



# SOUS CHEF

## Competency Standards

National Vocational  
Certificate Level 4

Version 1 - July 2013



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# Competency Standards – Sous Chef

Module A: **Monitor duties and activities of the kitchen team**

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>A1-Check that kitchen staff are present and manage absence issues for food production areas</b></p> <p><b>Overview</b> This Competency Standard is about making sure that kitchen sections are appropriately staffed and making desired arrangements while short staffed.</p>	<p><b>The students will be able to:</b></p> <p>P1. Check the production requirements for the day.</p> <p>P2. Check that the number of associates at work match both the roaster and production requirements</p> <p>P3. Adjust the duty rota according to requirements</p> <p>P4. Tackle the absent associates with pre-defined methods</p> <p>P5. Take appropriate steps to motivate staff to avoid absenteeism</p>	<p><b>Student will be able to :</b></p> <p>K1. Explain operational knowledge and understanding of entire kitchen operation</p> <p>K2. Describe operating procedures for the kitchen</p> <p>K3. Explain the procedure to check the production requirements for the day</p> <p>K4. Describe the procedure to check the number of associates at work match both the rota and production requirements</p> <p>K5. Explain the process to adjust the duty rota according to requirements</p> <p>K6. Explain the process to tackle the absent associates with appropriate methods</p> <p>K7. Describe the procedure to take appropriate steps for motivation of staff to avoid absenteeism</p>
<p><b>A2 Ensure professional standards are maintained throughout</b></p>	<p><b>The students will be able to:</b></p> <p>P1. Ensure that associates maintain personal hygiene and wear appropriate protective clothing throughout shift</p>	<p><b>The students will be able to:</b></p> <p>K1. Discuss personal hygiene and appropriate protective clothing</p> <p>K2. Describe the process to maintain a safe, hygienic and</p>

<p><b>preparation and cooking of food and completion of shift</b></p> <p><b>Overview</b></p> <p>This Competency Standard is about ensuring that the team maintains professional standards required by the organization throughout the shift</p>	<p>P2. Ensure that associates maintain a safe, hygienic and secure working environment</p> <p>P3. Ensure that associates work effectively as part of a hospitality team and communicate efficiently with each other throughout shift</p> <p>P4. Ensure that associates attend briefing and be aware of daily requirements and other issues</p> <p>P5. Ensure that associates check all equipment is in good working order and check the quality and quantity of food delivered to the section</p> <p>P6. Ensure that associates maintain food safety when storing, preparing and cooking food</p> <p>P7. Deal with problems and unexpected situations in an appropriate manner</p> <p>P8. Respond to accidents in accordance with organizational requirements</p> <p>P9. Ensure waste is minimized</p>	<p>secure working environment</p> <p>K3. Explain to work effectively as part of a hospitality team and communicate efficiently with each other throughout shift</p> <p>K4. Describe the process to check all equipment is in good working order and check the quality and quantity of food delivered to the section</p> <p>K5. Describe the food safety when storing, preparing and cooking food</p> <p>K6. Analyze the problems and unexpected situations</p> <p>K7. Explain the procedure to respond to accidents in accordance with organizational requirements</p> <p>K8. Describe the procedure to manage waste</p>
<p><b>A3 Support the Head Chef</b></p> <p><b>Overview</b></p> <p>This Competency Standard is about negotiating how a sous chef can actively support a</p>	<p><b>The students will be able to:</b></p> <p>P1. Discuss and agree on methods and formats of communication with the Head Chef</p> <p>P2. Agree with the Head Chef daily and medium term areas for delegated responsibilities</p> <p>P3. Support the Head Chef in execution of daily requirements</p>	<p><b>The students will be able to:</b></p> <p>P1. Explain methods and formats for communication</p> <p>P2. Explain the process to agree on methods and formats of communication with the sous chef</p> <p>P3. Describe areas for delegated responsibilities on a daily and medium term basis</p>

<p>Head Chef on a daily and medium term basis.</p>	<p>P4. Discuss significant daily and medium term issues with Head Chef and agree relevant actions</p> <p>P5. Seek Head Chef’s input for special or unusual circumstances</p> <p>P6. Support the Head Chef in preparation and implementation of budgets</p>	<p>P4. Explain to agree with the Head Chef daily and medium term areas for delegated responsibilities</p> <p>P5. Explain to support the Head Chef in execution of daily requirements</p> <p>P6. List down how to discuss significant daily and medium term issues with Head Chef and agree relevant actions</p> <p>P7. Describe process to seek Head Chef’s input for special or unusual circumstances</p> <p>P8. Explain the process to support the Head Chef in preparation and implementation of budgets</p> <p>P9. Describe the operational knowledge of kitchen work</p>
<p><b>A4-Supervise Chefs de Partie and other associates</b></p> <p><b>Overview</b></p> <p>This Competency Standard is about developing productive working relationships with associates, supporting them and ensuring that they contribute well to the overall team effort, including chef de Partie.</p>	<p><b>The students will be able to:</b></p> <p>P1- Support associates and helps them adjust to and develop their roles and responsibilities.</p> <p>P2- Identify, agree and implement with associates, ways in which all can support each other’s roles and responsibilities.</p> <p>P3- Agree with associates appropriate methods to communicate with.</p> <p>P4- Use agreed methods of communication to share appropriate information and knowledge with associates.</p> <p>P5- Ensure that Chef de parties are actively supporting associates throughout the shift.</p> <p>P6- Share feedback with associates on the effort of the team and how this can be improved.</p>	<p><b>The students will be able to:</b></p> <p>K1- Discuss how to follow the process to help associates adjust to and develop their roles and responsibilities.</p> <p>K2- Elaborate the importance of making sure each team member understands and supports the roles and responsibilities of others and how to make this happen.</p> <p>K3- Describe the importance of good communication with all types of associates and communication methods to use.</p> <p>K4- Share information and knowledge with associates and methods that can be used to do this.</p> <p>K6- Solve or handle any type of conflict with associates and their immediate supervisors.</p>

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

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>B1- Check what bookings and functions are made for food service areas</b></p> <p><b>Overview</b> This Competency Standard is about finding out about the levels of business that different food outlets can expect and ensuring they are fully prepared and staffed to deliver food and beverage services effectively and efficiently</p>	<p><b>The students will be able to:</b></p> <p>P1. Access information on a daily basis about different bookings and functions from appropriate sources</p> <p>P2. Assist the head chef in taking inventory to support delivery of food and beverage services for bookings and functions</p> <p>P3. Assist the head chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions</p> <p>P4. Offer ideas and suggestions to the executive chef to help with planning menus for bookings and functions and improving overall kitchen performance</p> <p>P5. Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared</p> <p>P6. Ensure staffing levels are sufficient to respond to bookings and functions</p>	<p><b>The students will be able to:</b></p> <p>K1. Explain the complete knowledge of kitchen experience and expertise</p> <p>K2. Identify types of cooking done in the kitchen on a day to day basis</p> <p>K3. Describe complete understanding of menu of the hotel and different kinds of function requirements</p> <p>K4. Explain the knowledge of the day to day business operations</p> <p>K5. Explain to assess information about different bookings and functions from appropriate sources</p> <p>K6. Describe procedure to assist the head chef in taking inventory to support delivery of food and beverage services for bookings and functions</p> <p>K7. Describe procedure to assist the head chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions</p> <p>K8. Explain to ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared</p>



		<p>K9. Explain to ensure staffing levels are sufficient to respond to bookings and functions</p> <p>K10. Explain general business rules of hospitality</p> <p>K11. Explain the National regulations concerning health and food safety</p> <p>K12. Explain social and religious traditions and rules</p> <p>K13. Describe manpower rules of the relevant Government department</p> <p>K14. Describe Standard operating procedures for the kitchen</p>
<p><b>B2 Maintain log of food production on daily basis</b></p> <p><b>Overview</b> This Competency Standard is about gathering and recording information about food production and using the information to support effective and efficient production</p>	<p><b>The students will be able to:</b></p> <p>P1. Collect and use appropriate information to maintain a proper log of all dishes produced, including quantity and sizes, on a daily basis</p> <p>P2. Collect and use appropriate information from kitchen sections and stores to maintain a proper log of all food items used on a daily basis</p> <p>P3. Complete and record a daily inventory of raw and prepared food items stored in the kitchen sections</p> <p>P4. Compare the inventory of raw and prepared food items with stores requisitions and ensure that sufficient addition supplies are being ordered</p> <p>P5. Offer ideas and suggestions to the executive chef to help with planning menus and improving overall kitchen performance.</p>	<p><b>The students will be able to:</b></p> <p>K1. Explain menus and recipes used in kitchen sections</p> <p>K2. Explain detailed knowledge of food items and how they can be used in recipes</p> <p>K3. Describe procedure to collect appropriate information from different locations</p> <p>K4. Describe the procedure to maintain a kitchen log of food production activities</p> <p>K5. Describe the process to analyze kitchen log to ensure appropriate requisitions are made</p> <p>K6. Describe way to support the executive chef with the planning menus and improving overall kitchen performance.</p>

<p><b>B3 Manage communication between the food and beverages services areas and other departments</b></p> <p><b>Overview</b></p> <p>This Competency Standard is about communicating with colleagues about customer needs, problems and work issues, and making sure that the `message` is delivered and received as intended</p>	<p><b>The students will be able to:</b></p> <p>P1. Agree with other department heads the most appropriate written, verbal and technological methods of communicating different types of information</p> <p>P2. Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the food and beverages service to other departments</p> <p>P3. Communicate appropriate information with other departments and make sure the communication has been delivered and received as intended</p> <p>P4. Ensure that other departments have the opportunity to ask questions and checking their understanding</p> <p>P5. Ensure sure that communications with other departments have met their purposes</p> <p>P6. Present a positive image of yourself and the food and beverages service department</p>	<p><b>The students will be able to:</b></p> <p>K1. Explain the purpose and benefits of making sure that communication delivers the `message` in which it is intended to be received</p> <p>K2. Describe the methods of communication are available to you</p> <p>K3. Describe the different departments with which you might need to communicate and their needs</p> <p>K4. Describe the procedure to identify the appropriate methods of communication for different departments</p> <p>K5. Describe the structure of your communication so that it is clear and accurate</p> <p>K6. Explain the way in which non-verbal communication effects the impact you have on other people</p> <p>K7. Describe the procedure to interpret and respond positively to non-verbal communication</p> <p>K8. Explain the purpose and benefits of giving other departments the opportunity to ask questions and check their understanding and to respond positively to these</p> <p>K9. Describe the purpose and value of presenting a positive image of yourself and the food and beverage services department</p> <p>K10. Describe the purpose and benefits for other departments to have a friendly and purposeful way of communicating with them</p>
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		K11. Explain types of problems that may occur with contacts – including conflict and aggression – and how to deal with these
<p><b>B4 Establish and maintain the condition of work areas and equipment</b></p> <p><b>Overview</b></p> <p>This is Competency Standard is about ensuring that kitchen equipment and work areas are kept in good order and maintained. It involves communicating with other departments about the need for maintenance, refurbishment, and keeping appropriate records</p>	<p><b>The students will be able to:</b></p> <p>P1. Check that all kinds of equipment are working correctly in the kitchen and other work areas</p> <p>P2. Ensure that all relevant kitchen equipment is maintained and calibrated on a regular basis</p> <p>P3. Ensure that kitchen equipment is being used correctly and efficiently by associates</p> <p>P4. Ensure that kitchen equipment is replaced as required</p> <p>P5. Ensure that work areas are kept in a neat and clean condition at all times and report any maintenance requirements to the appropriate department</p> <p>P6. Ensure that kitchen areas are refurbished at appropriate and agreed intervals</p> <p>P7. Organize appropriate staff training activities to promote efficient usage of kitchen equipment and awareness of maintenance requirements</p> <p>P8. Take corrective measures were required to improve the safety of work areas</p>	<p><b>The students will be able to:</b></p> <p>K1. Explain knowledge of equipment, its function and maintenance requirements</p> <p>K2. Describe knowledge of the work areas, maintenance and refurbishment requirements</p> <p>K3. List the specific items of equipment is in need of maintenance, calibration or replacement</p> <p>K4. Describe when specific work areas are in need of maintenance or refurbishment</p> <p>K5. Describe procedure to arrange for maintenance or replacement of equipment</p> <p>K6. Explain process to arrange for maintenance or refurbishment of work areas</p> <p>K7. Describe procedure to organize appropriate staff training activities</p> <p>K8. Describe procedure to take corrective measures where required to improve the safety of work areas</p>
<p><b>B5 Contribute to the management of physical resources</b></p>	<p><b>The students will be able to:</b></p> <p>P1. Give relevant people the opportunity to provide information on the resources the team needs</p>	<p><b>The students will be able to:</b></p> <p>K1. Describe procedure to communicate effectively with managers and associates</p>

<p><b>Overview</b></p> <p>This Competency Standard is about managing the resources for which you are responsible. These resources can be financial resources in the form of a budget or physical resources such as equipment and consumables. It covers recommending the resources you and your team need to meet their objectives. It also covers monitoring and controlling the way in which resources are used</p>	<p>P2. Make 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</p> <p>P3. Make recommendations that are consistent with team objectives, Organizational policies and environmental concerns</p> <p>P4. Make recommendations that clearly indicate the potential benefits they expect from the planned use of resources</p> <p>P5. Monitor the use of resources under your control at appropriate intervals</p> <p>P6. Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment</p> <p>P7. Identify problems with resources promptly, and make recommendations for corrective action to the relevant people as soon as possible</p> <p>P8. Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner</p> <p>P9. Make sure that records relating to the use of resources are complete, accurate and available to authorized people only</p>	<p>K2. Describe process to develop and argue an effective case for changes in the management of resources</p> <p>K3. Explain process to enable people to identify and communicate the resources they need</p> <p>K4. Explain the way to encourage others to take responsibility for the control of resources in their own area of work</p> <p>K5. Discuss how to analyze team objectives and organizational policies regarding the use of resources</p> <p>K6. Describe the organizational procedures for making recommendations on the use of resources</p> <p>K7. Explain trends and developments that may influence the future use of resources and how to plan for these</p> <p>K8. Describe potential environmental impact of the resources being used</p> <p>K9. Describe problems that may occur with resources and how you can deal with these</p> <p>K10. Explain importance of effective management of resources to organizational performance</p> <p>K11. Explain importance of keeping accurate records on the use of resources</p> <p>K12. Describe procedure to monitor and control the use of resources to maximize efficiency, whilst maintaining the quality of products and services</p>
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		<p>K13. Describe process to analyze the past use of resources, and utilize the results to make recommendations on more effective use of resources in the future</p> <p>K14. Explain relevant people who should be consulted, including associates, colleagues working at the same level, higher level managers or supervisors</p> <p>K15. List type of recommendations, e.g. short term, medium term, long term</p> <p>K16. List types of corrective action, e.g. altering activities, modifying the use of resources, re-negotiating the allocation of resources</p>
<p><b>B6 Contribute to the development of recipes and menus</b></p> <p><b>Overview</b></p> <p>This Competency Standard is about ways in which you can contribute to the development of recipes and menus. You will need to take account of the different types of food, customer preferences and expectations, the</p>	<p><b>The students will be able to:</b></p> <p>P1. Consider food combinations, flavors and dietary requirements when introducing new recipe and menu suggestions</p> <p>P2. Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantities</p> <p>P3. Identify suitable supply sources</p> <p>P4. Identify methods for presenting, holding and distributing the recipe item</p> <p>P5. Cost recipe suggestions taking into account the resources available</p> <p>P6. Follow organizational procedures for registering and passing on relevant information about the suitability of</p>	<p><b>The students will be able to:</b></p> <p>K1. Describe existing style and policy of the organization in relation to recipes and menu</p> <p>K2. Explain how location and styles of operation can affect proposed menu items</p> <p>K3. Describe quality standards required for each recipe item considered</p> <p>K4. Explain process to assess the quality of potential ingredients</p> <p>K5. Explain how equipment can affect the production of food items</p> <p>K6. Describe factors that need to be considered in selecting presentation, holding and distribution methods</p>

<p>cost of your development, any special training that may be needed, and gathering feedback from staff and customers.</p>	<p>new menu items</p> <p>P7. Make suggestions on the layout and presentation of the menu</p> <p>P8. Produce recipe suggestions in accordance with the style and policy of the organization, available resources, and the expectations and standards of customers</p> <p>P9. Ensure staff have the resources needed to carry out responsibilities in relation to new menu items</p> <p>P10. Collect and evaluate feedback from staff and customers</p>	<p>K7. Describe process to calculate gross profit against the cost of proposed recipes</p> <p>K8. Describe how quality of the food can be affected by the choice of supplier</p> <p>K9. Explain process to identify and assess the suitability of suppliers or supply sources</p> <p>K10. Discuss relevant person(s) to consult for standard recipes</p> <p>K11. Explain how staff skills should be assessed prior to proposing new recipes and menu items</p> <p>K12. Describe procedure to estimate lead times for the preparation of new menu items</p> <p>K13. Explain concept of a balanced diet</p> <p>K14. Explain how a balanced diet is important for good health</p> <p>K15. Describe types, combinations and proportions of ingredients that make up a healthy dish</p> <p>K16. Explain nutritional benefits of minimizing the fat, sugar and salt content of dishes, starchy foods, fruit, vegetables and pulses</p> <p>K17. List down healthy flavorings that can be used as alternatives to salt and sugar</p> <p>K18. Describe how to record information relating to proposed recipes</p> <p>K19. Explain appropriate person to make records of proposed</p>
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		<p>recipes available to</p> <p>K20. Describe process to carry out and evaluate test runs of recipes</p> <p>K21. Explain when the training may be required to support the implementation of new menu items</p> <p>K22. Describe process to brief staff on new menu items and implementation plans</p> <p>K23. Describe procedure to gain feedback from staff on operational problems which may arise</p> <p>K24. Describe process to allocate resources to staff to enable them to implement new menu items</p> <p>K25. Explain lead times required by organization for the implementation of new menu items</p> <p>K26. Describe the process in which measures should be closely monitored when introducing new items</p> <p>K27. Explain the importance of gaining feedback from customers on new items and methods for doing this</p>
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**ModuleC: Monitor supplies for kitchen operations**

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>C1-</b> Check quality and quantity of food deliveries and other products into store</p>	<p><b>The students will be able to:</b></p> <p><b>P1</b> Check the expiry date and age of food items.</p>	<p><b>The students will be able to:</b></p> <p><b>K1</b> explain the importance of checking expiry date</p>
<p><b>C2-</b> Prepare food order requisitions to meet requirements of food production</p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b>Manage food preparation and cooking processes, including knowledge of menus and recipes, methods, tools and equipment, ensuring associates have received proper training, ensuring Chefs de Partie are able to supervise preparation and cooking, to ensure that planned yields are met .</p>	<p><b>K1</b>Knowledge of the kitchen operation, including levels of business, manning levels, recipes and menus; type, quality and quantity of food available for the day’s business, including food for regular menus and recipes, food for special events.</p>
	<p><b>P4:</b> Compile and sign off requisition orders for food and other ingredients to meet production levels, including submitting requisitions to stores, negotiating and agreeing deliveries to kitchens, managing problem issues (quantity, quality, timing)</p> <p><b>P5:</b> Ensure that Chefs de Partie and associates are fully engaged in checking delivery from store meet type, quality and quantity requirements, including checking against requisition sheet for type and quantity.</p> <p><b>P6:</b> Check quality including appearance (size, shape, color, gloss, age and consistency), texture, flavor, smell Knowledge</p>	<p><b>K2:</b> Knowledge to understand the relationship between food/ingredients, recipes/menus and yield, including yield levels for different food and other items, using yield checklists and organizational guidelines.</p>



	<p>and ability for d and approaches to portion control, including cutting, weighing, measuring, counting</p> <p><b>P7:</b> Able to agree and monitor finishing and presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen.</p> <p><b>P8:</b>Correct and prevent actions for non-compliance with requisitions issued</p> <p><b>P9:</b> Prepare estimates for food items required on the basis of orders received Generate food order requisitions to meet the estimated requirements of food Ensure that all requisitions are delivered at appropriate locations and sections for the preparation of food in line with food orders</p>	
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**ModuleD: Monitor the quality of food production**

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>D1-Check that preparation of food meets requirements</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Ensure that associates understand the requirements for preparing food and have the correct tools and equipment for preparing food correctly, including observing, questioning, encouraging associates to ask questions, providing appropriate support</p> <p><b>P2:</b> Know the appropriate methods to prepare food for cooking, including; beating, blending, clarification, cleaning, cooling, cutting, defrosting, dicing, dipping, flavoring, grading, greasing, kneading, marinating , measuring, mixing, moistening, pan greasing, polishing, portioning, pre washing, proofing, sanitizing, seasoning, sheeting, slicing, sorting, spraying, trimming, and washing.</p> <p><b>P3:</b> Have the ability to monitor the capability of associates to use preparation methods safely and appropriately, including the ability of Chefs de Partie to sequence multi-stage preparation methods.</p> <p><b>P4:</b> Have the ability to of check that preparation of food for cooking meets quality requirements, including for simple and complex dishes</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Check that associates understand the requirements for preparing food.</p> <p><b>K2:</b> Check that associates have the correct tools and equipment for preparing food correctly.</p> <p><b>K3:</b> Check that associates are using appropriate methods to prepare food for cooking.</p> <p><b>K4:</b> Check that preparation of food meets quality requirements</p> <p><b>K5:</b> Understandoperational management systems, including effective implementation of HACCP standards, inventory controls, costing, menu preparation, execution, food preparation and cooking, recipe implementation.</p> <p><b>K6:</b> Understand the importance of kitchen layout, including receiving food and other items from stores, preparing food, cooking and finishing dishes, waste disposal, working with hot liquids, dispatching food to food outlets.</p>

<p><b>D2-</b></p> <p>Check that cooking of food meets requirements</p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Understand the preparing food and have the correct tools and equipment for preparing food correctly, including observing, questioning, encouraging associates to ask questions, providing appropriate support</p> <p><b>P2:</b> Execute/Understand the appropriate methods for cooking for simple and complex dishes, including dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, baking, blind ,baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, simmering, boiling, steaming), combination cooking methods (braising, stewing)</p> <p><b>P3:</b> Monitor the capability of associates to use cooking methods safely and appropriately, including the ability of Chefs de Partie to sequence multi-stage cooking methods.</p> <p><b>P4:</b> Check that cooking of food meets service quality requirements, including for simple and complex dishes.</p> <p><b>P5:</b> Ensure that portion control requirements are met, in order to meet guest requirements and expectations, to meet yield and profit expectations</p> <p><b>P6:</b> Check that associates understand the requirements for cooking food</p> <p><b>P7:</b> Check that associates have the correct tools and equipment to cook .food correctly.</p> <p><b>P8:</b> Check that associates are using appropriate methods to cook food correctly.</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Understand the preparing food and have the correct tools and equipment for preparing food correctly, including observing, questioning, encouraging associates to ask questions, providing appropriate support</p> <p><b>K2:</b> Explain and guide on the appropriate methods for cooking for simple and complex dishes, including dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, baking, blind ,baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, simmering, boiling, steaming), combination cooking methods (braising, stewing)</p>
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	<p><b>P9:</b> Check that the dish has the correct flavor, consistency and quantity.</p> <p><b>P10:</b> Check that cooking of food meets quality requirements and ensure that portion control requirements are met</p>	
<p><b>D3</b></p> <p>Check that clear down is carried out efficiently</p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Observe and check that teams are managing efficient clear downs, including procedures and policies for cleaning and storing equipment, returning food to stores, cleaning and sanitizing equipment and surfaces</p> <p><b>P2:</b> Monitor procedures for handing over to the next shift, including exchange of information between section Chefs de Partie, transfer of operational information (including levels of bookings) and critical information (including problems with supplies, equipment, guests` special requirements) Knowledge of communications for handing over to next shift, including verbal (between colleagues) and in writing (completing and reading kitchen logs), using appropriate technical language</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Ensure that work areas are cleared of equipment and food products</p> <p><b>K2:</b> Ensure that all equipment and surfaces are cleaned and sanitized.</p> <p><b>K3:</b> Ensure that all surplus food, equipment and materials are returned to the appropriate department.</p> <p><b>K4:</b> Ensure that the team hands over to the next shift if appropriate</p>

## ModuleE: Supervise the delivery of effective kitchen service to food service team

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>E1-Develop and maintain positive working relationships between kitchen and food service teams</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Have the ability to use innovative methods to improving relationships with the food service team, including team meetings and team building exercise, developing working groups, developing team members, recognizing and valuing contributions from associates in kitchen and food outlet teams, creating and supporting a meaningful and needed work atmosphere, being flexible to change, developing expectations and recognizing achievements</p> <p><b>P2:</b> Conduct own self in a way that promotes a positive image of self and own section Adapt behavior to take into account the food service team’s methods of communication and working Work in a way that promotes trust and respect Listen to requests and adhere to any promises made</p> <p><b>P3:</b> Have the ability to manage positive working relationships between kitchen and food service teams, including listening to requests, promoting excellence in service delivery, adhering to any promises made in a timely manner, celebrating achievements.</p> <p><b>P4:</b> Have the ability of to share information with colleagues, including adding value to working environments, sharing information when appropriate and useful to the organization; ways to do this, including formally and</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Know the methods of communication to meet kitchen needs, including written, verbal, by telephone (or similar), guest’s order check, internal memo, departmental log book; body language, visual signs Ability to adopt appropriate styles of communication, including urgent, non-urgent, difficult, routine, using technical and social language appropriately</p> <p><b>K2:</b> Communicate in a timely manner, for e.g. the possibility of not being able to provide required dishes to the guests; such information must be relayed to the colleagues in a timely manner.</p> <p><b>K3:</b>Explain the importance of conduct that promotes a positive image of own self and the organization including leading by example, encouraging and motivating associates to develop and demonstrate good conduct in their own work and with others.</p> <p><b>K4:</b> Know the organizational requirements for recording information relating to guests, including formal and informal, maintaining logs in both departments, negotiating and agreeing information</p>

	<p>informally, verbally and in writing</p> <p><b>P5:</b> Take appropriate steps for skill training and motivation of associates to increase productivity, including remedial training, training for new skills, professional development of associates</p>	<p>that needs to be recorded.</p>
<p><b>E2- Ensure that the kitchen team deliver effective service to food service team at all times</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Plan work, including identifying and arranging supplies, calculating staffing levels from business information and preparing Rota's accordingly, allocation of duties, timing, briefing staff, in order to deliver a quality service to the food service team.</p> <p><b>P2:</b> Ability to have reliable and fast information for the food service team and the organization, including identifying, agreeing and using appropriate channels of communication.</p> <p><b>P3:</b> Reorganize work to respond to unexpected additional workloads, including negotiating with Chefs de Partie, redirecting the efforts of different sections or teams Knowledge to communicate feedback to and from the food service team to others, including formally and informally, using social and technical language as appropriate, discussing and negotiating with food outlet Captains and Restaurant Managers, responding appropriately to the food service team when they provide feedback about the products or services being provided</p> <p><b>P4:</b> Supply accurate guest service information to others using the most appropriate method of communication, particularly with regard to special requests, composition of dishes, potential allergies Knowledge of</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Ensure that kitchen team plans, prepares and organizes production of food with due attention to the needs of the food service team.</p> <p><b>K2:</b> Ensure that service delivery to food service teams is maintained during very busy periods and unusually quiet periods.</p> <p><b>K3:</b> Ensure that service delivery to food service teams is maintained when systems, people or resources have failed</p> <p><b>K4:</b> Consistently meet the expectations of the food service team.</p> <p><b>K5:</b> Understand the expectations of food service teams, including delivery of quality dishes, in the agreed manner, at the agreed time; anticipating the needs of food service teams and responding accordingly.</p>

	<p>organizational procedures and systems for delivering service to the food service team, including workflows, managing equipment for presentation, presenting dishes in the agreed manner, managing timing, alerting the food outlet team where problems may occur or have occurred.</p>	
<p><b>E3-Solve problems for food service team</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Improve working relationships with the food service team by solving problems, including staffing, resources, food (quality and quantity), timing</p> <p><b>P2:</b> Negotiate with and reassure the food service team while their problems are being solved, including keeping the team and/or Individual associates informed in a positive and clear manner, including informing them of steps being taken to solve any production or service problems, prompt and polite advice to food service associates, ensuring the Captain is aware of the situation and monitors it.</p> <p><b>P3:</b> Repeat service problems for the food service team, including quantity and quality of food, timing and speed of service, temperature of food, problems with food check</p> <p><b>P4:</b> Deal with and avoid repetition of a repeated guest service problem, including better briefing, more staffing, changes to the menu, changes to workflow patterns and procedures, better working practice, additional training.</p> <p><b>P5:</b> Work with others to select the best option for solving a repeated service problem, balancing the expectations of the food service team with the needs of the organization</p> <p><b>P6:</b> Solve problems with service systems and procedures</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Respond positively to service problems for the food service team following organizational guidelines. Solve service problems for the food service team within own sufficient authority.</p> <p><b>K2:</b> Work with others to solve service problems for the food service team, keep the food service team informed of the actions being taken and check that they are comfortable with the actions being taken</p> <p><b>K3:</b> Identify repeated service problems for the food service team and options for solving them.</p>

	that might affect the food service team before they become aware of them Inform managers and colleagues of the steps taken to solve specific problems	
<b>E4-</b> Improve service reliability for food service team	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Check the sources of information, including formal and informal sources, direct comments from guests, from associates; guest comment and complaint forms, ideas from formal and informal discussions with colleagues and team members</p> <p><b>P2:</b> Analyze data from appropriate sources, including subjective and objective data, using charts, tables and graphs, qualitative feedback by tracing themes, quantitative feedback by carrying out spreadsheet analysis Ability to control the course of action from the analysis of data, including setting SMART targets (Specific, Measurable, Achievable, Realistic and Time-bound), in order to plan and implement improvements based on data analysis</p> <p><b>P3:</b> Initiate improvements in (own) area of responsibility and performance, including personal targets, development of leadership skills, guiding and advising other associates.</p> <p><b>P4:</b> Ensure merits and costs of proposed action to improve service to guests including ways to present action plans and reports to show recommendations</p> <p><b>P5:</b> Maintain service reliability improvements by monitoring guest service responses</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Actively use comments and guest feedback to establish reliability/quality of service provided to guests</p> <p><b>K2:</b> Use a variety of investigative and research tools to determine the quality of service provided. Improve service standards by setting targets of achievement initiated by data collected.</p> <p><b>K3:</b> Recommend service reliability improvements from guest surveys and feedback</p> <p><b>K4:</b> Describe the research tools, including guest satisfaction surveys, quality audits, historical analysis, and personal initiatives as appropriate.</p>
<b>E5-</b> Gather information on feedback of kitchen service	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Use techniques to analyze and interpret feedback on the</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Collect and record feedback on the</p>



<p>and opportunities for improvement</p>	<p>effectiveness of kitchen service to food outlet teams, in order to identify opportunities for further improvement, including reviewing, editing, analyzing and reporting findings</p> <p><b>P4:</b> Analyze and interpret feedback and sharing findings with others, including qualitative feedback by tracing themes, quantitative feedback by carrying out spreadsheet analysis</p> <p><b>P5:</b> Know the appropriate formats for presenting these opportunities to the management team, including formal report, informal discussion, presentation</p> <p><b>P6:</b> Use analysis and interpretation of feedback on the effectiveness of guest service to identify opportunities for further improvement</p>	<p>effectiveness of guest service.</p> <p><b>K2:</b> Explain the importance of feedback on the effectiveness of kitchen service to food outlet teams, including the extent to which the kitchen team has met or exceeded food outlet needs and expectations, gaps in provision, capacity for improvement.</p> <p><b>K3:</b> Summarizes the advantages and disadvantages of the effectiveness of guest service</p> <p><b>K4:</b> Use analysis and interpretation of feedback on the effectiveness of guest service to identify opportunities for further improvement</p>
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## Module F: Manage comments and complaints relating to food production.

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<b>F1-Manage comments relating to food production</b>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Manage comment on the range of products and services provided by the organization, including menus, dishes, food and beverage service, kitchen service provided to food outlet team.</p> <p><b>P2:</b> Utilize the channels of feedback, including verbal comments, written feedback, feedback from senior management; formal and informal comments</p> <p><b>P3:</b> Develop good relationship with food service team to get regular verbal feedback; ask guests for feedback during food service.</p> <p><b>P4:</b> Ensure that written guest feedback is collected and discussed with team.</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Define process of gathering feedback from different channels and record for further improvement in system</p> <p><b>K4:</b> Elaborate how to monitor the food production team to ensure improvement based on feedback from various sources.</p>
<b>F2-Manage complaints relating to food production.</b>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Handle different types of kitchen complaints, including not asking for help, not working together as a team, not providing sufficient support,</p> <p><b>P2:</b> Recognize the level of seriousness of a complaint, including format, tone of language, visual clues; developing an appropriate response.</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Gather sufficient information to enable assessment of the nature and severity of the complaint</p> <p><b>K2:</b> Respond to the person making the complaint if the complaint cannot be resolved within required timescale, report any complaints that are outside own authority to deal with to the appropriate person.</p>

	<p><b>P3:</b> Seek further information where necessary, in order to fully investigate the complaint.</p> <p><b>P4:</b> Handle complaints involving service recovery methods, including anticipating the need for recovery, quick decision making, delegating responsibilities, providing training.</p> <p><b>P5:</b> Avail the sources of information and advice for responding to complaints within the organization, including verbal sources (other colleagues), written sources (menus, recipes, kitchen and/or food outlet logs, the internet)</p> <p><b>P6:</b> Analyze difficult/sensitive situations/issues, including guests who are upset and emotional, incidents involving or spoiling a special occasion, incidents that may lead to disciplinary procedures; aiming always for a positive and creative response.</p> <p><b>P7:</b> Use ethical standards, including ensuring that all behavior and operations are fair, honest, not detrimental to the business or its guests</p>	<p><b>K3:</b> Make appropriate notes and record of the complaint and the actions taken. Identify any changes to the organization's procedures which are necessary to avoid future similar complaints.</p> <p><b>K4:</b> Comply with legal requirements, industry regulations, including ethical standards and health and safety, organizational policies and professional codes.</p> <p><b>K5:</b> Know the limits of own authority and the action required if a complaint is beyond own authority to handle, including gathering sufficient relevant information, identifying the appropriate colleague to refer to, ensuring details of the complaint are explained fully</p> <p><b>K6:</b> Knowledge of organizational procedures for gathering information and responding to complaints, including responding within a certain time limit, recording the comment including who made it, when, in what format; recording the response given, by whom, in what format</p>
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**Module G:** Monitor health and safety issues in food production areas.

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>G1.</b>Ensure that all kitchen associates follow organizational requirements for health and safety</p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Effectively implement HACCP (Hazard Analysis and Critical Control Points) standards</p> <p><b>P2:</b> Analyze the benefits of risk assessment</p> <p><b>P3:</b> Understand food safety and hygiene practices</p> <p><b>P4:</b> Observe and check that associates know and understand methods to deal with emergency.</p> <p><b>P5:</b>Complete records as required to demonstrate that section team follows health and safety requirements.</p> <p><b>P6:</b> Advise associates of the sources of information about health, hygiene and safety in the food outlet, including Standard Operating Procedures for food outlet, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials</p> <p><b>P7:</b> Check food safety when storing, preparing and cooking food.</p> <p><b>P8:</b> Know what food poisoning is; including Chemicals, viruses, moulds, physical contaminants.</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Assess the risks in kitchen environments</p> <p><b>K2:</b> Check the extent to which all associates are aware of and follow health and safety requirements in line with organizational requirements</p> <p><b>K3:</b> Ensure that associates follow safe working practices at all times</p> <p><b>K4:</b> Monitor the extent to which associates identify any hazards or potential hazards and deal with these correctly</p> <p><b>K5:</b> Monitor the reports made by associates on any accidents or near accidents</p> <p><b>K6:</b> Monitor the way that associates practice emergency and security procedures correctly</p> <p><b>K7:</b> Ensure that appropriate records are completed as required to demonstrate that section team follows health and safety requirements</p>

<p><b>G2.</b> Monitor efficient and effective use of kitchen equipment</p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Maintain equipment, including its function and maintenance requirements; and work areas,</p> <p><b>P2:</b> Ensure that all equipment is working correctly in own section of the kitchen</p> <p><b>P3:</b> Observe and check the use of equipment by associates</p> <p><b>P4:</b> Respond to faulty equipment, including trapped hands or fingers, impact of a heavy object, contact with hot equipment, faulty electrical equipment, inappropriate use of equipment</p> <p><b>P5:</b> Arrange for appropriate maintenance for all equipment available in own section of the kitchen on a regular basis</p> <p><b>P6:</b> Ensure that appropriate equipment is properly calibrated according to operating instructions in own section of the kitchen</p> <p><b>P7:</b> Check that associates are using equipment correctly, efficiently and effectively in own section of kitchen</p> <p><b>P8:</b> Take corrective action where required to improve the safety of work areas.</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Know the maintenance, calibration or replacement requirements for specific items of equipment, including following manufacturer’s requirements</p>
<p><b>G3- Maintain and monitor the kitchen cleaning</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Maintain cleaning, including encouraging safe</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Explain importance of cleaning</p>

<p><b>programme</b></p>	<p>working methods, removing particles of food, reducing the risk of contaminating food, helping to prevent accidents, reducing risks from pests, keeping the food outlet environment pleasant</p> <p><b>P2:</b> Check the functions of the cleaning program , including working stations that are clean, cleared and sanitized; fixtures that are clean, cleared and well maintained; equipment that is clean and ready to useroutes around kitchen workflow that are clean and cleared</p> <p><b>P3:</b> Ensure that all associates understand their role in undertaking cleaning duties</p> <p><b>P4:</b> Monitor the number of associates to undertake the cleaning programme effectively</p> <p><b>P5:</b> Observe and check that associates have the cleaning tools and materials they need to undertake cleaning duties for their area of work</p> <p><b>P6:</b> Check that there are no hazards present that would affect the cleaning programme</p> <p><b>P7:</b> Observe and check that associates are using cleaning tools and materials safely, effectively and efficiently</p> <p><b>P8:</b> Monitor appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organizationalstandards.</p>	<p><b>K2:</b> Knowledge of HACPP and other guidelines for the safe use of cleaning tools and materials, including specialist chef’s uniform, appropriate storage of tools and materials, particularly for hazardous chemicals</p>
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**Module H: Monitor and control kitchen costs and waste.**

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>H1-Check that food items are stored at the correct temperature</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Ensure associates understand the correct temperatures, locations and procedures for storing raw and cooked foods</p> <p><b>P2:</b> Ensure associates understand the procedures for avoiding the risk of cross-contamination</p> <p><b>P3:</b> Observe and check that all items stored in walk-in chillers/freezers are tagged in line with organizational requirements</p> <p><b>P4:</b> Observe and check that all walk-in chillers/freezers are kept neat and clean</p> <p><b>P5:</b> Monitor the storage of raw and cooked foods in line with correct locations, temperatures and procedures</p> <p><b>P6:</b> Monitor the completion of appropriate checklists to record the monitoring of food storage</p> <p><b>P7:</b> Ensure that an appropriate inventory is maintained of foods stored in walk-in chillers/freezers</p> <p><b>P8:</b> Monitor records to check inventory of foods stored</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Explain associates to understand the correct temperatures, locations and procedures for storing raw and cooked foods</p> <p><b>K2:</b> Brief associates to understand the procedures for avoiding the risk of cross-contamination</p> <p><b>K3:</b> Define the storage of raw and cooked foods in line with correct locations, temperatures and procedures</p>

<p><b>H2-</b> Check that kitchen sections are working to requirements and not overproducing</p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Use restaurant bookings, banquet sheets and other sources of information to identify food preparation requirements</p> <p><b>p2:</b> Monitor the availability of food items within the kitchen</p> <p><b>P3:</b> Monitor the supply of food items and other products from the stores to support food production in line with requirements</p> <p><b>P4:</b> Ensure that associates understand the quantity and quality of dishes to be prepared and cooked</p> <p><b>P5:</b> Ensure that associates follow organizational guidelines on weight and portion control</p> <p><b>P6:</b> Take necessary steps to address problems with the quantity and quality of dishes prepared and cooked</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Understand how to manage and control food costs, including making a profit, breaking even, subsidized</p> <p><b>K2:</b> Calculate costs, including food costs, gross profits, profits as percentages</p> <p><b>K3:</b> Set targets, including calculating selling prices needed to achieve target gross profits</p> <p><b>K4:</b> Know the need to monitor food costs, including sourcing and purchasing good quality food commodities, monthly market survey; controlling commodities; accurate weighing, measuring and portion control; preparation, cooking losses and wastage control.</p>
<p><b>H3- Check that all sections are managing kitchen waste effectively</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1.</b> Identify opportunities for reducing waste</p> <p><b>P2.</b> Follow organizational policies and procedures for managing and reducing waste</p> <p><b>P3:</b> Dispose of waste in line with waste management procedures</p>	<p><b>The students will be able to:</b></p> <p><b>K1.</b> Describe procedure to recognize opportunities for waste reduction, reuse and recycling through design and targets to comply with legal and/or organizational requirements</p> <p><b>K2.</b> Explain how to establish current levels of waste for</p>



	<p><b>P4:</b>Identify the roles and responsibilities to support waste minimization</p> <p><b>P5:</b> Identify training needs and training for those responsible for reducing waste</p>	<p>activities undertaken by the organization</p> <p><b>K3.</b> Explain process to assess the effectiveness of waste management systems</p> <p><b>K4.</b> Report potential barriers that may limit waste avoidance and reduction</p> <p><b>K5.</b> Describe process to ensure measures for managing waste meet with legal requirements</p>
<p><b>H4-</b></p> <p>Ensure that kitchen waste products are disposed of following correct procedures</p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b>Manage types and causes of waste, including wet and dry, caused by natural usage, poor management of perishable food items, overcooking or burning food items and dishes, poor or incorrect use of cleaning materials, damage caused to tools and equipment by incorrect use.</p> <p><b>P2.</b>Supervise clearance of waste areas, including properly fitting lids for waste bins, use of disposable sacks, not overfilling bins, regular emptying and cleaning of bins.</p> <p><b>P3.</b>Manage waste, including ensuring that associates identify opportunities for reducing and disposal of waste, follow organizational policies /procedures.</p> <p><b>P4.</b>Establish and monitor current levels of waste for activities undertaken by the organization, including assessing and recording levels of waste, by observation, questioning, assessing productivity and output, yield data.</p>	<p><b>The students will be able to:</b></p> <p><b>K1.</b>Observe and check that waste is segregated at production level, including wet waste, dry waste.</p> <p><b>K2.</b>Monitor and ensure that waste is as minimum as possible and ensure that every section is disposing of waste in line with organizational guidelines and health, safety and hygiene regulations.</p> <p><b>K3.</b> Guide team on different preparation and cooking methods to avoid excessive waste</p> <p><b>K4:</b>Define principles of waste management, including meeting food hygiene regulations, preventing contamination of service areas, avoiding pest infestation, reducing accidents and fire risks</p>

## Module I: Monitor delivery of food production into service areas

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>I1- Check that food has been presented as intended</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1.</b> K1: Ensure that the final presentation of dishes is in line with organizational requirements and guest needs. Identify and rectify any gaps in presentation and delivery of dishes</p> <p><b>P2:</b> Ensure that procedures are being followed to achieve best presentation of all dishes in all kitchen outlets (e.g. cold kitchen, hot kitchen, bakery kitchen)</p> <p><b>P3:</b> Ensure consistent inspection of food preparation, cooking and presentation</p> <p><b>P4.</b> Perform consistent inspection of food preparation, cooking and presentation, in order to manage professional and organizational standards, identify the need for additional or remedial training</p> <p><b>P5:</b> Establish and monitor processes to check that food presented for service is of the type, quality and quantity required by the guest</p> <p><b>P6:</b> Discuss feedback on food production with appropriate colleagues and agreeing on improvements</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Understand entire kitchen operation and service procedure Knowledge of the importance of following current culinary trends and methods, including technological advances, reliance on pre-prepared foods to cut on-site costs, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage.</p> <p><b>K2:</b> Explain the importance of final presentation of dishes being in line with organizational requirements and guest needs, including meeting guest requirements and expectations, meeting organizational standards, identifying and rectifying any gaps in presentation and delivery of dishes.</p>

<p><b>I2- Check quantities of food are as required and intended</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b>Check the quantities and portions of dishes in line with organizational requirements and guest needs, including the impact on costs, guest perceptions, identifying and rectifying any gaps in quantities of dishes produced, including cooking extra dishes when required, keeping guests informed of any delays</p> <p><b>P2:</b> Ensure that food is produced as per recipes and according to organizational portion controls (including set weight per person, number of portions per dish) and what these controls are, including set weight per person, number of portions per dish</p> <p><b>P3:</b> Check that food presented for service is of the type and quantity required by the guest, including by observation, checking food order checks</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Identify the daily food preparation requirements</p> <p><b>K2:</b> Ensure that food is produced as per recipes and according to organizational portion controls</p> <p><b>K3:</b> Explain the procedure of checking food presented for service is of the type, quality and quantity required by the guest</p> <p><b>K4:</b> Ensure that each section is minimizing waste in line with organizational requirements</p>
<p><b>I3-Check that food is served at correct temperature</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Manage systems including effective implementation of HACCP standards</p> <p><b>P2:</b> Hold and serve hot food, including pre-heating holding equipment, not using the equipment to re-heat food, checking the equipment regularly if hot water is used (including topping up with hot water, not cold), keeping food fully in lit areas when heated lights are used; using a temperature probe to check internal temperatures</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Ensure that associates understand the correct temperature for the service of different dishes</p> <p><b>K2:</b> Monitor that dishes are presented and maintained at the appropriate temperature</p> <p><b>K3:</b> Ensure that all food storage areas are maintained at the required temperature</p> <p><b>K4:</b> Ensure that food transportation equipment is maintained at the correct temperature</p>

	<p><b>P3:</b> Check that food presented for service is of the type, quality and quantity required by the guest (including warmers, servicing trolleys)</p> <p><b>P4:</b> Monitor the correct temperature for the service of different dishes, maintaining food storage areas and food transportation equipment at the required temperature, including warmers, servicing trolleys</p> <p><b>P5:</b> Identify problems with temperature of food, including faulty equipment, poor service delivery, lack of training Ability to rectify problems with temperature of food, including reheated the where appropriate, disposing of food and re-cooking dish where appropriate, monitoring issues relating to potential food safety and food poisoning due to poor temperature controls</p> <p><b>P6:</b> Discuss feedback on food production with appropriate colleagues and agreeing on improvements</p>	<p><b>K5:</b> Identify and resolve any problems in temperature maintenance</p>
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**ModuleJ:** Support the professional development of the kitchen team.

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

Competency Unit	Performance Criteria	Knowledge and Understanding
<p><b>J1- Contribute to the development of kitchen teams and individuals</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Identify development needs for kitchen individuals and teams accurately, including individual personal objectives, team objectives, development and retraining objectives</p> <p><b>P2:</b> Use sufficient, reliable and valid information, in order to plan effectively, to maximize opportunities, to add value to the organization’s goals</p> <p><b>P3:</b> Present the developmental needs to kitchen associates in a way which is likely to influence their decision-making positively, including providing guidance, support and motivation</p> <p><b>P4:</b> Manage kitchen team development to the continuing effectiveness of the organization, including own role and responsibilities in contributing to this process, developing and securing support from kitchen associates, seeking contributions to the development process from kitchen associates</p> <p><b>P5:</b> Collect and validate relevant information needed to identify kitchen development needs, including informally from associates, formally through guest surveys, job appraisals</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Contribute to the identification of development needs for kitchen individuals and teams accurately</p> <p><b>K2:</b> Ensure that the development needs identified are consistent with kitchen team objectives and organizational values</p> <p><b>K3:</b> Ensure that contributions to the planning process reflect the identified development needs of all those kitchen associates under own responsibility Agree ideas with individual kitchen team members</p> <p><b>K4:</b> Contribute to development activities to support kitchen team objectives and plans</p> <p><b>K5:</b> Take into account the work activities, learning abilities and personal circumstances of individual kitchen team members</p> <p><b>K6:</b> Encourage and use feedback from those taking part in the activities to improve own future contributions to development activities</p> <p><b>K7:</b> Contribute to the assessment of kitchen associates</p>

	<p><b>P6:</b> Focus on kitchen team objectives and organizational values, including delivering excellent food service and guest service, which have a bearing on development needs, including development opportunities, training and re-training needs</p> <p><b>P7:</b> Analyze different decisions whether kitchen development needs are consistent with organizational objectives and values, including identifying and defining development needs, evaluating these against organizational objectives, prioritizing development</p> <p><b>P8:</b> Assess kitchen associates against development objectives using clear, agreed criteria and sufficient, valid and reliable information, including job appraisals, feedback from guests and other associates</p> <p><b>P9:</b> Take account of the kitchen work activities of associates, their learning abilities and personal circumstances when agreeing ideas with individual kitchen team members</p>	<p>against development objectives</p> <p><b>K8:</b> Provide information about assessments to authorized people only, in the required format and to agreed deadlines</p>
<p><b>J2-Contribute to the provision of required kitchen associates</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Present suggestions for selection effectively, based on sound information, including known capabilities, job descriptions, performance appraisals, training schedules and review</p> <p><b>P2:</b> Communicate effectively with the range of kitchen associates involved, including verbally and in writing, using technical language appropriately</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Provide information that is complete, accurate and supports the fair assessment of kitchen associates</p> <p><b>K2:</b> Make suggestions for the selection of kitchen associates that are based on objective assessments of the information against agreed selection criteria</p> <p><b>K3:</b> Make suggestions for selection that are clear and accurate</p>

	<p><b>P3:</b> Use methods to assess and select kitchen associates that meet organizational requirements</p> <p><b>P4:</b> Confidential information during selection processes including the kinds of information that may be made known to associates</p> <p><b>P5:</b> Brief the importance of keeping accurate, complete and clear records of own contributions to the selection process, in order to support.</p> <p><b>P6:</b> Assess the range of methods which may be used for the assessment and selection of staff, including formal and informal, and the relative advantages and disadvantages of these for the team</p> <p><b>P7:</b> Asses possible contributions to the assessment and selection of staff, including contributing to appraisals, providing formal and informal feedback to the kitchen associate, to the HR department</p> <p><b>P8:</b> Make fair and objective assessments against criteria during the selection process</p>	<p><b>K4:</b> Make suggestions available only to authorized people</p> <p><b>K5:</b> Handle communications with kitchen associates in a manner and at a level and pace appropriate to their needs</p> <p><b>K6:</b> Make sure records of own contribution to the selection process is complete, accurate, clear and meet organizational requirements.</p>
<p><b>J3-Lead the work of kitchen teams and individual associates to achieve objectives</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Have the ability to the importance of effective communication when explaining work plans and allocations, including clear explanations, using technical language, ensuring associates have the opportunity to ask questions</p> <p><b>P2:</b> Have the ability to the importance of the associate being clear about the purpose of the work to be done, including communicating this effectively to those involved, understanding role and</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Plan the work of kitchen teams and individuals Involve the kitchen team and individuals when planning their work</p> <p><b>K2:</b> Present work plans in a way that gains the support and commitment of those involved</p>

	<p>responsibilities</p> <p><b>P3:</b> Have the ability to regularly review work, using own observations, job descriptions and evaluations, training schedules and reviews, in order to manage time, the achievement of objectives, provide support and guidance</p> <p><b>P4:</b> Have the ability to assess the on-going work of kitchen teams and individuals, including the associate's role and responsibilities in relation to this, reviewing and revising objectives in order to deliver an effective team effort</p> <p><b>P5:</b> Have the ability to provide clear and accurate feedback to team members on their performance, including the associate's role and responsibilities in relation to this, reviewing the associate's own objectives and modifying them if required</p> <p><b>P6:</b> Have the ability to provide team members with the opportunity to contribute to the planning and organization of their work, in order to manage the whole team effort, motivate the team, support effective team working</p> <p><b>P7:</b> Have the ability to provide opportunities to team members to assess their own work, including ways to encourage and enable this involvement, identifying for the associates the benefits of doing this</p> <p><b>P8:</b> Have the ability to motivate team members and gain their commitment by providing feedback, in order to maximize their own effort, help them to achieve their personal objectives and contribute to the team effort</p> <p><b>P9:</b> Have the ability to know the importance of good</p>	<p><b>K3:</b> Assess the work of kitchen teams and individuals</p> <p><b>K4:</b> Provide both positive and negative feedback to kitchen teams and individuals on their work</p> <p><b>K5:</b> Review the work of the kitchen team and individuals on a regular basis</p> <p><b>K6:</b> Provide support for continuous improvement for kitchen teams and individuals</p>
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	<p>communication skills when providing feedback on work and performance, including adopting a positive approach, using technical and social language as appropriate, being supportive, encouraging the associate to ask questions</p> <p><b>P10:</b> Have the ability to provide positive feedback to individual associates and the kitchen team, including choosing an appropriate time and a place to give feedback.</p> <p><b>P11:</b> Providing feedback in a way which encourages team members to feel that the associate respects them, the importance of being encouraging when providing feedback to team members and showing respect for those involved</p> <p><b>P12:</b> have the ability to provide constructive suggestions on how performance can be improved, in order to maintain commitment and maximize the individual/team effort</p> <p><b>P13:</b> have the ability to give those involved the opportunity to provide suggestions on ways to improve their work, including ensuring they feel part of the team and that their contribution is valued</p> <p><b>P14:</b> Have the ability to plan work activities and the associate's role and responsibilities in relation to this, including matching activities to each associate's job role and capabilities, challenging and stretching associates, developing realistic and achievable work plans for teams and individuals both in the short and medium term</p>	
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<p><b>J5-Contribute to the identification and implementation of sales development activities for food and beverages service</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Have the ability to develop and implement sales development activities, in order to add value to the organization’s objects, to contribute to profitability</p> <p><b>P2:</b> To know of the importance of creativity and innovation in sales development activities, including responding to trends, experimenting with new approaches and ideas to support food and beverage sales</p> <p><b>P3:</b> Delegating responsibility and allocating resources to support implementation of sales development activities, including to different departments (including the kitchen), allocating time, funding, materials</p> <p><b>P4:</b> Have the ability to develop measures and methods for monitoring and evaluating performance against the implementation of sales development activities, including establishing clear monitoring and evaluation criteria, establishing appropriate timelines</p> <p><b>P5:</b> Have the ability to understand the market in which the organization works, including the guest base (leisure, business, combination; actual and potential guests), location (city-center, rural), size of organization</p> <p><b>P6:</b> To Know the needs and expectations of actual and potential guests, including level and speed of</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Support the management team in establishing clear sales development activities for the organization</p> <p><b>K2:</b> Assist in preparing a sales plan that identifies and prioritizes sales development activities that are consistent with the vision of the organization</p> <p><b>K3:</b> Ensure that the plan is flexible and open to change</p> <p><b>K4:</b> Discuss and agree who should be responsible for implementing sales development activities and then allocate resources effectively</p> <p><b>K5:</b> Agree with senior colleagues measures for monitoring and evaluating performance against sales development activities</p> <p><b>K6:</b> Gain the commitment of associates for the implementation of sales development activities</p> <p><b>K7:</b> Bring together the needs and expectations of associates with what is required of them to implement sales development activities</p>

	<p>service and attention, range of products</p> <p><b>P7:</b> Have the ability to understand actual and potential competitors and partners, including what they offer, their competitive edge</p> <p><b>P8:</b> To know the new and available opportunities for sales development activities, including new products (dishes, menus, beverages), new services (type of food service)</p> <p><b>P9:</b> To know the needs and expectations of colleagues and other key stakeholders, including associates within own kitchen team, other departments, stakeholders in the organization (managers, backers, shareholders)</p>	
<p><b>I6- Prepare, deliver and evaluate training sessions for kitchen associates and teams</b></p>	<p><b>The students will be able to:</b></p> <p><b>P1:</b> Have the ability to analyze the purpose of and necessary outcomes from the training session, including personal, departmental or organizational objectives, new or corrective/remedial training</p> <p><b>P2:</b> Have the ability to deliver the session, including on and off the job, single sessions, series of training sessions</p> <p><b>P3:</b> Have the ability to appropriately use of technology-based delivery and e-learning, including reducing the costs associated with delivering training, increasing the effectiveness of the training environment, helping training to contribute to organizational goals</p> <p><b>P4:</b> Have the ability to deliver the session which meet</p>	<p><b>The students will be able to:</b></p> <p><b>K1:</b> Prepare appropriate kitchen training plans and materials Produce specific aims and objectives for the session</p> <p><b>K2:</b> Identify the resources needed to deliver the session Select appropriate methods to delivery training</p> <p><b>K3:</b> Ensure all learning materials are available</p> <p><b>K4:</b> Deliver kitchen training to individuals or groups</p> <p><b>K5:</b> Use a range of appropriate techniques and activities throughout the session, including technology-based learning</p> <p><b>K6:</b> Carry out assessments at appropriate points to ensure</p>

	<p>the aims and objectives of the session, including practical activities, role plays, case studies, live on-the-job training</p> <p><b>P5:</b> Have the ability to plan appropriately for the training session, including teaching and learning methods, aims and objectives; topics; variety of methods; timing; resources; checks on learning, resources and assessment methods</p> <p><b>P6:</b> Have the ability to select and use an appropriate range of methods and resources to support delivery of the training session, including teacher centered (lecture, explanation, demonstration); learner centered (goal setting, self-direction, problem solving, negotiation, discussion, presentation, journals)</p> <p><b>P7:</b> Have the ability to manage the training process, including following the plan; supporting learners; accommodating learning preferences; barriers to learning; independent working; feedback; managing group dynamics; differences; inappropriate behavior; ensuring that the methods chosen will promote equal opportunities and access</p> <p><b>P8:</b> Have the ability to review the effectiveness of the training session, including sources of feedback (learners; self; other stakeholders; informal and formal checks)</p> <p><b>P9:</b> Have the ability to determine the strengths and weaknesses of the training session, including achievement against targets; feedback from</p>	<p>that learning has taken place</p> <p><b>K7:</b> Evaluate the effectiveness of training for kitchen associates and teams</p>
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	<p>associates, HR department; evaluative comments; reviews</p> <p><b>P10:</b> Have the ability to make recommendations for improving the training session, including the action plan; professional development; schemes of work; session plans; teaching techniques; resources used; teaching style; implementation of changes; record of modifications</p>	
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## List of Tools and Equipment

### Preparation equipment

20 sets of (different) knives, peeling knives, carving knives, chef knives, etc.  
3 graters  
5, measuring scale  
5 sets of Measuring Cups  
5 sets of Measuring Spoons  
2 refrigerators (maintain temperature from 3 to 5 degrees)  
2 freezers (maintain temperature from -18 to -20 degrees), to -20 degrees)  
12 (3 each), chopping boards (different colors – refer to HACCP regulations)

### Utensils

15 (5 each), pans (large, small, medium)  
15 (5 each), bowls  
5 sets measuring spoons  
10 forks  
1 bread slicer  
2 (1 each), mixers (large, small)  
2 blenders  
2 toasters  
5 tin openers  
5 peelers  
1 potato cutter  
3 choppers  
1 mincing machine  
1 bone saw cutters  
1 patties maker  
2 beaters  
2 mashers  
20 baking trays

### **Cooking equipment**

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

### **Presentation equipment**

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

**Fire, first aid and safety equipment**

1 example copy of food safety guidelines

1 example copy of HACCP standards

5 sets of equipment and materials for washing hands, including sanitizing soap, suitable wash basin, handtowels

Illustrative range of emergency notices

1 set of fire equipment, including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs

1 set of first aid equipment: Food safety plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-free cleansing wipes; tape; distilled water, for cleaning wounds and as an eye bath

1 example copy of logbooks for recording accidents and incidents

**Cleaning equipment**

5 sets of small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets

1 set large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner

1 set of tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on wheels (foot operated) with garbage bags included

**Other materials**

1 example copy Bookings diary

1 example copy Cost reports

1 example copy Daily event sheets

1 example copy Emergency notices

1 set of equipment for contacting security, including telephones and other electronic devices

1 example copy requisitions records and pads for developing new requisitions from stores

1 example copy Job descriptions and appraisals for team associates

1 example copy Record of allocated duties and tasks

1 set of example regular and à-la-carte menus

1 example copy Rota for associates on duty

1 example copy Standard operating procedures for kitchen operations

1 example copy Tagging and logging materials

1 example copy Weekly consumption reports

1 example copy Yield values checklists



### **Uniform for each student (may be purchased by students)**

- 1) Black trousers
- 2) White chef's jacket
- 3) White chef's cap
- 4) White neckerchief
- 5) White apron
- 6) Disposable gloves
- 7) Food thermometer

### **List of Consumables**

#### **Perishable commodities (Quantities as per desired result)**

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

#### **Non-perishable commodities (Quantities as per desired result)**

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


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