

# CHEF



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## Module-1

### TRAINER GUIDE

National Vocational Certificate Level 2

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## Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

### 1. Cost effectiveness

Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

### 2. Efficiency

The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

### 3. Increased productivity

When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

### 4. Reduced risk

Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

### 5. Increased customer satisfaction

Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

## Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the (*title*) qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because ...', or even 'tell me why you chose to do it like this?'.

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a (*title*) acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalised those standards.

## Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

- a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
- b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
- c) Practice the skill before demonstration to trainees, if possible.
- d) Introduce the skill to trainees clearly at the commencement of demonstration.
- e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
- f) Carry out demonstration in a way that can be seen by all trainees.
- g) Use the same tools and materials that the learner will be using.
- h) Go through EACH of the steps involved in performing the skill.
- i) Go SLOWLY - describe each step as it is completed.
- j) Encourage the learners to move around and watch what you are doing from a number of different angles.
- k) Identify critical or complex steps, or steps that involve safety precautions to be followed.

- l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
- m) Try to involve the learners: Ask them questions about why they think the process may work that way.
- n) Repeat critical steps in demonstration, if required.
- o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

## Overview of the program

<b>Course:</b> Level 2 Cook	<b>Total Course Duration:</b> 6 months
<b>Course Overview:</b>	
The purpose of the Hospitality Cook course 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 course has been developed to address specific issues, such as the national, regional and local cultures, the work force availability within the country, and meeting and exceeding the needs and expectations of their guests.	

Module	Learning Unit	Duration
<b>Module 1:</b> Maintain professional kitchen standards for food preparation and cooking throughout the shift	<b>LU1:</b> Ensure personal hygiene and chef's uniform for kitchen operations meets organisational requirements <b>LU2:</b> Maintain the health, safety and security of the kitchen working environment <b>LU3:</b> Check quality and quantity of food and maintain kitchen and food safety standards at every level of food handling <b>LU4:</b> Ensure wastage from kitchen operations is minimized	30 Hours
<b>Module 2:</b> Introduction to food preparation and cooking	<b>LU1:</b> Understand how to assemble food and equipment to prepare, and cook simple dishes, with guidance from Chef de Partie and other associates <b>LU2:</b> Understand how to prepare simple dishes for cooking, with guidance from Chef de Partie and other associates <b>LU3:</b> Understand how to cook simple dishes, with guidance from Chef de Partie and other associates <b>LU4:</b> Understand how to present simple dishes for service, with guidance from Chef de Partie and other associates	60 Hours

Module	Learning Unit	Duration
<b>Module 3:</b> Prepare and cook vegetables	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook vegetables <b>LU3:</b> Present vegetables for service following guidance	25 Hours
<b>Module 4:</b> Prepare, cook and finish meat, poultry and fish dishes	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish meat, poultry and fish dishes <b>LU3:</b> Present meat, poultry and fish dishes for service following guidance	40 Hours
<b>Module 5:</b> Prepare and finish simple salad and fruit dishes	<b>LU1:</b> Assemble food and equipment to prepare and finish simple salad and fruit dishes <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple salad and fruit dishes <b>LU3:</b> Finish and present simple salad and fruit dishes for service following guidance	15 Hours
<b>Module 6:</b> Prepare and cook pasta and rice dishes	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook pasta dishes <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook rice dishes <b>LU3:</b> Present pasta and rice dishes for service following guidance	25 Hours
<b>Module 7:</b> Prepare and cook eggs and egg dishes	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook eggs <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook egg dishes <b>LU3:</b> Present eggs and egg dishes for service following guidance	15 Hours



Module	Learning Unit	Duration
<b>Module 8:</b> Prepare and cook grain and pulse dishes	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grains and pulses for cooking <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook grains and pulses <b>LU3:</b> Present grains and pulses for service following guidance	25 Hours
<b>Module 9:</b> Prepare and cook soups, stocks and sauces	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soups, stocks and sauces for cooking <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish soup, stock and sauce ingredients dishes <b>LU3:</b> Present soups, stocks and sauces for service following guidance	35 Hours
<b>Module 10:</b> Prepare, bake and finish simple bread and dough products	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for cooking <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish ingredients for simple bread and dough products dishes <b>LU3:</b> Present simple bread and dough products for service following guidance	25 Hours
<b>Module 11:</b> Prepare hot and cold sandwiches	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches <b>LU3:</b> Present hot and cold sandwiches for service following guidance	10 Hours

Module	Learning Unit	Duration
<b>Module 12:</b> Prepare and finish simple sweet dishes	<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple sweets and gâteaux <b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple pastries <b>LU3:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes	25 Hours
<b>Module 13:</b> Complete kitchen shift effectively	<b>LU1:</b> Clear kitchen work area of equipment and food products <b>LU2:</b> Ensure that all kitchen equipment and surfaces are cleaned and sanitized <b>LU3:</b> Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department <b>LU4:</b> Hand over to next kitchen shift if appropriate	30 Hours
<b>Module 14:</b> Developing a new business	<b>LU1:</b> Identify business opportunities in the hospitality sector <b>LU2:</b> Develop the structure of the new hospitality business <b>LU3:</b> Communicate the new hospitality business's services to guests <b>LU4:</b> Negotiate arrangements for the new hospitality business	40 Hours

## Lesson Plan Template

Time	Content	Tutor activity	Learner activity	Resources	Outcomes / Assessment
	Introduction				
	<b>BREAK</b>				
	Conclusion				

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## Trainer's guidelines

Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<b>LU1:</b> Ensure personal hygiene and chef's uniform for kitchen operations meets organisational requirements	<p>Deliver an illustrated presentation on personal hygiene and chef's uniform for kitchen operations. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Keeping hair, skin and nails clean and hygienic</li> <li>• Following the recommended procedures for washing hands at all appropriate times</li> <li>• Avoiding unsafe behaviour that could contaminate the food being prepared or cooked</li> <li>• Reporting any cuts, boils, grazes, injuries, illness and infections promptly to the appropriate person</li> </ul> <p>Move on to a discussion about the importance of personal protective equipment for cooks. Use real example of uniform and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate chef's uniform and headgear in line with manufacturer's instructions and organisational procedures</li> <li>• Wearing chef's uniform and headgear that is clean, fit for use and worn correctly</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on personal hygiene and chef's uniform for kitchen operations. They must make sure their questions cover key topics for personal hygiene and chef's uniform for kitchen operations.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one</p>	Classroom	<p>Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, hand towels</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>Hazard analysis and critical control points (HACCP) standards</p> <p>Organisational guidelines for personal hygiene</p>

<b>Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>side with a question about personal hygiene and chef's uniform for kitchen operations. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (The tutor needs to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to personal hygiene and chef's uniforms in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

<b>Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU2:</b> Maintain the health, safety and security of the kitchen working environment	<p>Invite an experienced chef de partie or sous chef to deliver a presentation about maintaining the health, safety and security of the kitchen working environment. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Maintaining a safe, hygienic and secure kitchen working environment</li> <li>• Keeping a look out for hazards in the kitchen</li> <li>• Identifying any hazards or potential hazards in the kitchen and deal with these correctly</li> <li>• Reporting any accidents or near accidents quickly and accurately to the proper person</li> <li>• Dealing with problems and unexpected situations in an appropriate manner</li> <li>• Practising emergency procedures correctly</li> </ul> <p>Support the speaker with a range of materials (see Media column).</p> <p>Learners need to have with them notes about how to maintain the health, safety and security of the kitchen working environment. These notes may be from a teaching session, handouts, or from research or reading from a specified text book they have been instructed to carry out.</p> <p>The tutor needs to prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul>	Classroom	<p>Different types of emergency notices</p> <p>Standard operating procedures for occupational health and safety</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Equipment for contacting security, including telephones and other electronic devices</p> <p>Logbooks for recording accidents and incidents</p> <p>Organisational procedures for dealing with problems, including accidents, fire, evacuations</p> <p>Organisational procedures for dealing with emergencies</p> <p>Contact details for colleagues, supervisors</p> <p>Organisational guidelines for responding to and reporting accidents</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 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>...showing key topics for how to maintain the health, safety and security of the kitchen working environment. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for how to maintain the health, safety and security of the kitchen working environment. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to the health, safety and security of the kitchen working environment in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
<b>LU3:</b> Check quality and quantity of food and maintain kitchen and food safety standards at	Lead a discussion on ways to check the quality and quantity of food and maintain kitchen and food safety standards at every level of food handling. Be sure to cover the following points:	Classroom	Example notes from daily briefing Recipes and methods of preparation and cooking



Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
every level of food handling	<ul style="list-style-type: none"> <li>• Checking the delivery from stores to ensure that the quantity of food delivered is sufficient for the number of covers expected</li> <li>• Checking that food is delivered at the correct temperature</li> <li>• Ensuring that any packaged food does not exceed its 'sell-by' or 'use-by' dates</li> <li>• Informing the Chef de Partie if there are any problems with the quantity or quality of food</li> </ul> <p>The next short activity is a collaborative activity on the importance of checking quality and quantity of food and maintain kitchen and food safety standards at every level of food handling. The tutor should display a slide or flip chart with a key question relating to the importance of checking quality and quantity of food and maintain kitchen and food safety standards at every level of food handling.</p> <p><b>Step 1 – Think</b></p> <p>Working on their own, each learner <b>thinks</b> about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b></p> <p>For the next step, each learner <b>pairs</b> up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p>		<p>Organisational guidelines for checking the quality and quantity of food</p> <p>Standard operating procedures for quality control of food and safety</p> <p>HACCP standards</p> <p>Food safety guidelines</p>

<b>Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p><b>Step 3 – Share</b></p> <p>The final step is for the tutor to invite different pairs to share the ideas they have discussed in response to the key question relating to the importance of checking quality and quantity of food and maintain kitchen and food safety standards at every level of food handling.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to the quality and quantity of food and kitchen and food safety standards in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
<b>LU4:</b> Ensure wastage from kitchen operations is minimized	<p>Lead a brainstorm on types of wastage from kitchen operations. Use the ideas from the brainstorm to explain ways to ensure wastage from kitchen operations is minimized. Support your explanation with the following key points:</p> <ul style="list-style-type: none"> <li>• Identifying opportunities for reducing waste</li> <li>• Following organisational policies and procedures for managing and reducing waste</li> <li>• Disposing of waste in line with organisational procedures</li> </ul> <p>The tutor needs to prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about ensuring wastage from kitchen operations is minimized. Go through all the key</p>	Classroom	<p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of waste, including waste disposal units, recycling bins</p> <p>Standard Operating Procedures for kitchen department and for waste handling</p>

Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for ensuring wastage from kitchen operations is minimized. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to managing waste in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

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Module 2: Introduction to food preparation and cooking			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<b>LU1:</b> Understand how to assemble food and equipment to prepare and cook simple dishes, with guidance from Chef de Partie and other associates	<p>Lead a discussion on how to assemble food and equipment to prepare and cook simple dishes. Ensure you focus on the following key points:</p> <ul style="list-style-type: none"> <li>• How to assemble food, ingredients and equipment required to prepare, cook and finish dishes as required</li> <li>• The need to defrost ingredients prior to preparation</li> <li>• How to select appropriate equipment needed to prepare, cook and finish dishes</li> <li>• How to check that ingredients meet type, quality and quantity requirements prior to preparation and cooking</li> </ul> <p>Use appropriate resources (see Media column) to reinforce various points.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to how to assemble food and equipment to prepare and cook simple dishes in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Classroom</p> <p>Real or realistic kitchen environment</p>	<p>Recipes to determine what food, other ingredients and equipment is needed</p> <p>Pre-preparation equipment: including sets of knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scale, refrigerators, freezers, chopping boards (different colours – refer to HACCP regulations)</p> <p><b>Utensils:</b> including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers, potato cutters, choppers, mincing machine, bone saw cutters, patties maker, beaters, mashers, baking trays</p> <p><b>Cooking equipment:</b> including burners/stoves, each ovens (convection oven, deck oven), microwaves oven, grill, tilting pan, steamer, salamander, Panini machine, blender heavy duty, bread pans, bun pans, baguette pans, juicers, juice extractor, deep fryer, rolling pins, pastry brushes</p>

Module 2: Introduction to food preparation and cooking			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
			<p><b>Presentation equipment:</b> including plates, platters, silver salvers, serving dishes, sauceboats</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>Nutritional values charts</p>
<p><b>LU2:</b> Understand how to prepare simple dishes for cooking, with guidance from Chef de Partie and other associates</p>	<p>Deliver an illustrated presentation on how to prepare simple dishes for cooking. Ensure you focus on the following key points:</p> <ul style="list-style-type: none"> <li>• The requirements for preparing dishes for cooking</li> <li>• How to use tools and equipment for preparing different dishes correctly</li> <li>• The appropriate methods to prepare different dishes for cooking</li> <li>• How to check that preparation of ingredients meets quality requirements</li> </ul> <p>Use appropriate resources (see Media column) to reinforce various points.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to how to prepare simple dishes for cooking in a practical environment. Ensure that</p>	<p>Classroom</p> <p>Real or realistic kitchen environment</p>	<p>Recipes to determine what food, other ingredients and equipment is needed</p> <p><b>Pre-preparation equipment:</b> including sets of knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scale, refrigerators, freezers, chopping boards (different colours – refer to HACCP regulations)</p> <p><b>Utensils:</b> including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers, potato cutters, choppers, mincing machine, bone saw</p>

<b>Module 2: Introduction to food preparation and cooking</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	learners have the opportunity to ask questions to support their understanding.		cutters, patties maker, beaters, mashers, baking trays 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)
<b>LU3:</b> Understand how to cook simple dishes, with guidance from Chef de Partie and other associates	<p>Deliver an illustrated presentation on how to cook simple dishes. Ensure you focus on the following key points:</p> <ul style="list-style-type: none"> <li>• The requirements for cooking different dishes</li> <li>• How to use tools and equipment to cook different dishes correctly</li> <li>• The appropriate methods to cook different dishes</li> <li>• How to combine main ingredients with other ingredients</li> <li>• How to check that dishes have the correct flavour, consistency and quantity</li> <li>• How to check that cooking of different dishes meets quality requirements</li> </ul> <p>Use appropriate resources (see Media column) to reinforce various points.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to how to cook simple dishes in a practical environment. Ensure that learners have the</p>	Classroom Real or realistic kitchen environment	<p><b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, pans, deep fryer</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 2: Introduction to food preparation and cooking			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	opportunity to ask questions to support their understanding.		
<b>LU4:</b> Understand how to present simple dishes for service, with guidance from Chef de Partie and other associates	<p>Lead a brainstorm on how to present simple dishes for service. Ensure you focus on the following key points:</p> <ul style="list-style-type: none"> <li>• The importance of holding and serving different dishes at correct temperature</li> <li>• How to safely store cooked dishes and ingredients not for immediate use</li> </ul> <p>Use appropriate resources (see Media column) to reinforce various points.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to how to present simple dishes for service in a practical environment. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Classroom Real or realistic kitchen environment	<p><b>Presentation equipment:</b> plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</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>



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Module-3

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## Module 3: Prepare, cook and finish vegetables

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing vegetables. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of vegetables</li> <li>• Pre-preparation methods for vegetables</li> <li>• Dry cooking, moist cooking and combination cooking methods for vegetables</li> <li>• Finishing and seasoning vegetables</li> <li>• Storing vegetables and their ingredients</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for vegetables and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p> <p>Trainees need to practice their skills in using basic methods and equipment to prepare vegetables for cooking, in a real or realistic environment.</p>	Classroom or practice kitchen	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish vegetables</p> <p>Videos of professional chefs preparing, cooking and finishing vegetables</p>
	<p>Trainees need to practice their skills in using basic methods and equipment to prepare vegetables for cooking, in a real or realistic environment.</p>	Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for vegetables</p> <p>Own notes on preparing vegetables</p>
LU2: Use basic methods and equipment (under	<p>Trainees need to practice their skills in using basic methods and equipment to cook and finish vegetables, in a real or realistic environment.</p>	Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for vegetables</p>

<b>Module 3: Prepare, cook and finish vegetables</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
indirect supervision from Chef de Partie and other associates) to cook vegetables			Own notes on cooking and finishing vegetables
LU3: Present vegetables for service following guidance	<p>Trainees need to practice their skills in using basic methods and equipment to present vegetables, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish vegetables. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for vegetables Own notes on finishing vegetables</p> <p>Learner guide Learner self-assessment forms</p>

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Module-4

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<b>Module 4: Prepare, cook and finish meat, poultry and fish dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing meat, poultry and fish dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of meat, poultry and fish dishes</li> <li>• Pre-preparation methods for meat, poultry and fish dishes</li> <li>• Dry cooking, moist cooking and combination cooking methods for meat, poultry and fish dishes</li> <li>• Finishing and seasoning meat, poultry and fish dishes</li> <li>• Storing meat, poultry and fish dishes and their ingredients</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for meat, poultry and fish dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p> <p>Trainees need to practice their skills in using basic methods and equipment to prepare meat, poultry and</p>	Classroom or practice kitchen	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish meat, poultry and fish dishes</p> <p>Videos of professional chefs preparing, cooking and finishing meat, poultry and fish dishes</p>
		Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for meat, poultry and fish dishes</p>

<b>Module 4: Prepare, cook and finish meat, poultry and fish dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	fish dishes for cooking, in a real or realistic environment.		Own notes on preparing meat, poultry and fish dishes
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook meat, poultry and fish dishes	Trainees need to practice their skills in using basic methods and equipment to cook and finish meat, poultry and fish dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for meat, poultry and fish dishes Own notes on cooking and finishing meat, poultry and fish dishes
LU3: Present meat, poultry and fish dishes for service following guidance	<p>Trainees need to practice their skills in using basic methods and equipment to present meat, poultry and fish dishes, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish meat, poultry and fish dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for meat, poultry and fish dishes Own notes on finishing meat, poultry and fish dishes</p> <p>Learner guide Learner self-assessment forms</p>

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Module-5

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<b>Module 5: Prepare and finish simple salad and fruit dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple salad and fruit dishes	<p>Begin this session with an illustrated presentation on preparing and finishing simple salad and fruit dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment and preparation methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Identifying requirements for preparing simple salad and fruit dishes</li> <li>• Assembling food, ingredients and equipment required to prepare and finish simple salad and fruit dishes</li> <li>• Using tools and equipment for preparing simple salad and fruit dishes correctly</li> <li>• Using appropriate methods to prepare simple salad and fruit dishes</li> <li>• Checking that preparation of simple salad and fruit dishes meets quality requirements</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for simple salad and fruit dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing the dish). Check that each trainee understands their task.</p> <p>Trainees need to practice their skills in using basic methods and equipment to prepare simple salad and fruit dishes, in a real or realistic environment.</p>	Classroom or practice kitchen	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare and finish simple salad and fruit dishes</p> <p>Videos of professional chefs preparing and finishing simple salad and fruit dishes</p>
		Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for simple salad and fruit dishes</p>





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Module-6

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<b>Module 6: Prepare, cook and finish pasta and rice dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare pasta and rice dishes for cooking	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing pasta and rice dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of pasta and rice dishes</li> <li>• Pre-preparation methods for pasta and rice dishes</li> <li>• Dry cooking, moist cooking and combination cooking methods for pasta and rice dishes</li> <li>• Finishing and seasoning pasta and rice dishes</li> <li>• Storing pasta and rice dishes and their ingredients</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for pasta and rice dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p> <p>Trainees need to practice their skills in using basic methods and equipment to prepare pasta and rice dishes for cooking, in a real or realistic environment.</p>	Classroom or practice kitchen	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish pasta and rice dishes</p> <p>Videos of professional chefs preparing, cooking and finishing pasta and rice dishes</p>
		Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for pasta and rice dishes</p> <p>Own notes on preparing pasta and rice dishes</p>

<b>Module 6: Prepare, cook and finish pasta and rice dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook pasta and rice dishes	Trainees need to practice their skills in using basic methods and equipment to cook and finish pasta and rice dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for pasta and rice dishes Own notes on cooking and finishing pasta and rice dishes
LU3: Present pasta and rice dishes for service following guidance	<p>Trainees need to practice their skills in using basic methods and equipment to present pasta and rice dishes, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish pasta and rice dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for pasta and rice dishes Own notes on finishing pasta and rice dishes</p> <p>Learner guide Learner self-assessment forms</p>

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Module-7

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<b>Module 7: Prepare, cook and finish eggs and egg dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook eggs for cooking	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing eggs and egg dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of eggs</li> <li>• Pre-preparation methods for eggs</li> <li>• Dry cooking, moist cooking and combination cooking methods for eggs</li> <li>• Finishing and seasoning eggs</li> <li>• Storing eggs</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for eggs and egg dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p> <p>Trainees need to practice their skills in using basic methods and equipment to prepare eggs and egg dishes for cooking, in a real or realistic environment.</p>	Classroom or practice kitchen	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish eggs</p> <p>Videos of professional chefs preparing, cooking and finishing eggs</p>
	<p>Trainees need to practice their skills in using basic methods and equipment to cook and finish egg dishes, in a real or realistic environment.</p>	Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for eggs</p> <p>Own notes on preparing eggs</p>
LU2: Use basic methods and equipment (under indirect supervision	<p>Trainees need to practice their skills in using basic methods and equipment to cook and finish egg dishes, in a real or realistic environment.</p>	Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for egg dishes</p> <p>Own notes on cooking and finishing egg dishes</p>

<b>Module 7: Prepare, cook and finish eggs and egg dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
from Chef de Partie and other associates) to cook egg dishes			
LU3: Present eggs and egg dishes for service following guidance	<p>Trainees need to practice their skills in using basic methods and equipment to present eggs and egg dishes, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish eggs and egg dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for eggs and egg dishes Own notes on finishing eggs and egg dishes</p> <p>Learner guide Learner self-assessment forms</p>

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Module-8

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<b>Module 8: Prepare, cook and finish grain and pulse dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grain and pulse dishes for cooking	Begin this session with an illustrated presentation on preparing, cooking and finishing grain and pulse dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate: <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of grain and pulse dishes</li> <li>• Pre-preparation methods for grain and pulse dishes</li> <li>• Dry cooking, moist cooking and combination cooking methods for grain and pulse dishes</li> <li>• Finishing and seasoning grain and pulse dishes</li> <li>• Storing grain and pulse dishes and their ingredients</li> </ul> Arrange a question and answer session to clarify trainee understanding. To prepare for the practical sessions, allocate each trainee one recipe for grain and pulse dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.	Classroom or practice kitchen	Learner guide Illustrations from catalogues or the internet of equipment used to prepare, cook and finish grain and pulse dishes Videos of professional chefs preparing, cooking and finishing grain and pulse dishes
	Trainees need to practice their skills in using basic methods and equipment to prepare grain and pulse dishes for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for grain and pulse dishes

<b>Module 8: Prepare, cook and finish grain and pulse dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
			Own notes on preparing grain and pulse dishes
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook grain and pulse dishes	Trainees need to practice their skills in using basic methods and equipment to cook and finish grain and pulse dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for grain and pulse dishes Own notes on cooking and finishing grain and pulse dishes
LU3: Present grain and pulse dishes for service following guidance	<p>Trainees need to practice their skills in using basic methods and equipment to present grain and pulse dishes, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish grain and pulse dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for grain and pulse dishes Own notes on finishing grain and pulse dishes</p> <p>Learner guide Learner self-assessment forms</p>

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Module-9

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<b>Module 9: Prepare, cook and finish soup, stock and sauces</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soup, stock and sauces for cooking	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing soup, stock and sauces. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of soup, stock and sauces</li> <li>• Pre-preparation methods for soup, stock and sauces</li> <li>• Dry cooking, moist cooking and combination cooking methods for soup, stock and sauces</li> <li>• Finishing and seasoning soup, stock and sauces</li> <li>• Storing soup, stock and sauces and their ingredients</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for soup, stock and sauces and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p> <p>Trainees need to practice their skills in using basic methods and equipment to prepare soup, stock and sauces for cooking, in a real or realistic environment.</p>	Classroom or practice kitchen	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish soup, stock and sauces</p> <p>Videos of professional chefs preparing, cooking and finishing soup, stock and sauces</p>
		Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for soup, stock and sauces</p>

<b>Module 9: Prepare, cook and finish soup, stock and sauces</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
			Own notes on preparing soup, stock and sauces
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook soup, stock and sauces	Trainees need to practice their skills in using basic methods and equipment to cook and finish soup, stock and sauces, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for soup, stock and sauces Own notes on cooking and finishing soup, stock and sauces
LU3: Present soup, stock and sauces for service following guidance	<p>Trainees need to practice their skills in using basic methods and equipment to present soup, stock and sauces, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish soup, stock and sauces. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for soup, stock and sauces Own notes on finishing soup, stock and sauces</p> <p>Learner guide Learner self-assessment forms</p>

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Module-10

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<b>Module 10: Prepare, bake and finish simple bread and dough products</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for baking	<p>Begin this session with an illustrated presentation on preparing, baking and finishing simple bread and dough products. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and baking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and baking of simple bread and dough products</li> <li>• Pre-preparation methods for simple bread and dough products</li> <li>• Dry baking, moist baking and combination baking methods for simple bread and dough products</li> <li>• Finishing and seasoning simple bread and dough products</li> <li>• Storing simple bread and dough products and their ingredients</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for simple bread and dough products and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and baking the dish). Check that each trainee understands their task.</p> <p>Trainees need to practice their skills in using basic methods and equipment to prepare simple bread and</p>	Classroom or practice kitchen	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, bake and finish simple bread and dough products</p> <p>Videos of professional chefs preparing, baking and finishing simple bread and dough products</p>
		Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for simple bread and dough products</p>

<b>Module 10: Prepare, bake and finish simple bread and dough products</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	dough products for baking, in a real or realistic environment.		Own notes on preparing simple bread and dough products
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to bake simple bread and dough products	Trainees need to practice their skills in using basic methods and equipment to bake and finish simple bread and dough products, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for simple bread and dough products Own notes on baking and finishing simple bread and dough products
LU3: Present simple bread and dough products for service following guidance	<p>Trainees need to practice their skills in using basic methods and equipment to present simple bread and dough products, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, bake and finish simple bread and dough products. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for simple bread and dough products Own notes on finishing simple bread and dough products</p> <p>Learner guide Learner self-assessment forms</p>



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Module-11

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<b>Module 11: Prepare hot and cold sandwiches</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches	Begin this session with an illustrated presentation on preparing and cooking hot and cold sandwiches. Ensure that the presentation addresses the following points, including demonstrations of equipment and preparation methods where appropriate: <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation of hot and cold sandwiches</li> <li>• Pre-preparation methods for hot and cold sandwiches</li> <li>• Dry cooking, moist cooking and combination cooking methods for hot sandwiches</li> <li>• Finishing and seasoning hot and cold sandwiches</li> <li>• Storing hot and cold sandwiches and their ingredients</li> </ul> Arrange a question and answer session to clarify trainee understanding. To prepare for the practical sessions, allocate each trainee recipes for hot and cold sandwiches and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing the sandwiches). Check that each trainee understands their task.	Classroom or practice kitchen	Learner guide Illustrations from catalogues or the internet of equipment used to prepare hot and cold sandwiches Videos of professional chefs preparing hot and cold sandwiches
	Trainees need to practice their skills in using basic methods and equipment to prepare hot sandwiches, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for hot sandwiches Own notes on preparing hot sandwiches

<b>Module 11: Prepare hot and cold sandwiches</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches	Trainees need to practice their skills in using basic methods and equipment to prepare cold sandwiches, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for cold sandwiches Own notes on cooking and finishing cold sandwiches
<b>LU3:</b> Present hot and cold sandwiches for service following guidance	<p>Trainees need to practice their skills in using basic methods and equipment to present hot and cold sandwiches, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare and present hot and cold sandwiches. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for hot and cold sandwiches Own notes on presenting hot and cold sandwiches</p> <p>Learner guide Learner self-assessment forms</p>

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Module-12

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Module 12: Prepare and finish simple sweet dishes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<b>LU1:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes and gâteaux	<p>Begin this session with an illustrated presentation on preparing and finishing simple cakes and gâteaux. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of simple cakes and gâteaux, simple pastries and simple sweets</li> <li>• Pre-preparation methods for simple cakes and gâteaux, simple pastries and simple sweets</li> <li>• Dry cooking, moist cooking and combination cooking methods for simple cakes and gâteaux, simple pastries and simple sweets</li> <li>• Finishing and seasoning simple cakes and gâteaux, simple pastries and simple sweets</li> <li>• Storing simple cakes and gâteaux and their ingredients, simple pastries and simple sweets</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee recipes for simple cakes and gâteaux, simple pastries and simple sweets, and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p>	Classroom or practice kitchen	Learner guide Illustrations from catalogues or the internet of equipment used to prepare and finish simple cakes and gâteaux, simple pastries and simple sweets Videos of professional chefs preparing, cooking and finishing simple cakes and gâteaux, simple pastries and simple sweets

<b>Module 12: Prepare and finish simple sweet dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	Trainees need to practice their skills in using basic methods and equipment to prepare and finish simple cakes and gâteaux, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for simple cakes and gâteaux Own notes on preparing and finishing simple cakes and gâteaux
<b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple pastries	Trainees need to practice their skills in using basic methods and equipment to prepare and finish simple pastries, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for simple pastries Own notes on preparing and finishing simple pastries
<b>LU3:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple sweets	Trainees need to practice their skills in using basic methods and equipment to prepare and finish simple sweets, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for simple sweets Own notes on preparing and finishing simple sweets
	After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare and finish simple sweet dishes. Ask questions to confirm their	Practice or commercial kitchen	Learner guide Learner self-assessment forms

<b>Module 12: Prepare and finish simple sweet dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	understanding. Provide opportunities for trainees to ask their own questions.		

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Module-13

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<b>Module 13: Complete kitchen shift effectively</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU1:</b> Clear kitchen work area of equipment and food products	<p>Deliver an illustrated presentation on the importance of clearing the kitchen work area of equipment and food products. Ensure the presentation focuses on the following key points:</p> <ul style="list-style-type: none"> <li>• Principles of sanitation</li> <li>• The standards of cleanliness and tidiness that are expected when clearing the kitchen work area</li> <li>• The cleaning equipment to use for different tools and equipment</li> <li>• Cleaning materials</li> <li>• Methods and procedures for safe storage of food, tools and equipment</li> <li>• Organisation's procedures for dealing with and disposing of waste material</li> <li>• Types of waste material generated in the work area</li> <li>• Problems associated with cleaning, storing or disposing of materials</li> </ul> <p>Use materials from the Media column to reinforce various points.</p> <p>The next short activity is a collaborative activity. The tutor should display a slide or flip chart with a key question on the importance of clearing the kitchen work area of equipment and food products.</p>	Classroom or practice kitchen	<p>Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets</p> <p>Cleaning materials, including sanitizer, vinegar, lemon, degreaser</p> <p>HACCP standards and procedures</p> <p>Organisation's waste disposal guidelines</p>

Module 13: Complete kitchen shift effectively			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p><b>Step 1 – Think</b></p> <p>Working on their own, each learner <b>thinks</b> about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b></p> <p>For the next step, each learner <b>pairs</b> up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b></p> <p>The final step is for the tutor to invite different pairs to share the ideas they have discussed in response to the key question relating to the importance of clearing the kitchen work area of equipment and food products.</p>		
<b>LU2:</b> Ensure that all kitchen equipment and surfaces are cleaned and sanitized	<p>Invite an experienced chef de partie or sous chef to deliver a presentation about the importance of ensuring that all kitchen equipment and surfaces are cleaned and sanitized. Ensure that their presentation focuses on the following key points:</p> <ul style="list-style-type: none"> <li>• Methods and procedures for safe storage of food, tools and equipment</li> <li>• Standards of cleanliness and tidiness expected when clearing the kitchen work area</li> <li>• The purpose of cleaning</li> <li>• Principles of sanitisation</li> <li>• Cleaning equipment to use for different tools and equipment</li> </ul>	Classroom or practice kitchen	<p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners); large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p>

Module 13: Complete kitchen shift effectively			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• Cleaning materials</li> <li>• Problems with cleaning equipment or products</li> <li>• Organisation's procedures for dealing with and disposing of waste material</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>The tutor needs to prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for ensuring that all kitchen equipment and surfaces are cleaned and sanitized. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for ensuring that all kitchen equipment and surfaces are cleaned and sanitized. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p>		<p>HACCP standards and procedures</p> <p>Organisation's waste disposal 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>

<b>Module 13: Complete kitchen shift effectively</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	End the group discussion activity with a summary.		
<b>LU3:</b> Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department	<p>Lead a discussion on the reasons why all surplus food, equipment and materials should be returned from the kitchen to the appropriate department. Ensure that the discussion covers the following key points:</p> <ul style="list-style-type: none"> <li>• Organisational procedures for returning surplus food, equipment and material to the appropriate department</li> <li>• The process for recording returns of surplus food, equipment and material to the appropriate department</li> <li>• Disciplinary actions against any violation of the rule</li> <li>• Organisation's policy and procedures for returning surplus items</li> <li>• Problems with returning surplus food, equipment and material to the appropriate department</li> <li>• Using appropriate systems to manage stock (including First In First Out – FIFO; Last In First Out – LIFO; Last In Last Out – LILO) according to organisational policy</li> </ul> <p>The following activity is a 'silent conversation' on returning surplus food, equipment and materials.</p>	Classroom or practice kitchen	Log Books Pen Folders

Module 13: Complete kitchen shift effectively			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Display a flip chart showing the following key question related to returning surplus food, equipment and materials:</p> <p><i>'What are the risks of failing to return surplus food, equipment and materials'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p>		

<b>Module 13: Complete kitchen shift effectively</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU4:</b> Hand over to next kitchen shift if appropriate	<p>Lead a brainstorm on important steps in handing over to the next kitchen shift. Ensure learners include the following key points:</p> <ul style="list-style-type: none"> <li>• cleaning and sanitising the kitchen work area and equipment</li> <li>• ensuring any relevant information is recorded in the log</li> <li>• Notifying next kitchen shift any special requirements, events, requests or comments relating to guests, verbally or in writing</li> <li>• Notifying next kitchen shift of any checking for and resolving problems with the service, equipment or products</li> <li>• Making appropriate entries in kitchen logbooks</li> <li>• Organisation's policies and procedures for handing over a shift</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on handing over to the next shift. They must make sure their questions cover key topics for handing over to the next shift.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about handing over to the next shift. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to</p>	Classroom or practice kitchen	<p>Log Books</p> <p>Pen</p> <p>Folders</p> <p>Standard Operating Procedures for filling logbooks</p>

<b>Module 13: Complete kitchen shift effectively</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (The tutor needs to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p>		

# CHEF



Module-14

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<b>Module 14: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU1:</b> Identify business opportunities in the hospitality sector	<p>Invite an experienced business opportunity specialist to deliver an illustrated presentation on identifying business opportunities in the hospitality sector. (PVTC is experienced in this area. Other organisations include Chambers of Commerce and Trade Associations, Pakistan Hotels Association, Chefs' Institute of Pakistan, professional and legal advisors, government agencies, accountants, banks and other loan agencies.)</p> <p>Ensure that the presentation covers the following key points:</p> <ul style="list-style-type: none"> <li>• Size and importance of the hospitality industry in Pakistan, turnover, contribution to the economy</li> <li>• Factors affecting the hospitality industry, including tourism, business usage, inflation and other economy issues, terrorism</li> <li>• Looking for and identifying opportunities, including new business or existing business, checking profitability, market research</li> <li>• Challenges and opportunities in the new business environment</li> <li>• Implications of any new venture for the new business's direction, image and profitability</li> <li>• Creativity and innovation when recognising new opportunities for the new business,</li> <li>• Taking advantage of opportunities presented, including discussing opportunities with</li> </ul>	Class room with multimedia aid, audio-visual facilities and flip charts	Class room with multimedia aid, audio-visual facilities and flip charts

Module 14: Identify and pursue new business opportunities in the hospitality sector			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>advisors, developing a business plan, seeking funding</p> <ul style="list-style-type: none"> <li>• Taking into account the lessons learned from previous business successes or failures</li> <li>• Identifying and weighing up the risks linked to different courses of action</li> <li>• Collecting and using evidence to support decisions</li> <li>• Own costs to deliver the deal</li> <li>• Effect of own behaviour on other people or organisations</li> <li>• Listening to what the other person is really saying</li> <li>• Building rapport, empathy and long-lasting relationships</li> <li>• The effect of behaving ethically on guests' use of the new business in the future</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Ask learners to work in small groups. Each group needs to devise five questions about identifying business opportunities in the hospitality sector that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the business opportunity specialist to the learners. The business opportunity specialist needs to deliver the presentation to the learners about their organisation and how their organisation identifies business opportunities in the</p>		

<b>Module 14: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>hospitality sector. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of identifying business opportunities in the hospitality sector.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to the tutor as part of their evidence.</p>		
<b>LU2:</b> Develop the structure of the new hospitality business	<p>Lead a discussion about how to develop the structure of the new hospitality business. Ensure the discussion covers the following key points:</p> <ul style="list-style-type: none"> <li>• Business laws and regulations</li> <li>• Finance</li> <li>• Finding and securing the services of a good accountant</li> <li>• Own contribution</li> <li>• Staffing for the new business</li> <li>• Suppliers</li> <li>• Quality standards</li> <li>• Guest service policy</li> <li>• Suitable premises</li> <li>• Sourcing tools, equipment, materials and consumables</li> <li>• Sources of support</li> </ul> <p>The next activity is a 'silent conversation' on developing the structure of the new hospitality business.</p>	Class room with multimedia aid, audio-visual facilities and flip charts	

Module 14: Identify and pursue new business opportunities in the hospitality sector			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Display a flip chart showing the following key question related to developing the structure of the new hospitality business:</p> <p><i>'What are the challenges of developing the structure of the new hospitality business?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p>		

<b>Module 14: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU3:</b> Communicate the new hospitality business's services to guests	<p>Lead a brainstorm on ways to communicate the new hospitality business's services to guests. Ensure learners include the following key points:</p> <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Promotions</li> <li>• Word of mouth</li> <li>• Personal reputation</li> <li>• Personal selling</li> <li>• Friends and family</li> </ul> <p>Move on to a discussion about the following:</p> <ul style="list-style-type: none"> <li>• The vision of the new business, the products or services it provides (eg food, drink, accommodation, take-away or delivered service), and how best to communicate this information clearly and passionately to potential guests</li> <li>• Improving the experience new guests have when dealing with the new business</li> <li>• Regularly reminding guests of the benefits of dealing with the new business</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on communicating the new hospitality business's services to guests. They must make sure their questions cover key topics for communicating the new hospitality business's services to guests.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about communicating the new</p>	Class room with multimedia aid, audio-visual facilities and flip charts	<p>Directories of existing businesses</p> <p>Examples of business plans</p> <p>Examples of financial plans</p> <p>Advertising materials for potential business premises</p> <p>Copies of job advertisements for hospitality jobs</p> <p>Information on sources of finance</p> <p>Business planner templates</p> <p>Start-up-costs estimator</p> <p>Business information, including company annual reports, journals, magazines, company websites and newspapers</p>

<b>Module 14: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>hospitality business's services to guests. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (The tutor needs to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p>		
<b>LU4:</b> Negotiate arrangements for the new hospitality business	<p>Deliver an illustrated presentation on how to negotiate arrangements for the new hospitality business. Ensure that the presentation addresses the following key points:</p> <ul style="list-style-type: none"> <li>• Negotiations other than on price</li> </ul>	Class room with multimedia aid, audio-visual facilities and flip charts	

Module 14: Identify and pursue new business opportunities in the hospitality sector			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• The advantages of negotiating on things other than profitability</li> <li>• The importance of not getting emotional or personal about a deal</li> <li>• Recalculating and presenting an offer in a different way to meet developments whilst making a deal</li> <li>• Closing a deal</li> <li>• Recording the outcome of the deal so it is clear to all parties and legally sound</li> </ul> <p>The tutor needs to prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key points. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for negotiating arrangements for the new hospitality business. Discuss these main points briefly with the</p>		

Module 14: Identify and pursue new business opportunities in the hospitality sector			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p>		



