Daily event sheets</p> <p>A la carte and other menus</p> <p>Daily requisitions</p> <p>Safety equipment</p> <p>Recipe cards</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>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>type, quality and quantity required by the guest</p> <p>The importance of discussing feedback on food production with appropriate colleagues and agreeing on improvements</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		trainers or boots, disposable gloves)	
<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 section is minimising waste in line with organisational requirements</p>	<p>The importance of checking 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>The importance of ensuring 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>Checking that food presented for service is of the type and quantity required by the guest, including by observation, checking food order checks</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>02 hours</p> <p><b>Practical:</b></p> <p>08 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 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
<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>Identify and resolve any problems in temperature maintenance</p>	<p>Operational management systems including effective implementation of HACCP standards</p> <p>Principles of holding and serving 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>Ways to check that food presented for service is of the type, quality and quantity required by the guest (including warmers, servicing trolleys)</p> <p>The importance of understanding and monitoring 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>Identifying problems with temperature of food, including faulty equipment, poor service delivery, lack of training</p> <p>Rectifying 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><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>03 hours</p> <p><b>Practical:</b></p> <p>12 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 establishments)</p>



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>The importance of discussing feedback on food production with appropriate colleagues and agreeing on improvements</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			

## 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** 50 hours      **Theory:** 10 hours      **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Contribute to the development of kitchen teams and individuals</p>	<p><b>The student will be able to:</b></p> <p>Contribute to the identification of development needs for kitchen individuals and teams accurately</p> <p>Ensure that the development needs identified are consistent with kitchen team objectives and organisational values</p> <p>Ensure that contributions to the planning process reflect the identified development needs of all those kitchen associates under own responsibility</p> <p>Agree ideas with individual kitchen team members</p>	<p>Identifying development needs for kitchen individuals and teams accurately, including individual personal objectives, team objectives, development and retraining objectives</p> <p>The importance of using sufficient, reliable and valid information, in order to plan effectively, to maximise opportunities, to add value to the organisation's goals</p> <p>Presentation of development needs to kitchen associates in a way which is likely to influence their decision-making positively, including providing guidance, support and motivation</p> <p>The importance of kitchen team development to the continuing effectiveness of the organisation, including own role and responsibilities in contributing to this process, developing and securing support from kitchen associates, seeking contributions to the development process from kitchen associates</p>	<p><b>Total:</b> 05 hours</p> <p><b>Theory:</b> 01 hours</p> <p><b>Practical:</b> 04 Hours</p>	<p>Standard Operating Procedures for training and development</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Business objectives</p> <p>And appropriate analysis reports</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 establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<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>Collecting and validating relevant information needed to identify kitchen development needs, including informally from associates, formally through guest surveys, job appraisals</p> <p>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>Analysing 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>Assessing kitchen associates against development objectives using clear, agreed criteria and sufficient, valid and reliable information, including job appraisals, feedback from guests and other associates</p> <p>The importance of taking account of the kitchen work activities of associates, their learning abilities and personal circumstances when agreeing ideas with individual kitchen team members</p>		<p>(black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<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>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,</p>	<p>Presenting suggestions for selection effectively, based on sound information, including known capabilities, job descriptions, performance appraisals, training schedules and review</p> <p>Communicating effectively with the range of kitchen associates involved, including verbally and in writing, using technical language appropriately</p> <p>The importance of confidentiality during selection processes including the kinds of information that may be made known to associates</p> <p>The importance of keeping accurate, complete and clear records of own contributions to the selection process, in order to support and audit decisions and judgements made</p> <p>The range of methods which may be used for the assessment and selection of staff, including formal and informal, and the relative advantages and disadvantages of these for the team</p> <p>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>Making fair and objective assessments against criteria during the selection</p>	<p><b>Total:</b></p> <p>05 hours</p> <p><b>Theory:</b></p> <p>01 hours</p> <p><b>Practical:</b></p> <p>05 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 (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
	accurate, clear and meet organisational requirements	process, including understanding the criteria, ensuring that assessments are objective and not influenced by personal views			
<b>LU3:</b> Lead the work of kitchen teams and individual associates to achieve objectives	<b>The student will be able to:</b> Plan the work of kitchen teams and individuals Involve the kitchen team and individuals when planning their work Present work plans in a way that gains the support and commitment of those involved Assess the work of kitchen teams and individuals Provide both positive and negative feedback to kitchen teams and individuals on their work Review the work of the kitchen team and individuals on a regular basis Provide support for continuous improvement for	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 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 responsibilities The importance of regularly reviewing 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 The importance of assessing 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 The importance of providing clear and accurate feedback to team members on their performance, including the associate's role and responsibilities in	<b>Total:</b> 10 hours <b>Theory:</b> 02 hours <b>Practical:</b> 08 hours	Standard Operating Procedures for leading a department Job descriptions and evaluations Training schedules and reviews Markers and pens Notebook Standard formats for selection assessments Notice board Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety	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
	kitchen teams and individuals	<p>relation to this, reviewing the associate's own objectives and modifying them if required</p> <p>The importance of providing 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>The importance of providing opportunities to team members to assess their own work, including ways to encourage and enable this involvement, identifying for the associates the benefits of doing this</p> <p>Motivating 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>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>Providing positive feedback to individual associates and the kitchen team, including choosing an appropriate time and a place to give feedback, providing</p>		trainers or boots, disposable gloves)	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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>Importance of provide constructive suggestions on how performance can be improved, in order to maintain commitment and maximise the individual/team effort</p> <p>The importance of giving 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>The importance of planning 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> Manage own self in a kitchen environment</p>	<p><b>The student will be able to:</b> Develop objectives for own kitchen work role which are compatible with the vision,</p>	<p>The organisation's structure, systems, business processes and organisational objectives</p> <p>The importance of gathering valid information, in order to plan own development effectively and set</p>	<p><b>Total:</b> 10 hours <b>Theory:</b> 02 hours</p>	<p>Job description and evaluations Markers and pens Notebook</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>objectives and values of the organisation</p> <p>Agree, with line manager, objectives for own kitchen work role and ways to evaluate progress and 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</p>	<p>appropriate benchmarks by which to measure progress</p> <p>Analysing own work role and relating to other roles in the organisation, including identifying long term and short term aims</p> <p>Monitoring changes, trends and developments, including technological advances, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage</p> <p>The impact of different factors on own role, including time, cost, support from others (associates, Executive Chef, HR department)</p> <p>The importance of managing own resources, particularly knowledge, understanding, skills and time</p> <p>Identifying 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>Setting 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><b>Practical:</b></p> <p>08 hours</p>	<p>Log book</p> <p>Notice board</p> <p>Standard format and forms</p> <p>Computer, 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>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>objectives and priorities as necessary</p> <p>Get regular feedback on 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>Measuring the progress against work objectives, in order to judge progress, to reflect on achievements, to modify the plan, to set new objectives</p> <p>Getting and making effective use of feedback on own performance, including informally from associates, formally through guest surveys, job appraisals</p> <p>Updating work objectives in the light of own performance, including feedback received or changes in organisational priorities</p> <p>Recording 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>Working 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>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</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		work objectives (with Restaurant 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><b>The student will be able to:</b></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>The importance of developing and implementing sales development activities, in order to add value to the organisation's objects, to contribute to profitability</p> <p>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>Developing sales objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time bound), including short and long-term objectives, individual and team objectives</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>Developing measures and methods for monitoring and evaluating performance against the implementation of sales development activities, including establishing clear monitoring and</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>Noticeboard</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>evaluation criteria, establishing appropriate timelines</p> <p>Understanding the market in which the organisation works, including the guest base (leisure, business, combination; actual and potential guests), location (city-centre, rural), size of organisation</p> <p>Understanding the needs and expectations of actual and potential guests, including level and speed of service and attention, range of products</p> <p>Understanding actual and potential competitors and partners, including what they offer, their competitive edge</p> <p>New and available opportunities for sales development activities, including new products (dishes, menus, beverages), new services (type of food service)</p> <p>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>Sources of information that can aid monitoring and evaluation for sales development activities, including questionnaire data, research, sales figures, opinion polls</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU6</b></p> <p>Prepare, deliver and evaluate training sessions for kitchen associates and teams</p>	<p><b>The student will be able to:</b></p> <p>Prepare appropriate kitchen training plans and materials</p> <p>Produce specific aims and objectives for the session</p> <p>Identify the resources 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>The purpose of and necessary outcomes from the training session, including personal, departmental or organisational objectives, new or corrective/remedial training</p> <p>Different ways to deliver the session, including on and off the job, single sessions, series of training sessions</p> <p>Appropriate 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>Ways of delivering 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>An appropriate plan 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>Selecting and using an appropriate range of methods and resources to support delivery of the training session, including teacher centred (lecture, explanation, demonstration); learner centred (goal</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>02 hours</p> <p><b>Practical:</b></p> <p>08 hours</p>	<p>Standard Operating Procedures for training and development</p> <p>Job descriptions 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,</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>setting, self-direction, problem solving, negotiation, discussion, presentation, journals)</p> <p>Managing 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>Review the effectiveness of the training session, including sources of feedback (learners; self; other stakeholders; informal and formal checks)</p> <p>Determine the strengths and weaknesses of the training session, including achievement against targets; feedback from associates, HR department; evaluative comments; reviews</p> <p>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>internet, experimental materials, work 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>	

## Complete list of tools and equipment

Sr#	Description	Quantity
	<b>Policy Documents</b>	
1.	Examples of organisation's aims and objectives statement for different organisations	1 class copy
2.	Examples of organisational policy and procedures for disposing of waste for different organisations	1 class copy
3.	Examples of recruitment policy for different organisations	1 class copy
4.	Examples of health, safety and environment policy for different organisations	1 class copy
5.	Examples of organisation's service policy for supporting the food service team for different organisations	1 class copy
6.	Examples of organisation's guest service policy for different organisations	1 class copy
7.	Examples of specific policy or guidance on handling complaints for different organisations	1 class copy
	<b>Manuals and guidelines</b>	
8.	Examples of Standard operating procedures for the kitchen for different organisations	1 class copy
9.	Examples of kitchen equipment and operating instructions for different organisations	20 copies
10.	HACCP standards	1 class copy
11.	Examples of inspection list of food production areas for different organisations	20 copies
12.	Examples of employee job descriptions for different organisations	20 copies
13.	Employee assessment checklist	20 copies
14.	Examples of training manual for associates for different organisations	1 class copy
15.	Examples of recipe development process for different organisations	1 class copy
16.	Examples of new menu preparation process for different organisations	1 class copy
17.	Examples of menu preparation guidelines checklist for different organisations	1 class copy
18.	Examples of requisition guidelines for new items, including equipment, food, ingredients, stewarding, chemicals for different organisations	20 copies
19.	Different catalogues listing tools and equipment for disposing of waste	1 class copy
20.	Checklist for wet and dry waste room inspection	20 copies
21.	Analysis tools and recording forms	20 copies
22.	Report templates	20 copies

23.	Examples of purchase specifications for food and other products for different organisations	1 class copy
24.	Examples of storage guidelines for different organisations	1 class copy
25.	Examples of portion and weight control guidelines for different organisations	1 class copy
26.	Raw material quality control checklist	20 copies
27.	Procedures for cleaning and sanitising areas	20 copies
28.	Examples of menus, drinks lists, function planners, other promotional materials for different organisations	1 class copy
29.	Examples of aims and objectives statement for different organisations	1 class copy
30.	Standards for waste management	1 class copy
	<b>Reports</b>	
31.	Examples of cost reports for different organisations	1 class copy
32.	Examples of weekly consumption reports for different organisations	1 class copy
33.	Examples of process for costing of resources for different organisations	1 class copy
34.	Annual leave plans	20 copies
35.	Daily assignment schedule for associates	20 copies
36.	Examples of daily consumption guideline	1 class copy
37.	Examples of preventive maintenance program for different organisations	1 class copy
38.	Examples of procedures for carrying out the cleaning programme for different organisations	1 class copy
39.	Examples of instruction manuals for specialist cleaning equipment for different organisations	1 class copy
40.	Examples of guest services resources, handouts, articles, journals for reading for different organisations	1 class copy
41.	Examples of maintenance schedules for kitchen equipment for different organisations	1 class copy
42.	Reporting templates (various types)	20 copies
43.	Guest feedback forms, questionnaire formats, other examples of data-gathering instruments	20 copies
	<b>Records</b>	
44.	Log book	1 completed class copy as example 20 blank copies
45.	Logbooks for recording accidents and incidents	1 completed class copy as example 20 blank copies

46.	Food store capacity chart	1 completed class copy as example 20 blank copies
47.	Daily material consumption report	1 completed class copy as example 20 blank copies
48.	Record of allocated duties and tasks	1 completed class copy as example 20 blank copies
49.	Duty rota	1 completed class copy as example 20 blank copies
50.	Log for recording absences	1 completed class copy as example 20 blank copies
51.	Checklists for monitoring the cleaning programme, weekly, fortnightly, monthly, quarterly and annual cleaning scheduled	1 completed class copy as example 20 blank copies
52.	Daily event sheets	1 completed class copy as example 20 blank copies
53.	Daily activity plan	1 completed class copy as example 20 blank copies
54.	Future bookings diary or record	1 completed class copy as example 20 blank copies
55.	Requisitions forms	1 completed class copy as example 20 blank copies
56.	Staffing rotas for different sections	1 completed class copy as example



57.	Store recording documentation	1 completed class copy as example 20 blank copies
58.	Inspection check list for food store	1 completed class copy as example 20 blank copies
59.	Inventory management system	1 completed class copy as example 20 blank copies
60.	Guest order checks	1 completed class copy as example 20 blank copies
	<b>General</b>	
61.	Notice board	1
62.	Telephone	1
63.	Computer, software, accessories	2
64.	Analysis tools and recording forms	2 sets
65.	Temperature checking equipment (probes, monitors, sensors)	5 sets
66.	Guest services resources, handouts, articles, journals for reading	1 set
67.	Tools and equipment for disposing of waste	1 set
68.	Safety equipment	1 set
69.	Emergency notices and signs	1 set
70.	Fire equipment	1 set
71.	First aid equipment	1 set

## **List of consumable supplies**

Marker and pens etc

Notebook

Restaurant order pads

Student copies of records (see above)

## Credit values

The credit value of the National Certificate Level 4 in sous is defined by estimating the amount of time/ instruction hours required to complete each competency unit and competency standard. The NVQF uses a standard credit value of 1 credit = 10 hours of learning (Following Higher Education Commission (HEC) guidelines).

The credit values are as follows:

<b>Competency Standard</b>	<b>Estimate of hours</b>	<b>Credit</b>
A: Monitoring the duties and activities of the kitchen team	50	5
B: Co-ordinate the operation of the food preparation and cooking area	45	4.5
C: Monitoring supplies for kitchen operations	30	3
D: Monitoring the quality of food production	50	5
E: Supervise the delivery of effective kitchen service to food service team	45	4.5
F: Manage comments and complaints relating to food production	15	1.5
G: Monitoring health and safety issues in food production areas	45	4.5
H: Monitoring and controlling kitchen costs and waste	30	3
I: Monitoring delivery of food production into service areas	40	4
J: Support the professional development of the kitchen team	50	5

