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Module-1

TRAINER GUIDE

National Vocational Certificate Level 4

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LEARNER GUIDE

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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> <i>Level 4 Sous Chef</i>   | <b>Total Course Duration:</b> 6 months |
| <b>Course Overview:</b>   |  |
| <p>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.</p> |  |

| Module  | Learning Unit   | Duration |
|---|---|----------|
| <b>Module 1:</b> Monitoring duties and activities of the kitchen team               | <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>  | 50 Hours |
| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area | <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> | 45 Hours |

| Module  | Learning Unit   | Duration |
|---|---|----------|
| <b>Module 3:</b> Monitoring supplies for kitchen operations                               | <b>LU1:</b> Check quality and quantity of food deliveries and other products into store<br><b>LU2:</b> Prepare food order requisitions to meet requirements of food production  | 30 Hours |
| <b>Module 4:</b> Monitoring the quality of food production                                | <b>LU1:</b> Check that preparation of food meets requirements<br><b>LU2:</b> Check that cooking of food meets requirements<br><b>LU3:</b> Check that clear down is carried out efficiently  | 50 Hours |
| <b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team | <b>LU1:</b> Develop and maintain positive working relationships between kitchen and food service teams<br><b>LU2:</b> Ensure that the kitchen team deliver effective service to food service team at all times<br><b>LU3:</b> Solve problems for food service team<br><b>LU4:</b> Improve service reliability for food service team<br><b>LU5:</b> Gather information on feedback of kitchen service and identify opportunities for improvement | 45 Hours |
| <b>Module 6:</b> Manage comments and complaints relating to food production               | <b>LU1:</b> Manage comments relating to food production<br><b>LU2:</b> Manage complaints relating to food production  | 15 Hours |
| <b>Module 7:</b> Monitoring health and safety issues in food production areas             | <b>LU1:</b> Ensure that all kitchen associates follow organizational requirements for health and safety<br><b>LU2:</b> Monitor efficient and effective use of kitchen equipment<br><b>LU3:</b> Maintain and monitor the kitchen cleaning programme  | 45 Hours |
| <b>Module 8:</b> Monitoring and controlling kitchen costs and waste                       | <b>LU1:</b> Check that food items are stored at the correct temperature<br><b>LU2:</b> Check that kitchen sections are working to requirements and not overproducing  | 30 Hours |



| Module   | Learning Unit  | Duration |
|--|--|----------|
|  | <b>LU3:</b> Check that all sections are managing kitchen waste effectively<br><b>LU4:</b> Ensure that kitchen waste products are disposed of following correct procedures  |          |
| <b>Module 9:</b> Monitoring delivery of food production into service areas | <b>LU1:</b> Check that food has been presented as intended<br><b>LU2:</b> Check quantities of food are as required and intended<br><b>LU3:</b> Check that food is served at correct temperature  | 40 Hours |
| <b>Module 10:</b> Support the professional development of the kitchen team | <b>LU1:</b> Contribute to the development of kitchen teams and individuals<br><b>LU2:</b> Contribute to the provision of required kitchen associates<br><b>LU3:</b> Lead the work of kitchen teams and individuals to achieve objectives<br><b>LU4:</b> Manage own self in a kitchen environment<br><b>LU5:</b> Contribute to the identification and implementation of sales development activities for food and beverages service<br><b>LU6:</b> Prepare, deliver and evaluate training sessions for kitchen associates and teams | 50 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: Monitoring duties and activities of the kitchen team   |   |   |  |
|--|---|---|--|
| Learning Unit  | Suggested Teaching/<br>Learning Activities  | Delivery Context                                  | Media  |
| <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>Lead a discussion on how to ensure that professional kitchen standards are maintained throughout preparation and cooking of food and completion of the shift. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Principles of professional standards</li> <li>• The benefits of working effectively as part of a hospitality team and communicating efficiently with each other throughout shift</li> <li>• The features of a good briefing</li> <li>• Checking that all equipment is in good working order</li> <li>• 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</li> <li>• Understanding food poisoning</li> <li>• Causes of food poisoning</li> <li>• Food safety when storing, preparing and cooking food</li> <li>• Problems and unexpected situations</li> <li>• Responding to accidents in accordance with organisational requirements</li> <li>• Dealing with problems and unexpected situations in an appropriate manner</li> </ul> | <p>Classroom or practical kitchen environment</p> | <p>Duty rota<br/>Job descriptions<br/>Standard operating procedures for safe and hygienic working<br/>Logbooks for recording accidents and incidents<br/>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:** Monitoring duties and activities of the kitchen team

| <b>Learning Unit</b> | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|----------------------|--|-------------------------|--------------|
|                      | <ul style="list-style-type: none"><li>• Compliance with relevant regulations and standards</li></ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing the key topics about how to ensure that professional kitchen standards are maintained throughout preparation and cooking of food and completion of the shift. 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 how to ensure that professional kitchen standards are maintained throughout preparation and cooking of food and completion of the shift. Discuss these main points briefly with the whole group. Learners should make</p> |                         |              |

| <b>Module 1: Monitoring duties and activities of the kitchen team</b>                                |   |  |  |
|--|---|--|--|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b>                    | <b>Media</b>   |
|  | <p>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><b>Learners need to demonstrate that they have the necessary practical skills to</b> observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift.</p> |  |  |
| <b>LU2:</b> Check that kitchen staff are present and manage absence issues for food production areas | <p>Deliver an illustrated presentation on ways to check that kitchen staff are present and manage absence issues for food production areas. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Operational knowledge and understanding of entire kitchen operation</li> <li>• Checking the production requirements for the day</li> <li>• Checking that the number of associates at work match both the rota and production requirements</li> <li>• Adjusting the duty rota according to requirements, tackling absenteeism</li> </ul>   | Classroom or practical kitchen environment | <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> |

**Module 1: Monitoring duties and activities of the kitchen team**

| <b>Learning Unit</b> | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|----------------------|---|-------------------------|--------------|
|                      | <ul style="list-style-type: none"> <li>• Taking appropriate steps for motivation of staff to avoid absenteeism</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a ‘silent conversation’ on ways to check that kitchen staff are present and manage absence issues for food production areas.</p> <p>Display a flip chart showing the following key question related to ways to check that kitchen staff are present and manage absence issues for food production areas:</p> <p style="text-align: center;"><i>‘What is the impact on operations of absences in food production areas?’</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> |                         |              |

| <b>Module 1: Monitoring duties and activities of the kitchen team</b> |   |  |  |
|---|---|--|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b>                    | <b>Media</b>   |
|   | <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> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> check that kitchen staff are present and manage absence issues for food production areas.</p>  |  |  |
| <b>LU3:</b> Support the Executive Chef                                | <p>Invite an experienced colleague to deliver a presentation about how to support the Executive Chef. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• Methods and formats for communication with the Executive Chef</li> <li>• Agreeing on methods and formats of communication with the Executive Chef</li> <li>• Areas for responsibilities delegated by Executive Chef on a daily and medium term basis</li> <li>• Agreeing with the Executive Chef daily and medium term areas for delegated responsibilities</li> <li>• Support the Executive Chef in managing kitchen activities and responsibilities</li> <li>• Ensuring that every day food and beverages requirements of section are signed off by Executive Chef</li> </ul> | Classroom or practical kitchen environment | <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> |



| <b>Module 1: Monitoring duties and activities of the kitchen team</b> |  |  |   |
|---|--|--|---|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
|   | <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about how to support the Executive Chef 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 colleague to the learners. The colleague needs to deliver the presentation to the learners about their organisation and how colleagues in their organisation support the Executive Chef. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of how to support the Executive Chef.</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> <p><b>Learners need to demonstrate that they have the necessary practical skills to support the executive chef.</b></p> |  |   |
| <b>LU4:</b> Supervise Chefs de Partie and other associates            | <p>Lead a brainstorm on the importance of supervising Chefs de Partie and other associates. List the brainstorm ideas on a flipchart. If necessary, prompt learners to consider the following:</p> <ul style="list-style-type: none"> <li>• Encouraging punctuality and efficiency</li> <li>• The methods of communication with Chefs de Partie and other associates</li> </ul>  | Classroom or practical kitchen environment | <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> |

**Module 1: Monitoring duties and activities of the kitchen team**

| Learning Unit | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media  |
|---------------|---|------------------|--|
|               | <ul style="list-style-type: none"> <li>• Motivating staff effectively</li> <li>• Ensuring that all Chefs de Partie and other associates are performing at optimum levels</li> <li>• Ensuring that Chefs de Partie and other associates are producing the highest quality of product</li> <li>• Creating a friendly, professional environment which inspires teamwork</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Divide the group into pairs. Working with their partner, learners will brainstorm strategies for supervising Chefs de Partie and other associates. Besides just listing strategies, encourage learners to think about how they might motivate Chefs de Partie and other associates. Pairs will write their thinking onto a sticky note and add these to a sheet of flip chart paper.</p> <p>When pairs have completed the activity, link two pairs together to make up groups of four. Partners share their brainstorm, and each small group creates a list of the various strategies for supervising Chefs de Partie and other associates on flip chart paper.</p> <p>When the small group work is complete, each small group will share out at least one strategy for supervising Chefs de Partie and other associates. As a whole group, discuss explicitly how strategies for supervising Chefs de Partie and other associates will work, by</p> |                  | <p>First aid equipment</p> <p>Equipment for contacting security</p> <p>Standard operating procedures for the kitchen</p> |

| <b>Module 1: Monitoring duties and activities of the kitchen team</b> |  |                         |              |
|---|--|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|   | <p>asking a question such as: <i>'What are the benefits to the organisation of motivating Chefs de Partie and other associates?'</i></p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> supervise chefs de partie and other associates.</p> |                         |              |

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| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area |   |  |   |
|---|---|--|---|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b>                    | <b>Media</b>  |
| <b>LU1:</b> Check what bookings and functions are made for food service areas       | <p>Lead a discussion on how to check what bookings and functions are made for food service areas. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Accessing and understanding information about different bookings and functions from appropriate sources</li> <li>• Offering ideas and suggestions to the executive chef</li> <li>• Assisting the executive chef in taking inventory to support delivery of food and beverage services for bookings and functions</li> <li>• Assisting the executive chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions</li> <li>• Ensuring that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared</li> <li>• Managing appropriate staffing levels to respond to bookings and functions</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner short activity is a collaborative activity on the importance of checking what bookings and functions are made for food service areas. The tutor should display a slide or flip chart with a key question</p> | Classroom or practical kitchen environment | <p>Standard operating procedures for the kitchen</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Notice board</p> <p>Booking register</p> <p>Daily event sheets</p> <p>Daily activity plan</p> <p>Daily activity chart</p> <p>Future bookings diary or record</p> <p>Regular and à-la-carte menu</p> |

| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area |  |  |   |
|---|--|--|---|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
|   | <p>relating to the importance of checking what bookings and functions are made for food service areas.</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><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 what bookings and functions are made for food service areas.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> check what bookings and functions are made for food service areas.</p> |  |   |
| <b>LU2:</b> Maintain kitchen log of food production on a daily basis                | <p>Lead a brainstorm on how to maintain kitchen log of food production on a daily basis. List the brainstorm ideas on a flipchart. If necessary, prompt learners to consider the following:</p> <ul style="list-style-type: none"> <li>• Detailed knowledge of menus and recipes used in kitchen sections</li> <li>• Appropriate information to maintain kitchen log</li> </ul>  | Classroom or practical kitchen environment | Computer, software, accessories<br>Telephone<br>Marker pens, notebooks<br>Kitchen logbooks<br>Notice board<br>Standard operating procedures for maintaining the kitchen log |

| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area |   |                         |  |
|---|---|-------------------------|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b>   |
|   | <ul style="list-style-type: none"> <li>• Collecting and using appropriate information from kitchen sections and stores to maintain a proper log of all food items used on a daily basis</li> <li>• Completing and recording a daily inventory of raw and prepared food items stored in the kitchen sections</li> <li>• Comparing the inventory of raw and prepared food items with stores requisitions and ensuring that sufficient addition supplies are being ordered</li> <li>• Maintaining a kitchen log of food production activities</li> <li>• Supporting the Executive Chef with the planning menus and improving overall kitchen performance</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing key topics for how to maintain kitchen log of food production on a daily basis. 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 kitchen log of</p> |                         | <p>Daily event sheets</p> <p>Regular and à-la-carte menu and recipes</p> |

| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area                |  |  |   |
|--|--|--|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
|  | <p>food production on a daily basis. 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><b>Learners need to demonstrate that they have the necessary practical skills to</b> maintain kitchen log of food production on a daily basis.</p>  |  |   |
| <b>LU3:</b> Manage communications between the food and beverage service area and other departments | <p>Lead a discussion on ways to manage communications between the food and beverage service area and other departments. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• The purpose and benefits of making sure that communication delivers the 'message' in which it is intended to be received</li> <li>• Methods of communication that are available</li> <li>• The different departments which might need to communicate and their needs</li> <li>• The importance of non-verbal communication (body language)</li> <li>• The purpose and benefits of giving other departments the opportunity to ask questions</li> </ul> | Classroom or practical kitchen environment | <p>Notepads</p> <p>Restaurant order pads</p> <p>Pens</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Requisitions</p> <p>Cost reports</p> <p>Weekly consumption reports</p> |



| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area |  |                         |              |
|---|--|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|   | <ul style="list-style-type: none"> <li>• The purpose and value of presenting a positive image of own self and the food and beverage services department</li> <li>• The purpose and benefits for other departments to have a friendly and purposeful way of communicating with them</li> <li>• Types of problems that may occur with contacts</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a 'silent conversation' on manage communications between the food and beverage service area and other departments.</p> <p>Display a flip chart showing the following key question related to manage communications between the food and beverage service area and other departments:</p> <p style="text-align: center;"><i>'Why is it important to manage communications between the food and beverage service area and other departments'</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> |                         |              |

| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area  |  |  |   |
|--|--|--|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
|  | <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> <p><b>Learners need to demonstrate that they have the necessary practical skills to manage communications between the food and beverage service area and other departments.</b></p> |  |   |
| <b>LU4:</b> Establish and maintain the condition of kitchen work areas and equipment | <p>Deliver an illustrated presentation on how to establish and maintain the condition of kitchen work areas and equipment. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Knowledge of equipment, its function and maintenance requirements</li> <li>• Knowledge of the work areas</li> <li>• Maintenance, calibration or replacement requirements for specific items of equipment</li> <li>• Taking corrective action where required to improve the safety of work areas</li> <li>• Checking and observing that associates are keeping work areas in a neat and clean condition at all times</li> </ul>  | Classroom or practical kitchen environment | <p>Kitchen equipment and operating instructions</p> <p>Maintenance schedules for kitchen equipment</p> <p>Refurbishment schedules</p> <p>Standard operating procedures for maintaining kitchen work areas and equipment</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Equipment for contacting security</p> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media |
|---------------|--|------------------|-------|
|               | <ul style="list-style-type: none"> <li>• Process for reporting any maintenance requirements to engineering department</li> <li>• Procedure for ensuring that kitchen areas are refurbished at appropriate and agreed intervals</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Divide the group into pairs. Working with their partner, learners will brainstorm strategies for establishing and maintaining the condition of kitchen work areas and equipment. Besides just listing strategies, encourage learners to think about the impact on the organisation of failing to establish and maintain the condition of kitchen work areas and equipment. Pairs will write their thinking onto a sticky note and add these to a sheet of flip chart paper.</p> <p>When pairs have completed the activity, link two pairs together to make up groups of four. Partners share their brainstorm, and each small group creates a list of the various strategies for establishing and maintaining the condition of kitchen work areas and equipment on flip chart paper.</p> <p>When the small group work is complete, each small group will share out at least one strategy for establishing and maintaining the condition of kitchen work areas and equipment. As a whole group, discuss explicitly how strategies for establishing and maintaining the condition of kitchen work areas and equipment will work, by asking a question such as:</p> |                  |       |

| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area |  |  |  |
|---|--|--|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>   |
|   | <p><i>What are the financial implications of establishing and maintaining the condition of kitchen work areas and equipment?</i></p> <p><b>Learners need to demonstrate that they have the necessary practical skills to establish and maintain the condition of kitchen work areas and equipment.</b></p>   |  |  |
| <b>LU5:</b> Contribute to the management of physical kitchen resources              | <p>Deliver an illustrated presentation on the management of physical kitchen resources. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Communicating effectively with managers and associates</li> <li>• Organisational procedures for making recommendations on the use of resources</li> <li>• Type of recommendations</li> <li>• 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</li> <li>• Recommendations that are consistent with team objectives, organisational policies and environmental concerns</li> <li>• Recommendations that clearly indicate the potential benefits expected from the planned use of resources</li> <li>• Analysing the past use of resources, and utilise the results to make recommendations on more effective use of resources in the future</li> <li>• Potential changes in the management of resources</li> </ul> | Classroom or practical kitchen environment | <p>Employee job descriptions</p> <p>Recruitment policy for cooks</p> <p>Required skill set in Kitchen and stewarding staff</p> <p>Initial assessment and practical test</p> <p>Employee assessment checklist</p> <p>Standard operating procedures for managing resources</p> |

| <b>Module 2: Co-ordinate the operation of the food preparation and cooking area</b> |  |                         |              |
|---|--|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|   | <ul style="list-style-type: none"> <li>• Enabling people to identify and communicate the resources they need</li> <li>• Encouraging others to take responsibility for the control of resources in their own area of work</li> <li>• Team objectives and organisational policies regarding the use of resources</li> <li>• The trends and developments that may influence the future use of resources</li> <li>• The potential environmental impact of the resources being used</li> <li>• The problems that may occur with resources</li> <li>• The importance of effective management of resources to organisational performance</li> <li>• The importance of keeping accurate records on the use of resources</li> <li>• Monitoring and controlling the use of resources to maximise efficiency, whilst maintaining the quality of products and services</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a collaborative activity on the management of physical kitchen resources. The tutor should display a slide or flip chart with a key question relating to the management of physical kitchen resources.</p> |                         |              |

| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area |  |  |  |
|---|--|--|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>   |
|   | <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 management of physical kitchen resources.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to contribute to the management of physical kitchen resources.</b></p> |  |  |
| <b>LU6:</b> Contribute to the development and introduction of recipes and menus     | <p>Invite an experienced colleague to deliver a presentation about the development and introduction of recipes and menus. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• Existing style, policy and guidelines of the organisation in relation to recipes and menu</li> <li>• Menus as a planning tool</li> <li>• Understanding special diets</li> <li>• The effect of location and styles of operation on proposed menu items</li> </ul>   | Classroom or practical kitchen environment | <p>Menu and recipe development 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> |

| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area |  |                         |  |
|---|--|-------------------------|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b>   |
|   | <ul style="list-style-type: none"> <li>• Defining the quality standards required for each recipe item considered</li> <li>• The factors that need to be considered in selecting presentation, holding and distribution methods</li> <li>• Calculating gross profit against the cost of proposed recipes</li> <li>• The effect of the choice of supplier on the quality of the food</li> <li>• The appropriate person to consult with on proposed recipes</li> <li>• Assessing staff skills prior to proposing new recipes and menu items</li> <li>• Lead times for the preparation and implementation of new menu items</li> <li>• The concept of a balanced diet and how a balanced diet is important for good health</li> <li>• The types, combinations and proportions of ingredients that make up a healthy dish</li> <li>• Understanding the nutritional needs of different groups</li> <li>• Nutritional aspects</li> <li>• Healthier flavourings that can be used as alternatives to salt and sugar</li> <li>• Carrying out and evaluating test runs of recipes</li> <li>• Briefing staff on new menu and recipe items and implementation plans</li> <li>• Feedback from staff on operational problems which may arise</li> </ul> |                         | Details of training programme for the associates on new menu and recipes |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media |
|---------------|--|------------------|-------|
|               | <ul style="list-style-type: none"> <li>• Allocating resources to staff to enable them to implement new menu and recipe items</li> <li>• Monitoring measures when introducing new items, recording information relating to proposed recipes, trials, feedback from testing guests</li> <li>• The importance of gaining feedback from guests on new items and methods for doing this</li> <li>• Local and regional customs relating to the use of certain foods and other ingredients</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about the development and introduction of recipes and menus 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 colleague to the learners. The colleague needs to deliver the presentation to the learners about their organisation and how their organisation manages the development and introduction of recipes and menus. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of the development and introduction of recipes and menus.</p> |                  |       |



| <b>Module 2:</b> Co-ordinate the operation of the food preparation and cooking area |   |                         |              |
|---|---|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|   | <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> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> contribute to the development and introduction of recipes and menus.</p> |                         |              |

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| <b>Module 3: Monitoring supplies for kitchen operations</b>                             |   |  |  |
|---|---|--|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b>                    | <b>Media</b>   |
| <b>LU1:</b> Check quality and quantity of food deliveries and other products into store | <p>Deliver an illustrated presentation on ways to check quality and quantity of food deliveries and other products into store. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Records</li> <li>• Process for receiving new stock</li> <li>• Quality and quantity inspections for food items and other products deliveries at the time of receiving into store</li> <li>• System for developing and applying appropriate identification numbers or tags</li> <li>• The importance of ensuring that deliveries to the store fully meet the specifications ordered</li> <li>• The importance of advising suppliers and departments appropriately of any discrepancies in the quality and quantity of food and other products ordered</li> <li>• Service provided by approved vendors in terms of number of complaints generated against them</li> <li>• Storage of food and other products in an appropriate manner</li> <li>• Managing the capacity of the food store</li> <li>• Pest control and preventing pest infestation</li> <li>• The importance of ensuring that temperatures are properly controlled and maintained in areas of the store</li> <li>• The importance of ensuring that inventory is being used before expiry dates</li> </ul> | Classroom or practical kitchen environment | <p>Store recording documentation<br/>Computer, software, accessories<br/>Purchase specifications for food and other products<br/>Organisational systems for managing deliveries to the store<br/>Internal material control sheet<br/>Daily material consumption report</p> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media |
|---------------|--|------------------|-------|
|               | <ul style="list-style-type: none"> <li>• Communicating information to the store and other relevant department or colleagues concerning quality issues</li> <li>• The importance of taking appropriate corrective or preventive measures to address quality issues identified</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing the key topics about ways to check quality and quantity of food deliveries and other products into store. 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 ways to check quality and quantity of food deliveries and other</p> |                  |       |

| <b>Module 3: Monitoring supplies for kitchen operations</b>                         |   |  |  |
|---|---|--|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b>                    | <b>Media</b>   |
|   | <p>products into store. 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><b>Learners need to demonstrate that they have the necessary practical skills to</b> check quality and quantity of food deliveries and other products into store.</p> |  |  |
| <b>LU2:</b> Prepare food order requisitions to meet requirements of food production | <p>Lead a discussion on how to prepare food order requisitions to meet requirements of food production. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Operational knowledge and understanding of the kitchen operation</li> <li>• Type, quality and quantity of food available for the day's business</li> <li>• Understanding the relationship between food/ingredients, recipes/menus and yield</li> <li>• Managing food preparation and cooking processes</li> </ul>   | Classroom or practical kitchen environment | <p>Requisitions documentation and inventory management system</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Delivery copies of requisition sheet for daily food orders</p> <p>Safety equipment</p> |

| Module 3: Monitoring supplies for kitchen operations |  |                  |       |
|--|--|------------------|-------|
| Learning Unit  | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media |
|  | <ul style="list-style-type: none"> <li>• Compiling and signing off requisition orders for food and other ingredients to meet production levels</li> <li>• Ensuring that Chefs de Partie and associates are fully engaged in checking delivery from store meet type, quality and quantity requirements</li> <li>• Different methods and approaches to portion control</li> <li>• Agreeing and monitoring finishing and presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen</li> <li>• Corrective and preventive actions for non-compliance with requisitions issued</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a collaborative activity on how to prepare food order requisitions to meet requirements of food production. The tutor should display a slide or flip chart with a key question relating to how to prepare food order requisitions to meet requirements of food production.</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> |                  |       |

| <b>Module 3: Monitoring supplies for kitchen operations</b> |  |                         |              |
|---|--|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|   | <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 how to prepare food order requisitions to meet requirements of food production.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> prepare food order requisitions to meet requirements of food production.</p> |                         |              |

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| Module 4: Monitoring the quality of food production                  |  |   |  |
|--|--|---|--|
| Learning Unit  | Suggested Teaching/<br>Learning Activities   | Delivery Context                                  | Media  |
| <p><b>LU1:</b> Check that preparation of food meets requirements</p> | <p>Lead a discussion on the importance of checking that preparation of food meets requirements. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>Operational knowledge and understanding of entire kitchen operation</li> <li>Operational management systems</li> <li>The importance of kitchen layout</li> <li>Ensuring that associates understand the requirements for preparing food and have the correct tools and equipment for preparing food correctly</li> <li>Appropriate methods to prepare food for cooking</li> <li>Monitoring the capability of associates to use preparation methods safely and appropriately</li> <li>The importance of checking that preparation of food for cooking meets quality requirements</li> <li>Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing key topics for the importance of checking that preparation of food meets requirements. Learners</p> | <p>Classroom or practical kitchen environment</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> |

| Module 4: Monitoring the quality of food production       |   |  |  |
|---|---|--|--|
| Learning Unit   | Suggested Teaching/<br>Learning Activities  | Delivery Context                           | Media  |
|   | <p>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 the importance of checking that preparation of food meets requirements. 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><b>Learners need to demonstrate that they have the necessary practical skills to check that preparation of food meets requirements.</b></p> |  |  |
| <b>LU2:</b> Check that cooking of food meets requirements | <p>Deliver an illustrated presentation on how to check that cooking of food meets requirements. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Ensuring that associates understand the requirements for preparing food and have the correct tools and equipment for preparing food correctly</li> <li>• Understanding the appropriate methods for cooking food for simple and complex dishes</li> </ul>  | Classroom or practical kitchen environment | <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, white chef's jacket, white chef's</p> |

| Module 4: Monitoring the quality of food production |  |                  |   |
|---|--|------------------|---|
| Learning Unit                                       | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media   |
|   | <ul style="list-style-type: none"> <li>Monitoring the capability of associates to use cooking methods safely and appropriately</li> <li>The importance of checking that cooking of food meets service quality requirements</li> <li>The importance of ensuring that portion control requirements are met, in order to meet guest requirements and expectations</li> <li>Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a collaborative activity on how to check that cooking of food meets requirements. The tutor should display a slide or flip chart with a key question relating to how to check that cooking of food meets requirements.</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><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</p> |                  | cap, white neckerchief, white apron, safety trainers or boots, disposable gloves) |

| Module 4: Monitoring the quality of food production                 |   |   |   |
|---|---|---|---|
| Learning Unit   | Suggested Teaching/<br>Learning Activities  | Delivery Context                                  | Media   |
|   | <p>key question relating to how to check that cooking of food meets requirements.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> check that cooking of food meets requirements.</p>  |   |   |
| <p><b>LU3:</b> Check that clear down is carried out efficiently</p> | <p>Lead a brainstorm on how to check that clear down is carried out efficiently. List the brainstorm ideas on a flipchart. If necessary, prompt learners to consider the following:</p> <ul style="list-style-type: none"> <li>• Observing and checking that teams are managing efficient clear downs</li> <li>• Monitoring procedures for handing over to the next shift</li> <li>• Communications for handing over to next shift</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Divide the group into pairs. Working with their partner, learners will brainstorm strategies for checking that clear down is carried out efficiently. Besides just listing strategies, encourage learners to think about how they might motivate associates to clear down quickly and efficiently. Pairs will write their thinking onto a sticky note and add these to a sheet of flip chart paper.</p> <p>When pairs have completed the activity, link two pairs together to make up groups of four. Partners share their brainstorm, and each small group creates a list of</p> | <p>Classroom or practical kitchen environment</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 chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p> |

| <b>Module 4: Monitoring the quality of food production</b> |   |                         |              |
|--|---|-------------------------|--------------|
| <b>Learning Unit</b>                                       | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|  | <p>the various strategies for checking that clear down is carried out efficiently on flip chart paper.</p> <p>When the small group work is complete, each small group will share out at least one strategy for checking that clear down is carried out efficiently. As a whole group, discuss explicitly how strategies for checking that clear down is carried out efficiently will work, by asking a question such as: <i>What are the advantages of checking that clear down is carried out efficiently?</i></p> <p><b>Learners need to demonstrate that they have the necessary practical skills to check that clear down is carried out efficiently.</b></p> |                         |              |

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| <b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team              |  |  |  |
|--|--|--|--|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>   |
| <b>LU1:</b> Develop and maintain positive working relationships between kitchen and food service teams | <p>Deliver an illustrated presentation on how to develop and maintain positive working relationships between kitchen and food service teams. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Methods of communication to meet kitchen needs</li> <li>• Adopting appropriate styles of communication</li> <li>• Innovative methods to improving relationships with the food service team</li> <li>• The importance of conduct that promotes a positive image of own self and the organisation</li> <li>• The importance managing positive working relationships between kitchen and food service teams</li> <li>• Organisational requirements for recording information relating to guests</li> <li>• The importance of sharing information with colleagues</li> <li>• Taking appropriate steps for skill training and motivation of associates to increase productivity</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a 'silent conversation' on how to develop and maintain positive working relationships between kitchen and food service teams.</p> | Classroom or practical kitchen environment | <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> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media |
|---------------|---|------------------|-------|
|               | <p>Display a flip chart showing the following key question related to how to develop and maintain positive working relationships between kitchen and food service teams:</p> <p style="text-align: center;"><i>‘What are the benefits of developing and maintaining positive working relationships between kitchen and food service teams?’</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> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> develop and maintain positive working relationships between kitchen and food service teams.</p> |                  |       |



| <b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team            |  |  |   |
|--|--|--|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
| <b>LU2:</b> Ensure that the kitchen team deliver effective service to food service team at all times | <p>Invite an experienced colleague to deliver a presentation about how to ensure that the kitchen team deliver effective service to food service team at all times. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• The importance of planning work, including identifying and arranging supplies, calculating staffing levels from business information and preparing rotas accordingly, allocation of duties, timing, briefing staff</li> <li>• The importance of having reliable and fast information for the food service team and the organisation</li> <li>• Reorganising work to respond to unexpected additional workloads</li> <li>• Communicating feedback to and from the food service team to others</li> <li>• Supplying accurate guest service information to others using the most appropriate method of communication</li> <li>• Organisational procedures and systems for delivering service to the food service team</li> <li>• Understanding the expectations of food service teams</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> | Classroom or practical kitchen environment | <p>Organisation's service policy for supporting the food service team</p> <p>Organisation's aims and objectives statement</p> <p>HACCP standards</p> <p>Menus, drinks lists, other promotional materials</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p> |

| <b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team |  |  |   |
|---|--|--|---|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
|   | <p>Ask learners to work in small groups. Each group needs to devise five questions about how to ensure that the kitchen team deliver effective service to food service team 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 colleague to the learners. The colleague needs to deliver the presentation to the learners about their organisation and how their organisation ensures that the kitchen team deliver effective service to food service team. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of how to ensure that the kitchen team deliver effective service to food service team.</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> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> ensure that the kitchen team deliver effective service to food service team at all times.</p> |  |   |
| <b>LU3:</b> Solve problems for food service team  | <p>Lead a brainstorm on how to solve problems for food service teams. List the brainstorm ideas on a flipchart. If necessary, prompt learners to consider the following:</p> <ul style="list-style-type: none"> <li>Improving working relationships with the food service team by solving problems</li> </ul>  | Classroom or practical kitchen environment | <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> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media |
|---------------|--|------------------|-------|
|               | <ul style="list-style-type: none"> <li>• Negotiating with and reassuring the food service team while their problems are being solved</li> <li>• Repeated service problems for the food service team</li> <li>• Options for dealing with and avoiding repetition of a repeated guest service problem</li> <li>• Working with others to select the best option for solving a repeated service problem</li> <li>• Obtaining the approval of somebody with sufficient authority to change organisational guidelines</li> <li>• Securing agreement for the solution with the food service team or Captain, monitoring the changes made to guidelines and adjusting them if appropriate</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing the key topics about how to solve problems for food service teams. 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</p> |                  |       |

| <b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team |  |  |  |
|---|--|--|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>   |
|   | <p>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 how to solve problems for food service teams. 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><b>Learners need to demonstrate that they have the necessary practical skills to solve problems for food service team.</b></p> |  |  |
| <b>LU4:</b> Improve service reliability for food service team                             | <p>Lead a discussion on how to improve service reliability for food service team. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Using research tools</li> <li>• Sources of information</li> <li>• Analysing data from appropriate sources</li> <li>• Course of action from the analysis of data</li> </ul>   | Classroom or practical kitchen environment | <p>Computer, accessories, software</p> <p>Guest feedback forms</p> <p>Analysis tools and recording forms</p> <p>Report templates</p> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media |
|---------------|---|------------------|-------|
|               | <ul style="list-style-type: none"> <li>• Initiating improvements in own area of responsibility and performance</li> <li>• Determining the merits and costs of proposed action to improve service to guests</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a collaborative activity on how to improve service reliability for food service team. The tutor should display a slide or flip chart with a key question relating to how to improve service reliability for food service team.</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><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 how to improve service reliability for food service team.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to improve service reliability for food service team.</b></p> |                  |       |

| <b>Module 5:</b> Supervise the delivery of effective kitchen service to food service team                |   |  |   |
|--|---|--|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b>                    | <b>Media</b>  |
| <b>LU5:</b> Gather information on feedback of kitchen service and identify opportunities for improvement | <p>Lead a brainstorm on the importance of gathering information on feedback of kitchen service and identifying opportunities for improvement. List the brainstorm ideas on a flipchart. If necessary, prompt learners to consider the following:</p> <ul style="list-style-type: none"> <li>• The importance of feedback on the effectiveness of kitchen service to food outlet teams</li> <li>• The importance of summarising the advantages and disadvantages of the effectiveness of kitchen service to food outlet teams</li> <li>• Techniques to analyse and interpret feedback on the effectiveness of kitchen service to food outlet teams</li> <li>• Analysing and interpreting feedback and sharing findings with others</li> <li>• Appropriate formats for presenting these opportunities to the management team</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing key topics for the importance of gathering information on feedback of kitchen service and identifying opportunities for improvement. Learners need to work in small groups discussing the key topics.</p> | Classroom or practical kitchen environment | <p>Computer, accessories, software</p> <p>Guest feedback forms</p> <p>Analysis tools and recording forms</p> <p>Report templates</p> <p>Guest service training manual</p> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media |
|---------------|--|------------------|-------|
|               | <p>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 the importance of gathering information on feedback of kitchen service and identifying opportunities for improvement. 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><b>Learners need to demonstrate that they have the necessary practical skills to</b> gather information on feedback of kitchen service and identify opportunities for improvement.</p> |                  |       |

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| Module 6: Manage comments and complaints relating to food production |  |                  |   |
|--|--|------------------|---|
| Learning Unit  | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media   |
| <p><b>LU1:</b> Manage comments relating to food production</p>       | <p>Deliver an illustrated presentation on ways to manage comments relating to food production. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Comments on the range of products and services provided by the organisation</li> <li>• Channels of feedback</li> <li>• Sources of feedback</li> <li>• Recognising and responding to comments</li> <li>• Sources of information and advice for responding to positive comments within the organisation</li> <li>• Organisational procedures for gathering information and responding to comments</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing key topics for ways to manage comments relating to food production. 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 ways to manage comments relating to food production. Discuss these main points</p> | Classroom        | <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> |

| <b>Module 6: Manage comments and complaints relating to food production</b> |  |                         |   |
|---|--|-------------------------|---|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b>  |
|   | <p>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><b>Learners need to demonstrate that they have the necessary practical skills to</b> manage comments relating to food production.</p>   |                         |   |
| <b>LU2:</b> Manage complaints relating to food production                   | <p>Lead a discussion on how to manage complaints relating to food production. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Complaints relating to the range of products and services provided by the organisation</li> <li>• Types of kitchen complaints</li> <li>• Recognising the level of seriousness of a complaint</li> <li>• The importance of seeking further information where necessary</li> <li>• Complaints involving service recovery methods</li> <li>• Sources of information and advice for responding to complaints within the organisation</li> <li>• Difficult/sensitive situations/issues</li> </ul> | Classroom               | <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>Training manual for associates on all sections</p> <p>Guest service policy</p> |

| <b>Module 6: Manage comments and complaints relating to food production</b> |  |                         |              |
|---|--|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|   | <ul style="list-style-type: none"> <li>• The limits of own authority and the action required if a complaint is beyond own authority to handle</li> <li>• Ethical standards</li> <li>• Organisational procedures for gathering information and responding to complaints</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a ‘silent conversation’ on how to manage complaints relating to food production.</p> <p>Display a flip chart showing the following key question related to how to manage complaints relating to food production:</p> <p style="text-align: center;"><i>‘What are the risks to the organisation of complaints relating to food production?’</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> |                         |              |

| <b>Module 6: Manage comments and complaints relating to food production</b> |   |                         |              |
|---|---|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|   | <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> <p><b>Learners need to demonstrate that they have the necessary practical skills to manage complaints relating to food production.</b></p> |                         |              |

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

| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                           | <b>Media</b>  |
|--|--|---|---|
| <p><b>LU1:</b> Ensure that all kitchen associates follow organizational requirements for health and safety</p> | <p>Invite an experienced colleague to deliver a presentation about how to ensure that all kitchen associates follow organizational requirements for health and safety. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• Effective implementation of HACCP (Hazard Analysis and Critical Control Points) standards</li> <li>• First aid, fire fighting training and anti allergic medicine to be available, assembly point for evacuations</li> <li>• Features of a risk assessment</li> <li>• Benefits of risk assessment</li> <li>• The importance of working in a healthy, safe and hygienic way</li> <li>• Key elements of a food safety policy</li> <li>• Food safety and hygiene practices</li> <li>• Observing and checking that associates know and understand methods to deal with emergencies</li> <li>• Observing and checking that associates know and understand how to follow emergency procedures</li> <li>• Completing records as required to demonstrate that section team follows health and safety requirements</li> <li>• Advising associates of the sources of information about health, hygiene and safety in the food outlet</li> <li>• Food safety when storing, preparing and cooking food</li> </ul> | <p>Classroom or practical kitchen environment</p> | <p>Emergency notices<br/>           Standard operating procedures for health and safety<br/>           Fire equipment<br/>           First aid equipment<br/>           Logbooks for recording accidents and incidents<br/>           Organizational health and safety policy<br/>           HACCP standards<br/>           Standard operating procedures for safe working in the kitchen</p> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media |
|---------------|---|------------------|-------|
|               | <ul style="list-style-type: none"> <li>• Understanding food poisoning</li> <li>• Causes of food poisoning</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about how to ensure that all kitchen associates follow organizational requirements for health and safety 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 colleague to the learners. The colleague needs to deliver the presentation to the learners about their organisation and how their organisation ensures that all kitchen associates follow organizational requirements for health and safety. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of how to ensure that all kitchen associates follow organizational requirements for health and safety.</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> <p><b>Learners need to demonstrate that they have the necessary practical skills to ensure that all kitchen associates follow organizational requirements for health and safety.</b></p> |                  |       |

| Module 7: Monitoring health and safety issues in food production areas      |   |   |   |
|---|---|---|---|
| Learning Unit   | Suggested Teaching/<br>Learning Activities  | Delivery Context                                  | Media   |
| <p><b>LU2:</b> Monitor efficient and effective use of kitchen equipment</p> | <p>Lead a discussion on how to monitor efficient and effective use of kitchen equipment. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Maintaining equipment</li> <li>• Maintenance, calibration or replacement requirements for specific items of equipment</li> <li>• Observing and checking the use of equipment by associates</li> <li>• Understanding and responding to risks from faulty equipment</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing the key topics about how to monitor efficient and effective use of kitchen equipment. 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>Classroom or practical kitchen environment</p> | <p>Kitchen equipment and operating instructions</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> |



| <b>Module 7: Monitoring health and safety issues in food production areas</b> |  |  |   |
|---|--|--|---|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
|   | <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 how to monitor efficient and effective use of kitchen equipment. 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><b>Learners need to demonstrate that they have the necessary practical skills to</b> monitor efficient and effective use of kitchen equipment.</p> |  |   |
| <b>LU3:</b> Maintain and monitor the kitchen cleaning programme               | <p>Deliver an illustrated presentation on how to maintain and monitor the kitchen cleaning programme. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Purpose of cleaning programme</li> <li>• Functions of the cleaning programme</li> <li>• Managing the cleaning programme</li> <li>• Preparing and implementing cleaning schedules</li> </ul>  | Classroom or practical kitchen environment | <p>Staff rotas</p> <p>Procedures for carrying out the cleaning programme</p> <p>Instruction manuals for specialist cleaning equipment</p> <p>Checklists for monitoring the cleaning programme</p> |

| Module 7: Monitoring health and safety issues in food production areas |   |                  |  |
|--|---|------------------|--|
| Learning Unit  | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media  |
|  | <ul style="list-style-type: none"> <li>• Assessing and planning rotas to include servicing the cleaning programme</li> <li>• Understanding the range of tools and cleaning materials needed to support the cleaning programme within a work area</li> <li>• Developing appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organisational standards</li> <li>• HACPP and other guidelines for the safe use of cleaning tools and materials</li> <li>• Problems with cleaning, equipment or products</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a collaborative activity on how to maintain and monitor the kitchen cleaning programme. The tutor should display a slide or flip chart with a key question relating to how to maintain and monitor the kitchen cleaning programme.</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>Weekly, fortnightly, monthly, quarterly and annual cleaning schedule</p> <p>HACCP standards</p> |

| <b>Module 7: Monitoring health and safety issues in food production areas</b> |  |                         |              |
|---|--|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|   | <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 how to maintain and monitor the kitchen cleaning programme.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> maintain and monitor the kitchen cleaning programme.</p> |                         |              |

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| <b>Module 8: Monitoring and controlling kitchen costs and waste</b>     |   |  |   |
|---|---|--|---|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b>                    | <b>Media</b>  |
| <b>LU1:</b> Check that food items are stored at the correct temperature | <p>Lead a brainstorm on the importance of checking that food items are stored at the correct temperature. List the brainstorm ideas on a flipchart. If necessary, prompt learners to consider the following:</p> <ul style="list-style-type: none"> <li>• Observing and checking that associates store food correctly and at the correct temperature</li> <li>• Monitoring the processes for preparing food for storage</li> <li>• Observing and checking that associates follow organisational processes for preventing cross contamination when preparing food for storage</li> <li>• Ensuring associates store food correctly and at the correct temperature</li> <li>• The importance of ensuring that all food tagged for storage is properly logged according to organisational requirements</li> <li>• Procedures for maintaining the cleanliness of walk-in chillers/freezers</li> <li>• The importance of ensuring that different foods are stored in the correct location and at the correct temperature according to organisational requirements</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a collaborative activity on the importance of checking that food items are stored at the correct temperature. The tutor should display a slide or flip chart with a key question relating to the importance</p> | Classroom or practical kitchen environment | <p>Temperature checking equipment (probes, monitors, sensors)</p> <p>Documentation for checking and recording food storage procedures</p> <p>Appropriate checklists and inventories</p> |

| Module 8: Monitoring and controlling kitchen costs and waste                              |   |  |   |
|---|---|--|---|
| Learning Unit   | Suggested Teaching/<br>Learning Activities  | Delivery Context                           | Media   |
|   | <p>of checking that food items are stored at the correct temperature.</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><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 that food items are stored at the correct temperature.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> check that food items are stored at the correct temperature.</p> |  |   |
| <b>LU2:</b> Check that kitchen sections are working to requirements and not overproducing | <p>Lead a discussion on how to check that kitchen sections are working to requirements and not overproducing. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Understanding how to manage and control food costs</li> <li>• Calculating costs</li> <li>• Setting targets</li> </ul>   | Classroom or practical kitchen environment | <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>Weekly consumption reports</p> <p>Recipe cards</p> |

| <b>Module 8: Monitoring and controlling kitchen costs and waste</b> |  |                         |                                       |
|---|--|-------------------------|---------------------------------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b>                          |
|   | <ul style="list-style-type: none"> <li>• Using restaurant bookings, banquet sheets and other sources of information in order to identify food preparation requirements</li> <li>• Understanding the need to monitor food costs</li> <li>• 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</li> <li>• Ensuring that associates understand the quantity and quality of dishes to be prepared and cooked</li> <li>• Ensuring that associates follow organisational guidelines on weight and portion control</li> <li>• The importance of addressing problems with the quantity and quality of dishes prepared and cooked</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing key topics for the importance of checking that food items are stored at the correct temperature. Learners need to work in small groups discussing the key topics. Each group should make notes from their</p> |                         | Portion and weight control guidelines |

| <b>Module 8: Monitoring and controlling kitchen costs and waste</b>        |   |  |  |
|--|---|--|--|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b>                    | <b>Media</b>   |
|  | <p>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 the importance of checking that food items are stored at the correct temperature. 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><b>Learners need to demonstrate that they have the necessary practical skills to check that kitchen sections are working to requirements and not overproducing.</b></p> |  |  |
| <b>LU3:</b> Check that all sections are managing kitchen waste effectively | <p>Deliver an illustrated presentation on managing kitchen waste effectively. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Types of waste material generated in the work area</li> <li>• Principles of waste management</li> <li>• Monitoring provision and management of waste areas</li> <li>• Recognising opportunities for waste reduction, reuse and recycling targets to comply with legal and/or organisational requirements</li> </ul>   | Classroom or practical kitchen environment | <p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of waste</p> <p>Standard operating procedures for handling waste</p> |



| <b>Module 8: Monitoring and controlling kitchen costs and waste</b> |   |                         |              |
|---|---|-------------------------|--------------|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|   | <ul style="list-style-type: none"> <li>• Establishing current levels of waste within the organisation</li> <li>• Assessing the effectiveness of waste management systems</li> <li>• Opportunities for avoiding and reducing waste, including through design, reuse and recycling, managing potential barriers that may limit waste avoidance and reduction,</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a ‘silent conversation’ on managing kitchen waste effectively.</p> <p>Display a flip chart showing the following key question related to managing kitchen waste effectively:</p> <p style="text-align: center;"><i>‘What are the benefits to the organisation of managing kitchen waste effectively?’</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> |                         |              |

| <b>Module 8: Monitoring and controlling kitchen costs and waste</b>                         |  |  |  |
|---|--|--|--|
| <b>Learning Unit</b>  | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>   |
|   | <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> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> check that all sections are managing kitchen waste effectively.</p> |  |  |
| <b>LU4:</b> Ensure that kitchen waste products are disposed of following correct procedures | <p>Lead a brainstorm on how to ensure that kitchen waste products are disposed of following correct procedures. List the brainstorm ideas on a flipchart. If necessary, prompt learners to consider the following:</p> <ul style="list-style-type: none"> <li>• Principles of waste management</li> <li>• Types and causes of waste</li> <li>• Supervising clearance of waste areas</li> <li>• Managing waste</li> <li>• Managing opportunities for waste reduction, reuse and recycling targets</li> <li>• Establishing and monitoring current levels of waste for activities undertaken by the organisation</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul>  | Classroom or practical kitchen environment | <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>HACCP standards</p> <p>Chef's uniform according to job requirements (black trousers,</p> |

| Module 8: Monitoring and controlling kitchen costs and waste |  |                  |   |
|--|--|------------------|---|
| Learning Unit  | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media   |
|  | <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Divide the group into pairs. Working with their partner, learners will brainstorm strategies for ensuring that kitchen waste products are disposed of following correct procedures. Besides just listing strategies, encourage learners to think about how they might manage opportunities for waste reduction, reuse and recycling targets. Pairs will write their thinking onto a sticky note and add these to a sheet of flip chart paper.</p> <p>When pairs have completed the activity, link two pairs together to make up groups of four. Partners share their brainstorm, and each small group creates a list of the various strategies for ensuring that kitchen waste products are disposed of following correct procedures on flip chart paper.</p> <p>When the small group work is complete, each small group will share out at least one strategy for ensuring that kitchen waste products are disposed of following correct procedures. As a whole group, discuss explicitly how strategies for ensuring that kitchen waste products are disposed of following correct procedures will work, by asking a question such as: <i>What are the benefits to the organisation and to associate of efficient and effective waste management?</i></p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> ensure that kitchen waste products are disposed of following correct procedures.</p> |                  | white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves) |

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Module-9

LEARNER GUIDE

National Vocational Certificate Level 2

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| <b>Module 9: Monitoring delivery of food production into service areas</b> |  |  |   |
|--|--|--|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
| <b>LU1:</b> Check that food has been presented as intended                 | <p>Deliver an illustrated presentation on the importance of checking that food has been presented as intended. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Operational knowledge and understanding of entire kitchen operation and service procedure</li> <li>• The importance of following current culinary trends and methods</li> <li>• The importance of final presentation of dishes being in line with organisational requirements and guest needs</li> <li>• The importance of consistent inspection of food preparation, cooking and presentation</li> <li>• Establishing and monitoring processes to check that food presented for service is of the type, quality and quantity required by the guest</li> <li>• The importance of discussing feedback on food production with appropriate colleagues and agreeing on improvements</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing the key topics about the importance of checking that food has been presented as intended. Go</p> | Classroom or practical kitchen environment | <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 trainers or boots, disposable gloves)</p> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media |
|---------------|---|------------------|-------|
|               | <p>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 the importance of checking that food has been presented as intended. 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><b>Learners need to demonstrate that they have the necessary practical skills to</b> check that food has been presented as intended.</p> |                  |       |

| <b>Module 9: Monitoring delivery of food production into service areas</b> |  |  |   |
|--|--|--|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b>                    | <b>Media</b>  |
| <b>LU2:</b> Check quantities of food are as required and intended          | <p>Lead a discussion on how to check quantities of food are as required and intended. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• The importance of checking the quantities and portions of dishes in line with organisational requirements and guest needs</li> <li>• The importance of ensuring that food is produced as per recipes and according to organisational portion controls</li> <li>• Checking that food presented for service is of the type and quantity required by the guest</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a collaborative activity on how to check quantities of food are as required and intended. The tutor should display a slide or flip chart with a key question relating to how to check quantities of food are as required and intended.</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> | Classroom or practical kitchen environment | <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> |

| Module 9: Monitoring delivery of food production into service areas |   |  |   |
|---|---|--|---|
| Learning Unit   | Suggested Teaching/<br>Learning Activities  | Delivery Context                           | Media   |
|   | <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 how to check quantities of food are as required and intended.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> check quantities of food are as required and intended.</p>  |  |   |
| <b>LU3:</b> Check that food is served at correct temperature        | <p>Deliver an illustrated presentation on the importance of checking that food is served at correct temperature. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Operational management systems including effective implementation of HACCP standards</li> <li>• Principles of holding and serving hot food</li> <li>• Ways to check that food presented for service is of the type, quality and quantity required by the guest</li> <li>• 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</li> <li>• Identifying problems with temperature of food</li> <li>• Rectifying problems with temperature of food</li> </ul> | Classroom or practical kitchen environment | <p>Food temperature guidelines</p> <p>Checklist of food temperatures</p> <p>HACCP standards</p> <p>Hotplates, warmers, servicing trolleys</p> |



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

| Learning Unit | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media |
|---------------|---|------------------|-------|
|               | <ul style="list-style-type: none"> <li>• The importance of discussing feedback on food production with appropriate colleagues and agreeing on improvements</li> <li>• Compliance with relevant regulations and standards (see Introduction)</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a ‘silent conversation’ on the importance of checking that food is served at correct temperature.</p> <p>Display a flip chart showing the following key question related to the importance of checking that food is served at correct temperature:</p> <p style="text-align: center;"><i>‘What are the risks to the organisation and to customers of not checking that food is served at correct temperature?’</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> |                  |       |

| <b>Module 9: Monitoring delivery of food production into service areas</b> |  |                         |              |
|--|--|-------------------------|--------------|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|  | <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> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> check that food is served at correct temperature.</p> |                         |              |

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Module-10

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| <b>Module 10: Support the professional development of the kitchen team</b> |  |                         |  |
|--|--|-------------------------|--|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b>   |
| <b>LU1:</b> Contribute to the development of kitchen teams and individuals | <p>Deliver an illustrated presentation on the development of kitchen teams and individuals. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Identifying development needs for kitchen individuals and teams accurately</li> <li>• 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</li> <li>• Presentation of development needs to kitchen associates in a way which is likely to influence their decision-making positively</li> <li>• The importance of kitchen team development to the continuing effectiveness of the organisation</li> <li>• Collecting and validating relevant information needed to identify kitchen development needs</li> <li>• Kitchen team objectives and organisational values</li> <li>• Analysing different decisions whether kitchen development needs are consistent with organisational objectives and values</li> <li>• Assessing kitchen associates against development objectives</li> <li>• 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</li> </ul> | Classroom               | <p>Standard Operating Procedures for training and development<br/>           Job descriptions and evaluations<br/>           Training schedules and reviews<br/>           Markers and pens<br/>           Notebook<br/>           Log book<br/>           Notice board<br/>           Business objectives<br/>           And appropriate analysis reports</p> |

| <b>Module 10: Support the professional development of the kitchen team</b> |   |                         |  |
|--|---|-------------------------|--|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b>   |
|  | <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Divide the group into pairs. Working with their partner, learners will brainstorm strategies for supporting the development of kitchen teams and individuals. Besides just listing strategies, encourage learners to think about how they might collect and validate relevant information needed to identify kitchen development needs. Pairs will write their thinking onto a sticky note and add these to a sheet of flip chart paper.</p> <p>When pairs have completed the activity, link two pairs together to make up groups of four. Partners share their brainstorm, and each small group creates a list of the various strategies for supporting the development of kitchen teams and individuals on flip chart paper.</p> <p>When the small group work is complete, each small group will share out at least one strategy for supporting the development of kitchen teams and individuals. As a whole group, discuss explicitly how strategies for supporting the development of kitchen teams and individuals will work, by asking a question such as: <i>Why is kitchen team development important to the continuing effectiveness of the organisation?</i></p> <p><b>Learners need to demonstrate that they have the necessary practical skills to contribute to the development of kitchen teams and individuals.</b></p> |                         |  |
| <b>LU2:</b> Contribute to the provision of required kitchen associates     | Lead a discussion on the provision of required kitchen associates. Encourage <b>ALL</b> trainees to participate in  | Classroom               | Standard Operating Procedures for workforce planning<br>Job descriptions and evaluations |

| Module 10: Support the professional development of the kitchen team |  |                  |   |
|---|--|------------------|---|
| Learning Unit   | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media   |
|   | <p>the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Presenting suggestions for selection effectively, based on sound information</li> <li>• Communicating effectively with the range of kitchen associates involved</li> <li>• The importance of confidentiality during selection processes</li> <li>• The importance of keeping accurate, complete and clear records of own contributions to the selection process</li> <li>• The range of methods which may be used for the assessment and selection of staff</li> <li>• Possible contributions to the assessment and selection of staff</li> <li>• Making fair and objective assessments against criteria during the selection process</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>The learner activity is a collaborative activity on the provision of required kitchen associates. The tutor should display a slide or flip chart with a key question relating to the provision of required kitchen associates.</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>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection assessments</p> <p>Notice board</p> |

| <b>Module 10:</b> Support the professional development of the kitchen team       |   |                         |   |
|--|---|-------------------------|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b>  |
|  | <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 provision of required kitchen associates.</p> <p><b>Learners need to demonstrate that they have the necessary practical skills to</b> contribute to the provision of required kitchen associates.</p>   |                         |   |
| <b>LU3:</b> Lead the work of kitchen teams and individuals to achieve objectives | <p>Invite an experienced colleague to deliver a presentation about leading the work of kitchen teams and individuals to achieve objectives. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• The importance of effective communication when explaining work plans and allocations</li> <li>• The importance of the associate being clear about the purpose of the work to be done</li> <li>• The importance of regularly reviewing work, using own observations, job descriptions and evaluations, training schedules and reviews</li> <li>• The importance of assessing the on-going work of kitchen teams and individuals</li> <li>• The importance of providing clear and accurate feedback to team members on their performance</li> </ul> | Classroom               | <p>Standard Operating Procedures for leading a department</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> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media |
|---------------|--|------------------|-------|
|               | <ul style="list-style-type: none"> <li>• The importance of providing team members with the opportunity to contribute to the planning and organisation of their work</li> <li>• The importance of providing opportunities to team members to assess their own work</li> <li>• Motivating team members and gain their commitment by providing feedback</li> <li>• The importance of good communication skills when providing feedback on work and performance</li> <li>• Providing positive feedback to individual associates and the kitchen team</li> <li>• Importance of provide constructive suggestions on how performance can be improved</li> <li>• The importance of giving those involved the opportunity to provide suggestions on ways to improve their work</li> <li>• The importance of planning work activities and the associate's role and responsibilities in relation to this</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about the work of kitchen teams and individuals to achieve objectives 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 colleague to the learners. The colleague needs to deliver the presentation to the learners about their organisation</p> |                  |       |



| <b>Module 10: Support the professional development of the kitchen team</b> |   |                         |   |
|--|---|-------------------------|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b>  |
|  | <p>and how their organisation manages the work of kitchen teams and individuals to achieve objectives. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of the work of kitchen teams and individuals to achieve objectives.</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> <p><b>Learners need to demonstrate that they have the necessary practical skills to lead the work of kitchen teams and individuals to achieve objectives.</b></p>  |                         |   |
| <b>LU4: Manage own self in a kitchen environment</b>                       | <p>Lead a discussion on how to manage own self in a kitchen environment. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• The organisation's structure, systems, business processes and organisational objectives</li> <li>• The importance of gathering valid information, in order to plan own development effectively and set appropriate benchmarks by which to measure progress</li> <li>• Analysing own work role and relating to other roles in the organisation</li> <li>• Monitoring changes, trends and developments</li> <li>• The impact of different factors on own role</li> <li>• The importance of managing own resources</li> <li>• Identifying the requirements of own work role and others</li> </ul> | Classroom               | <p>Job description and evaluations</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Standard format and forms</p> <p>Computer, software and accessories</p> <p>Communication devices (including telephone and mobile)</p> |

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|---|--|------------------|-------|
| Learning Unit   | Suggested Teaching/<br>Learning Activities   | Delivery Context | Media |
|   | <ul style="list-style-type: none"> <li>• Setting work objectives which are SMART</li> <li>• Measuring the progress against work objectives</li> <li>• Getting and making effective use of feedback on own performance</li> <li>• Updating work objectives in the light of own performance</li> <li>• Recording the use of own time and identifying possible improvements</li> <li>• Working with individuals within own area of work</li> <li>• The agreed requirements of own work role</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing key topics for how to manage own self in a kitchen 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 manage own self in a kitchen environment. Discuss these main points briefly with the whole group. Learners should make additional</p> |                  |       |

| <b>Module 10: Support the professional development of the kitchen team</b>   |   |                         |  |
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| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b>   |
|  | <p>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><b>Learners need to demonstrate that they have the necessary practical skills to manage own self in a kitchen environment.</b></p>   |                         |  |
| <b>LU5:</b> Contribute to the identification and implementation of sales development activities for food and beverages service | <p>Deliver an illustrated presentation on the identification and implementation of sales development activities for food and beverages service. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• The importance of developing and implementing sales development activities</li> <li>• The importance of creativity and innovation in sales development activities</li> <li>• Developing sales objectives which are SMART</li> <li>• Delegating responsibility and allocating resources to support implementation of sales development activities</li> <li>• Developing measures and methods for monitoring and evaluating performance against the implementation of sales development activities</li> <li>• Understanding the market in which the organisation works</li> </ul> | Classroom               | <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> |

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|---|---|------------------|-------|
| Learning Unit   | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media |
|   | <ul style="list-style-type: none"> <li>• Understanding the needs and expectations of actual and potential guests</li> <li>• Understanding actual and potential competitors and partners</li> <li>• New and available opportunities for sales development activities</li> <li>• The needs and expectations of colleagues and other key stakeholders</li> <li>• Sources of information that can aid monitoring and evaluation for sales development activities</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing key topics for the identification and implementation of sales development activities for food and beverages service. 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 the identification and implementation of sales development activities for food and beverages service. Discuss these main points briefly with the whole group. Learners should make</p> |                  |       |

| <b>Module 10: Support the professional development of the kitchen team</b>                   |   |                         |   |
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| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b>  |
|  | <p>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><b>Learners need to demonstrate that they have the necessary practical skills to</b> contribute to the identification and implementation of sales development activities for food and beverages service.</p>  |                         |   |
| <b>LU6:</b> Prepare, deliver and evaluate training sessions for kitchen associates and teams | <p>Deliver an illustrated presentation on preparing, delivering and evaluating training sessions for kitchen associates and teams. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• The purpose of and necessary outcomes from the training session</li> <li>• Different ways to deliver the session</li> <li>• Appropriate use of technology-based delivery and e-learning</li> <li>• Ways of delivering the session which meet the aims and objectives of the session</li> <li>• An appropriate plan for the training session</li> <li>• Selecting and using an appropriate range of methods and resources to support delivery of the training session</li> <li>• Managing the training process</li> <li>• Review the effectiveness of the training session</li> </ul> | Classroom               | <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, internet,</p> |

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

| Learning Unit | Suggested Teaching/<br>Learning Activities  | Delivery Context | Media   |
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|               | <ul style="list-style-type: none"> <li>• Determine the strengths and weaknesses of the training session</li> <li>• Make recommendations for improving the training session</li> </ul> <p>Use examples from the <i>Media</i> column to reinforce various points.</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> <p>...showing key topics for preparing, delivering and evaluating training sessions for kitchen associates and teams. 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 preparing, delivering and evaluating training sessions for kitchen associates and teams. 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>experimental materials, work place facilities, training rooms, support materials support staff</p> |

| <b>Module 10:</b> Support the professional development of the kitchen team |  |                         |              |
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| <b>Learning Unit</b>   | <b>Suggested Teaching/<br/>Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|  | <b>Learners need to demonstrate that they have the necessary practical skills to</b> prepare, deliver and evaluate training sessions for kitchen associates and teams. |                         |              |

