

SOUS CHEF

Trainer Guide

National Vocational
Certificate Level 4

Version 1 - July 2013

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INTRODUCTION

This **Sous chef, Trainer Guide** provides guidelines and instructions to Culinary Arts professional instructors on the approaches that are required on the organization and delivery of this curriculum training program.

This Competency-Based Training Curriculum along with the associated Training Guides and the Assessment Guides are all developed from the skill competency standards established by the Industry.

The process of developing the national vocational qualification package has the following steps:

- Step 1:** Identification of Occupation
- Step 2:** Occupational Analysis
- Step 3:** Development of Competency Standards
- Step 4:** Designing of Curriculum
- Step 5:** Developing Teaching & Learning Material
- Step 6:** Developing Assessment Package

This curriculum is organized as a series of modules. Each module is broken down into a series of Learning Units. Each Learning Unit includes:

- Learning Outcomes
- Learning Elements
- Estimate of the time needed
- List of materials required
- Location for the learning to take place

This **Sous Chef's Trainer Guide** covers information about:

- Structure of the training programme
- Guidance to instructors as how to assign projects to learners in developing lesson plans and in demonstration of skills
- It also guides instructors how to assign projects to learners
- Criteria to evaluate learner

Guidelines and all templates of professional information for the developed 34 Lesson Plans have been provided in this **Trainer Guide**.

For improving the quality of training materials, instructors are welcomed to further improve & custom design this **Trainer Guide** based on their experience of delivering the training.

Competency Based Training (CBT)

In Competency Based Training System, the unit of progression is mastery of specific knowledge, skills and attitudes enumerated in the competency standards and is learner-centered. Generally, two following terms are used in CBT, which are:

Competency: A skill performed to a specific standard under specific conditions.

Skill: A task or group of tasks performed to a specific level of competency or proficiency which often uses Sous Chef's soft and professional skills along with smart turn out in uniform and his courteous body language with welcoming gestures.

Competency Based Training

A Competency Based Training or CBT has the following characteristics:

- It is a training delivery system which focuses on competencies not on time
- It is outcome based rather than the learning process within specified time
- It is concerned with the attainment and application of skills, knowledge and attitude to a specific level of competency

Basic Principles of CBT

Some basic principles of CBT are given below. These are guiding principles for implementation of competency based training.

- Training and learning is based on CBT based Curriculum
- Delivery of training is modular based
- Learning is done by learners at quick pace
- Training and learning is done on actual industry practices and procedures
- Assessment is based on collection of evidence through guest's comment cards
- Training programmes are flexible in terms of entry and exit

SETTING LEARNING ENVIRONMENT

Learning environment comprises of learning context and conditions required to carry out training and learning activities. Quality of training and learning depends on the level of arrangements made for learning environment which includes workstations, practice area, data projector and support service area. A good learning environment must ensure the following:

- Safety
- Accessibility
- Completeness of resources
- Relevance with the qualification
- Well organized and sequenced

You can print and use checklist provided below whenever you prepare or organize a training programme to make sure you have not forgotten anything. There is space provided for other items you may need to take into consideration. Use the third column to tick each item once you have completed its preparation.

Pre-session requirements	Training & Learning Materials made available for learners: Learner Guides, Trainer materials available.	
Classroom /workshop requirements	Class rooms or workshop arranged Comfort: temperature, air conditioning, light, acoustics Equipment: Seating arrangements Training equipment checked and working: Tools and equipment Video, screen Flipchart and pens Data projector Computer equipment Alternatively: LCD screen with HDMI cable could be used Consumable materials arranged according to number of trainees. Other:	
Session requirements	Lesson Plan developed and reviewed Assessment materials designed or made available Other:	

DESIGN OF THE COURSE

The overview of this training course is given in this section along with some teaching and learning guidelines for the instructors. **34 Lesson Plans** and guidelines to practice these lesson plans have also been provided. The instructor will professionally deliver all these 34 developed lesson plans by using the trainer guidance

Overview of Programme		
Course: SOUS CHEF		Course Duration: 800 hours
Course Overview		
<p>The purpose of this training program is to create and develop competency required among the Sous Chef in terms of knowledge and practical skills which will enable them to provide training on specific activities which will include managing staff, planning menus, managing costs, ordering stock, planning staff rotas and training, managing standards and compliance with regulations</p>		
Module	Learning Unit	Duration
<p>Module 1: Monitoring duties and activities of the kitchen team</p>	<p>Lu1: Check that kitchen staff are present and manage absence issues for food production areas LU2: Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift LU3: Support the Executive Chef Lu4: Supervise Chefs de Partie and other associates</p>	<p>Timeframe of modules 100 hours Theory Days/hours 20 hours Workplace Days/hours 80 hours</p>
<p>Module 2: Co-ordinate the operation of the food preparation and cooking area</p>	<p>LU1: Check what bookings and functions are made for food service areas LU2: Maintain kitchen log of food production on a daily basis Lu3: Manage communications between the food and beverage service area and other departments LU4: Establish and maintain the condition of kitchen work areas and equipment LU5: Contribute to the management of physical kitchen resources LU6: Contribute to the development and introduction of recipes and menus</p>	<p>Timeframe of modules 90 hours Theory Days/hours 18 hours Workplace Days/hours 72 hours</p>

<p>Module 3: Monitoring supplies for kitchen operations</p>	<p>Lu1: Check quality and quantity of food deliveries and other products into store LU2: Prepare food order requisitions to meet requirements of food production</p>	<p>Timeframe of modules 60 hours Theory Days/hours 12 hours Workplace Days/hours 48 hours</p>
<p>Module 4: Monitoring the quality of food production</p>	<p>Lu1: Check that preparation of food meets requirements LU2: Check that cooking of food meets requirements LU3: Check that clear down is carried out efficiently</p>	<p>Timeframe of modules 100 hours Theory Days/hours 20 hours Workplace Days/hours 80 hours</p>
<p>Module 5: Supervise the delivery of effective kitchen service to food service team</p>	<p>Lu1: Develop and maintain positive working relationships between kitchen and food service teams LU2: Ensure that the kitchen team deliver effective service to food service team at all times & Gather information on feedback of kitchen service and opportunities for improvement LU3: Solve problems for food service team & Improve service reliability for food service team</p>	<p>Timeframe of modules 90 hours Theory Days/hours 18 hours Workplace Days/hours 72 hours</p>
<p>Module 6: Manage comments and complaints relating to food production</p>	<p>LU1: Manage comments relating to food production LU2: Manage complaints relating to food production</p>	<p>Timeframe of modules 30 hours Theory Days/hours 6 hours Workplace Days/hours 24 hours</p>
<p>Module 7: Monitoring health and safety issues in food production areas</p>	<p>Lu1: Ensure that all kitchen associates follow organizational requirements for health and safety LU2: Monitor efficient and effective use of kitchen equipment Lu3: Maintain and monitor the kitchen cleaning programme</p>	<p>Timeframe of modules 90 hours Theory Days/hours 18 hours Workplace Days/hours 72 hours</p>

<p>Module 8: Monitoring and controlling kitchen costs and waste</p>	<p>LU1: Check that food items are stored at the correct temperature Lu2: Check that kitchen sections are working to requirements and not overproducing LU3: Check that all sections are managing kitchen waste effectively & disposed of according to correct procedures</p>	<p>Timeframe of modules 60 hours Theory Days/hours 12 hours Workplace Days/hours 48 hours</p>
<p>Module 9: Monitoring delivery of food production into service areas</p>	<p>LU1: Check that food has been presented as intended Lu2: Check quantities of food are as required and intended LU3: Check that food is served at correct temperature</p>	<p>Timeframe of modules 80 hours Theory Days/hours 16 hours Workplace Days/hours 64 hours</p>
<p>Module 10: Support the professional development of the kitchen team</p>	<p>LU1: Contribute to the development of kitchen teams and individuals LU2: Contribute to the provision of required kitchen associates LU3: Lead the work of kitchen teams and individuals to achieve objectives Lu4: Manage own self in a kitchen environment LU5: Prepare, deliver and evaluate training sessions for kitchen associates and teams</p>	<p>Timeframe of modules 100 hours Theory Days/hours 20 hours Workplace Days/hours 80 hours</p>
<p>Total</p>		<p>800 HRS</p>

Training Guidelines

Module 1:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Check that kitchen staff are present and manage absence issues for food production areas	The chef be told as how to implement procedures for production requirements in the kitchen and manage food production orders	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Observe and check that professional kitchen standards are maintained throughout preparation and cooking of food and completion of shift	The chef be told as how to implement Principles of professional standards in the kitchen throughout the preparation, and cooking of food and completion of the shift	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3: Support the Executive Chef	The chef be told as how to implement methods and formats for communication and assign responsibilities	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER	Illustrative talk & Practical demonstration along with training video & Role Play

		Training kitchen with operating team of chefs and cooks	
Lu4: Supervise Chefs de Partie and other associates	The chef be told as how to encourage and motivate staff and assign responsibilities	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play

Module 2:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Check what bookings and functions are made for food service areas	The chef be told as how to plan bookings and functions	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Maintain kitchen log of food production on a daily basis	The chef be told as how to design and implement menus and recipes	Class room with multimedia aid, audiovisual	Illustrative talk & Practical demonstration along with

		facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	training video & Role Play
Lu3: Manage communications between the food and beverage service area and other departments	The chef be told as how to implement procedures for communication in kitchen section team, food and beverage service team and other departments	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu4: Establish and maintain the condition of kitchen work areas and equipment	The chef be told as how to maintain and use the equipment	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu5: Contribute to the management of physical kitchen resources	The chef be told as how to implement procedures for communication	Class room with multimedia aid, audiovisual facilities and	Illustrative talk & Practical demonstration along with training video

		<p>flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks</p>	<p>& Role Play</p>
<p>Lu6: Contribute to the development and introduction of recipes and menus</p>	<p>The chef be told as how to develop recipes and menus</p>	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks</p>	<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>

Module 3:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Check quality and quantity of food deliveries and other products into store	The chef be told as how to plan and manage food demands and other products in store	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Prepare food order requisitions to meet requirements of food production	The chef be told as how to manage inventory management & control and find out yield calculations	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Module 4:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Check that preparation of food meets requirements	The chef be told as how to implement procedures of food to meets requirements	Class room with multimedia aid, audiovisual facilities and flip charts Visit to	Illustrative talk & Practical demonstration along with training video & Role Play

		<p>hospitality establishments EITHER Training kitchen with operating team of chefs and cooks</p>	
<p>Lu2: Check that cooking of food meets requirements</p>	<p>The chef be told as how to implement procedures of cooking to meets requirements</p>	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks</p>	<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>
<p>Lu3: Check that clear down is carried out efficiently</p>	<p>The chef be told as how to implement procedures of cooking to meets requirements</p>	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks</p>	<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>

Module 5:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Develop and maintain positive working relationships between kitchen and food service teams	The chef be told as how to implement procedures for positive working relationships	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Ensure that the kitchen team deliver effective service to food service team at all times	The chef be told as how to implement kitchen team deliver effective service to food service team at all times	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3: Solve problems for food service team	The chef be told as how to implement solutions for problems for food service team	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with	Illustrative talk & Practical demonstration along with training video & Role Play

		operating team of chefs and cooks	
Module 6:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Manage comments relating to food production	The chef be told as how to implement procedures for production comments management in the kitchen	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Manage complaints relating to food production	The chef be told as how to implement procedures for complaints relating to food production in the kitchen	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play

Module 7:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Ensure that all kitchen associates follow organizational requirements for health and safety	The chef be told as how to implement procedures for health and safety management	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Monitor efficient and effective use of kitchen equipment	The chef be told as how to implement methodology to for use of kitchen equipments	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3: Maintain and monitor the kitchen cleaning programme	The chef be told as how to implement procedures for Maintenance and monitor the kitchen cleaning program	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with	Illustrative talk & Practical demonstration along with training video & Role Play

		operating team of chefs and cooks	
Module 8:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Check that food items are stored at the correct temperature	The chef be told as how to implement procedures for health and safety management	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Check that kitchen sections are working to requirements and not overproducing	The chef be told as how to Monitor efficient and effective use of kitchen equipment	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3: Check that all sections are managing kitchen waste effectively	The chef be told as how to Implement strategy to maintain and monitor the kitchen cleaning program	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality	Illustrative talk & Practical demonstration along with training video & Role Play

		establishments EITHER Training kitchen with	
Module 9:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Check that food has been presented as intended	The chef be told as how to implement procedures for stored at the correct temperature	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Check quantities of food are as required and intended	The chef be told as how to implement procedures for stored at the correct temperature	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3: Check that food is served at correct temperature	The chef be told as how to implement procedures for waste management	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality	Illustrative talk & Practical demonstration along with training video & Role Play

		establishments EITHER Training kitchen with	
Module 10:			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Contribute to the development of kitchen teams and individuals	The chef be told as how to contribute to the development of kitchen teams and individuals	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2: Contribute to the provision of required kitchen associates	The chef be told as how to contribute to the provision of required kitchen associates	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3: Lead the work of kitchen teams and individuals to achieve objectives	The chef be told as how to Contribute to the provision of required kitchen associates	Class room with multimedia aid, audiovisual facilities and flip charts Visit	Illustrative talk & Practical demonstration along with training video & Role Play

		to hospitality establishments EITHER Training kitchen with	
Lu5: Prepare, deliver and evaluate training sessions for kitchen associates and teams	The chef be told as how to Prepare, deliver and evaluate training sessions for kitchen associates and teams	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen with operating team of chefs and cooks	Illustrative talk & Practical demonstration along with training video & Role Play

Lesson Plan: 1/34	
Module 1/10	Monitoring duties and activities of the kitchen team
Learning Unit 1/4	Check that kitchen staff are present and manage absence issues for food production areas

Learning Outcomes

- Check the production requirements for the day
- Check that the number of associates at work match both the rota and production requirements
- Adjust the duty rota, according to requirements
- Tackle the absent associates with appropriate methods
- Take appropriate steps to motivate staff to avoid absenteeism

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to implement procedures for production requirements in the kitchen and manage food production orders</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & role play	<ul style="list-style-type: none"> • Check the production requirements 	Class room with multimedia aid,	45 mins
Illustrative talk & practical	<ul style="list-style-type: none"> • Gather Ingredients Required for Production 	audiovisual facilities and flip charts	45 mins
Illustrative talk & practical	<ul style="list-style-type: none"> • Assemble required tools and gadgets to ease required task 	Visit to hospitality establishments	1 hr
Practical	<ul style="list-style-type: none"> • Checking the required equipment to perform the task 	EITHER	1 hr

Practical	<ul style="list-style-type: none"> • Utensils and Gadgets 	1 hr	
Practical	<ul style="list-style-type: none"> • Electrical Appliances 	1 hr	
Practical	<ul style="list-style-type: none"> • Staff Rotation & Scheduling 	1 hr	
Illustrative talk & practical	<ul style="list-style-type: none"> • Staff Duty Chart 	1 hr	
illustrative talk & practical	<ul style="list-style-type: none"> • Process of duty rota 	1 hr	
illustrative talk & rove play	<ul style="list-style-type: none"> • Steps for motivation of staff 	30 min	
illustrative talk & role play	<ul style="list-style-type: none"> • Developing Great Relationships in the Workplace 	1 hr	
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of production requirements for the day, including bookings, no of dishes and special requirements or events</p> <ul style="list-style-type: none"> • After the practical activities the learner will be able to implement procedures for production requirements in the kitchen and manage food production orders • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
Total Time: 11 hrs			

Lesson Plan: 2/34	
Module 1/10	Monitoring duties and activities of the kitchen team
Learning Unit 3/3	Observe and check that professional kitchen standards are maintained throughout preparation, cooking & completion of shift

Learning Outcomes

- Monitor the associate wear appropriate chef's uniform throughout the shift
- Monitor the extent to which associates maintain a safe, hygienic and secure working environment
- Observe and check that associates work effectively as part of a hospitality team and communicate efficiently with each other throughout the shift
- Ensure that associates attend briefing so, that they must be aware of the daily requirements and other issues
- Monitor the extent to which associates check that all equipment is in good working order to maintain or sustain the quality and quantity of food delivered to the section
- Observe and check that associates maintain food safety while storing, preparing and cooking food

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to implement principles of professional standards and working effectively</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Role play	<ul style="list-style-type: none"> • Positive attitude towards the job 	Class room with multimedia aid, audiovisual facilities and flip charts	1 hr
Illustrative talk & role play	<ul style="list-style-type: none"> • Principle of professionalism 	Class room with multimedia aid, audiovisual facilities and flip charts	1 hr
illustrative talk	<ul style="list-style-type: none"> • Staying power 	Visit to hospitality establishments	1 hr
Illustrative talk & role play	<ul style="list-style-type: none"> • Ability to work with people 	Class room with multimedia aid, audiovisual facilities and flip charts	1 hr

• Positive attitude towards the job	1 hr	
• Principle of professionalism	1 hr	
• Staying power	1 hr	
• Ability to work with people	1 hr	
• Eagerness to learn	1 hr	
• Dedication to quality	1 hr	
• Working effectively	1 hr	
• Important qualities for food preparation workers	30 mins	
• Effective communication	1.5 hrs	
• How to build supporting work relationships in kitchen	1 hr	
• Good briefing	1 hr	
• Cleaning and sanitizing kitchen	1.5 hrs	
• Steps to a clean and sanitize kitchen	1.5 hrs	
• Cleaning hard surfaces	1.5 hrs	
• Cleaning trash cans	1.5 hrs	
• Commercial grill cleaning instructions	1.5 hrs	
• Cleaning the grease receptacles	1.5 hrs	
• Cleaning the filters	1.5 hrs	
• Cleaning the hood's surface	1.5 hrs	
• Food safety	1.5 hrs	
• HACCP standards	1.5 hr	
• Pest control	1 hr	
• Dry storage	1 hr	
• Storage of food	1 hr	
• Temperature for safe keepings of food	1 hr	
• Maintenance problems in kitchen	1 hr	

Illustrative talk & practical	equipment		
Illustrative talk & practical	• Electrically operated equipment	2 hrs	
Illustrative talk & practical	• LPG operated equipment	2 hrs	
Illustrative talk & practical	• Water operated equipment	2 hrs	
Illustrative talk & practical	• Source of the risks	2 hrs	
Illustrative talk & practical	• Risk controls	2 hrs	
Illustrative talk & practical	• Minimizing the risk	2 hrs	
Illustrative talk & practical	• Action plan to allocate and roles and responsibilities	1 hr	
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of Principles of professional standards in the kitchen throughout the preparation, cooking and completion of the shift</p> <ul style="list-style-type: none"> • After the practical activities the learner will be able to implement principles of professional standards and working effectively • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 50 hrs			

Lesson Plan: 3/34	
Module 1/10	Monitoring duties and activities of the kitchen team
Learning Unit 3/4	Support the Executive Chef

Learning Outcomes

- Discuss and agree on methods and formats of communication with the Executive Chef
- Agree with the Executive Chef daily and medium term areas for delegated responsibilities
- Support the Executive Chef in managing kitchen activities and responsibilities
- Ensure that every day food and beverage requirements of section are signed off by the Executive Chef

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to implement methods and formats for communication and assign responsibilities</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 min
Main Body			
Illustrative talk & Practical	• Methods and formats for communication	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER	1 hr
Practical	• Letters and memos		1 hr
Practical	• Meetings		1 hr
Practical	• Email		1 hr
Practical	• Verbal communication		1 hr

Practical	<ul style="list-style-type: none"> • Effective listening 	1 hr	
Practical	<ul style="list-style-type: none"> • Questioning 	1 hr	
Practical	<ul style="list-style-type: none"> • Summarizing 	1 hr	
Practical	<ul style="list-style-type: none"> • Agreement on communication methods 	2 hrs	
Illustrative talk & practical	<ul style="list-style-type: none"> • Areas for responsibilities Sous chef 	1 hr	
Illustrative talk & role play	<ul style="list-style-type: none"> • Managing kitchen activities and responsibilities 	1 hr	
Illustrative talk	<ul style="list-style-type: none"> • Estimating food consumption 	1 hr	
Illustrative talk & practical	<ul style="list-style-type: none"> • Standardizing recipes 	1 hr	
Illustrative talk & practical	<ul style="list-style-type: none"> • Menu pricing 	1 hr	
Illustrative talk & practical	<ul style="list-style-type: none"> • Food and beverages of section 	1 hr	
Illustrative talk & role play	<ul style="list-style-type: none"> • Executing orders 	1 hr	
Illustrative talk	<ul style="list-style-type: none"> • Efficient flow of work 	1 hr	
Illustrative talk	<ul style="list-style-type: none"> • Food service management 	1 hr	
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of methods and formats for communication standards, Areas for responsibilities Sous Chef, Managing kitchen activities and responsibilities</p> <ul style="list-style-type: none"> • After the practical activities the learner will be able to implement methods and formats for communication and assign responsibilities • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 20 hrs			

Lesson Plan: 4/34	
Module 1/10	Monitoring duties and activities of the kitchen team
Learning Unit 4/4	Supervise Chefs de Partie and other associates

Learning Outcomes

- Ensure that Chefs de Partie and other associates are punctual and efficient in carrying out their duties
- Communicate instructions and other information clearly to Chefs de Partie and other associates
- Motivate the Chefs de Partie and other associates in a timely and efficient manner to complete all their duties
- Ensure that all staff are performing at the optimum level when preparing, cooking and finishing dishes for guests
- Create a friendly, professional environment which inspires teamwork within own kitchen section

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to encourage and motivate staff and assign responsibilities</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • How to encourage punctuality and efficiency 	Class room with multimedia aid, audiovisual facilities and flip charts	30 mins
Illustrative talk & role play	<ul style="list-style-type: none"> • Steps to encourage punctuality 		1 hr
Illustrative talk	<ul style="list-style-type: none"> • Work Efficiency 		30 mins

Illustrative talk & role play	• How to motivate staff effectively		1 hr
Illustrative talk	• Share the Kitchen Vision With Each Member		30 mins
Illustrative talk	• Communicate With Your Staff		30 mins
Illustrative talk	• Make People Feel Appreciated		30 mins
Illustrative talk	• Support New Ideas		30 mins
Illustrative talk	• Encourage Creativity		1 hr
Illustrative talk	• Give Each One Opportunity to Grow		30 mins
Illustrative talk	• Empower Each Individual		30 mins
Illustrative talk & role play	• Manage Each One Individually		30 mins
Illustrative talk	• Don't Let Your People Become Bore		30 mins
Illustrative talk	• Create Healthy Competition	Visit to hospitality establishments EITHER	30 mins
Illustrative talk	• Celebrate Each Success		30 mins
Illustrative talk	• Make Sure There is a Good Working Environment		30 mins
illustrative talk & practical	• Create and Maintain a Team Spirit		1.5 hrs
Illustrative talk & practical	• Optimum allocation of roles and responsibilities		1.5 hrs
Illustrative talk & role play	• Producing the highest quality of product		1.5 hrs
Illustrative talk	• Scheduling inputs		30 mins
Illustrative talk	• Staff management		1 hr
Illustrative talk	• Health and safety		30 mins
Illustrative talk	• Safety of products		30 mins
Illustrative talk	• Raw materials and ingredients		30 mins
Illustrative talk	• Production Preps		30 mins

Illustrative talk	<ul style="list-style-type: none"> Hygiene and sanitation 		30 mins
illustrative talk & practical	<ul style="list-style-type: none"> Portioning 		30 mins
Illustrative talk, role play & practical	<ul style="list-style-type: none"> Portion control equipment 		30 mins
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of encouraging punctuality and efficiency, motivate staff effectively, Optimum allocation of roles and responsibilities</p> <ul style="list-style-type: none"> After the practical activities the learner will be able to encourage and motivate staff and assign responsibilities Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 20 hrs			

Lesson Plan: 5/34	
Module 2/10	Co-ordinate the operation of the food preparation and cooking area
Learning Unit 1/6	Check what bookings and functions are made for food service areas

Learning Outcomes

- Access information on a daily basis about different bookings and functions from appropriate sources
- Assist the executive chef in taking inventory
- Assist the executive chef with the ordering of kitchen supplies
- Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared
- Ensure staffing levels are sufficient to respond to bookings and functions

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to plan bookings and functions</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Information about different booking 	Class room with	30 mins
Illustrative talk	<ul style="list-style-type: none"> • What is a reservation 	multimedia aid,	30 mins
Illustrative talk	<ul style="list-style-type: none"> • Types of reservations 	audiovisual facilities and flip	30 mins
Illustrative talk	<ul style="list-style-type: none"> • Planning menus for bookings and functions 	charts	30 mins

Illustrative talk	<ul style="list-style-type: none"> • Sketch a mock-up of the basic menu layout 		1.5 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Special menus 		1.5 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Inventory of food and beverage services 	Visit to hospitality establishments EITHER Training kitchen	1.5 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Inventory control 		2 hrs
Illustrative talk	<ul style="list-style-type: none"> • Balancing supply and demand 		1.5 hrs
Illustrative talk	<ul style="list-style-type: none"> • Manage appropriate staffing levels 		2 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Staffing estimation worksheets 		2 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of reservation, planning menus for bookings and functions, inventory of food and beverage, manage appropriate staffing levels</p> <ul style="list-style-type: none"> • After the practical activities the learner will be able to plan bookings and functions • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 15 hrs			

Lesson Plan: 6/34	
Module 2/10	Co-ordinate the operation of the food preparation and cooking area
Learning Unit 2/6	Maintain kitchen log of food production on a daily basis

Learning Outcomes

- Collect and use appropriate information to maintain kitchen Production sheet
- Check previous log records and use information to plan operations
- Consult with Sous Chef or next shift and advise of logged issues that will impact on planning operations
- Offer ideas and suggestions to the executive chef to help with planning menus and improving overall kitchen performance

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to design and implement menus and recipes</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	• Menus and Recipes	Class room	1 hr
Illustrative talk & practical	• Menu Forms and Functions	with multimedia aid,	1 hr
Illustrative talk & practical	• Kind of Meal	audiovisual facilities and flip charts	30 mins
Practical	• Building the Menu	Visit to hospitality establishments	1 hr
Practical	• Measurement	EITHER	30 mins
Practical	• Recipes Yield	Training kitchen	2 hrs

Practical	<ul style="list-style-type: none"> • Food Production 	4 hrs	
Illustrative talk & role play	<ul style="list-style-type: none"> • Recipe Problems 	40 mins	
Illustrative talk & practical	<ul style="list-style-type: none"> • Maintain Kitchen Log 	1 hr	
Illustrative talk & role play	<ul style="list-style-type: none"> • Food Production Record Keeping 	30 mins	
Illustrative talk & practical	<ul style="list-style-type: none"> • Food & Beverage Inventory Cost Control 	1 hr	
Illustrative talk & practical	<ul style="list-style-type: none"> • Kitchen Log of Food Production Activities 	1 hr	
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of Menus and recipes used in the kitchen</p> <ul style="list-style-type: none"> • After the practical activities the learner will be able to design and implement menus and recipes • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 15 hrs			

Lesson Plan: 7/34	
Module 2/10	Co-ordinate the operation of the food preparation and cooking area
Learning Unit 3/6	Manage communications between the food and beverage service area and other departments

Learning Outcomes

- Agree with other department heads the most appropriate written, verbal and technological methods of communicating different types of information
- Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the food and beverages service to other departments
- Communicate appropriate information with other departments and make sure the communication has been delivered and received as intended
- Ensure that other departments have the opportunity to ask questions and checking their understanding
- Present a positive image of own self and the food and beverage service department

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to communication between food and beverage service areas and other departments</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	• I n t e r d e p a r t m e n t a l Communication	Class room with multimedia aid,	1 hr
Illustrative talk & practical	• A memorandum	audiovisual facilities and flip charts	2 hrs
Illustrative talk & practical	• Office circulars	Visit to	2 hrs

Role play	<ul style="list-style-type: none"> • Suggestions 		1 hr
Illustrative talk & practical	<ul style="list-style-type: none"> • Complaints 		1 hr
Illustrative talk	<ul style="list-style-type: none"> • Value of Presenting a Positive Image 		1 hr
Illustrative talk	<ul style="list-style-type: none"> • Effective Speaking 		1 hr
Illustrative talk	<ul style="list-style-type: none"> • Presenting a Positive Image of Yourself 		1 hr
Illustrative talk & practical	<ul style="list-style-type: none"> • Types of Problems Arise In Workplace 	hospitality establishments EITHER	1 hr
Illustrative talk	<ul style="list-style-type: none"> • Identify the Issues 	Training kitchen	1 hr
Illustrative talk & role play	<ul style="list-style-type: none"> • List the Possible Solutions 		2 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Evaluate the Options 		1 hr
Illustrative talk	<ul style="list-style-type: none"> • Select an Option or Options 		1 hr
Illustrative talk & practical	<ul style="list-style-type: none"> • Document the Agreement 		2 hr
Illustrative talk	<ul style="list-style-type: none"> • Agree on Contingencies, Monitoring, and Evaluation 		1 hr
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of how to implement procedures for communication in kitchen section team, food and beverage service team and other departments</p> <ul style="list-style-type: none"> • After the practical activities the learner will be able to communication between food and beverage service areas and other departments • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 20 hrs			

Lesson Plan: 8/34	
Module 2/10	Co-ordinate the operation of the food preparation and cooking area
Learning Unit 4/6	establish and maintain the condition of kitchen work areas and equipment

Learning Outcomes

- Check that equipment is working correctly in the kitchen and other work areas
- Ensure that all relevant kitchen equipment is maintained, calibrated or replaced on a regular basis
- Ensure that kitchen equipment is being used correctly and efficiently by associates
- Ensure that work areas are kept in a neat and clean condition at all times and report any maintenance requirements to the appropriate department
- Ensure that kitchen areas are refurbished at appropriate and agreed intervals
- Organize appropriate staff training activities to promote efficient usage of kitchen equipment and awareness of maintenance requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to manage equipment, it's function and maintenance, calibration or replacement, and safety of work</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & practical	<ul style="list-style-type: none"> • Equipment, it's Functions and Maintenance 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to	1 hr
Illustrative talk & practical	<ul style="list-style-type: none"> • Cooking Equipment 		2 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Ovens 		1 hr

Illustrative talk & practical	• Broilers and Salamanders		1 hr
Illustrative talk & practical	• Grills		1 hr
Illustrative talk & practical	• Deep Fryers		1 hr
illustrative talk & practical	• Processing Equipment		2 hr
Illustrative talk & practical	• Slicer		1 hr
Illustrative talk & practical	• Pots and Pans	hospitality establishments	1 hr
Illustrative talk & practical	• Measuring Devices	EITHER	2 hr
Illustrative talk & practical	• Knives	Training kitchen	1 hr
Illustrative talk	• Work Areas Maintenance and Refurbishment		3 hrs
Illustrative talk & practical	• Calibration or replacement requirements of equipment		1 hr
Illustrative talk & role play	• Corrective Action to Improve The Safety of Work Areas		1 hr
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of how to maintain and use the equipment</p> <ul style="list-style-type: none"> • After the practical activities the learner will be able to manage equipment, it's function and maintenance, calibration or replacement, and safety of work • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 20 hrs			

Lesson Plan: 9/34	
Module 2/10	Co-ordinate the operation of the food preparation and cooking area
Learning Unit 5/6	Contribute to the management of physical kitchen resources

Learning Outcomes

- Give relevant people the opportunity to provide information on the resources the team needs
- Make recommendations for the use of resources
- Monitor the use of resources under own control at appropriate intervals
- Observe and check that the use of resources by the team is efficient and takes into account the potential impact on the environment
- Ensure that records relating to the use of resources are complete, accurate and available to authorized people only

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to implement procedures for communication</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Communicate effectively with Executive chef 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to	2 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Procedure for Making Recommendations 		2 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Steps for an Effective Recommendation Improvement 		2 hrs

Illustrative talk	with Executive Chef • Recommendations Consistent with Policies		1 hr
Illustrative talk	• Setting Goals - SMART		2 hrs
Illustrative talk	• Organizational Policies		1 hr
Illustrative talk & practical	• Management of Resources	hospitality establishments	2 hrs
Illustrative talk	• Trends and Developments of Resources	EITHER Training kitchen	2 hrs
Illustrative talk	• Food Trends		2 hrs
Illustrative talk & practical	• Environmental Impact of the Resources • Energy • Waste • Water		3 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of how to Communicate effectively • After the practical activities the learner will be able to implement procedures for communication • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 20 hrs			

Lesson Plan: 10/34	
Module 2/10	Co-ordinate the operation of the food preparation and cooking area
Learning Unit 6/6	Contribute to the development and introduction of recipes and menus

Learning Outcomes

- Consider food combinations, flavors and dietary requirements when introducing new recipe and menu suggestions
- Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantities
- Identify suitable supply sources
- Identify methods for presenting, holding and distributing the recipe item
- Cost recipe suggestions taking into account the resources available

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learner will be able to calculate ingredient ratios, cooking times & temperature and apply methods for presenting, holding, distributing & producing recipe items in relation to new menu items</p> <p>Motivate learners to arouse their interest for the learning unit.</p> <p>State the learning outcomes of the learning unit.</p>	Multimedia, White board, Flipcharts etc.	15 min
Main Body			
Illustrative talk & Practical	<ul style="list-style-type: none"> • Existing style, policy and guidelines of recipes and menu 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to	2 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Menu as a planning tool 		2 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Modern Menu 		3 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Special Diets 		2 hrs

Illustrative talk & practical	<ul style="list-style-type: none"> Quality Standards for Recipe 		2 hrs
Illustrative talk	<ul style="list-style-type: none"> Concept of a Balanced Diet 		2 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> Basic Portion Sizes 	hospitality establishments	2 hrs
Illustrative talk	<ul style="list-style-type: none"> Daily Recommendations 	EITHER Training kitchen	2 hrs
Illustrative talk	<ul style="list-style-type: none"> Nutritional values of different groups 		2 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of types of considerations for new recipes, supplies, cost, production and resources needed to carry out responsibilities in relation to new menu items</p> <ul style="list-style-type: none"> After the practical activities the learner will be able to calculate ingredient ratios, cooking times & temperature and apply methods for presenting, holding, distributing & producing recipe items in relation to new menu items Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 20 hrs			

Lesson Plan: 11/34	
Module 3/10	Monitoring Supplies for Kitchen Operations
Learning Unit 1/6	Check Quality and Quantity of Food Deliveries and Other Products in Store

Learning Outcomes

- 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

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will kitchen operation, food deliveries and other products in store, Prepare estimates for food items, Generate food order requisitions, Follow-up for the store issues • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 min
Main Body			
Illustrative talk & Practical	<ul style="list-style-type: none"> • Kitchen Operation 		4 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Quality and Quantity of Food for Regular Menus 		5 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Managing Food Preparation and Cooking Processes 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to	5 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Requisition for Food and Ingredients 		5 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Store Management 		5 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Portion Control 		4 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit trainee will learn kitchen operation, food deliveries and other products in store, Prepare estimates for food items, Generate food order requisitions, Follow-up for the store issues</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able to plan and manage food demands and other products in store Conduct formative assessment at the end of the session. • Conduct formative assessment at the end of the session 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 min</p>
Total Time: 30 hrs			

Lesson Plan: 12/34	
Module 3/10	Monitoring Supplies for Kitchen Operations
Learning Unit 2/2	Prepare Food Order Requisitions to Meet Requirements of Food Production

Learning Outcomes

- Follow-up for the store issues and other stock requisitions
- Deal with any issues regarding discrepancies with requisitions, including quantity, size, presentation and quality

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn Kitchens inventory operations and requisitions process, and yield calculations • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 min
Main Body			
Illustrative talk & Practical	<ul style="list-style-type: none"> • Requirements of Restaurant Business 	Class room with multimedia aid, audiovisual facilities and flip charts	19 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Yield Management 	Visit to hospitality establishments EITHER Training kitchen	17 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	In this learning unit trainee will learn Kitchens inventory operations and requisitions process, and yield calculations	Class room with multimedia aid, audiovisual facilities and	45 mins

<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<ul style="list-style-type: none"> • After completion of this learning unit you will be able to manage inventory management & control and find out yield calculations • Conduct formative assessment at the end of the session 	<p>flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
<p>Total Time: 30 hrs</p>			

Lesson Plan: 13/34	
Module 3/10	Monitoring the Quality of Food Production
Learning Unit 2/2	Check that Preparation of Food Meets Requirements

Learning Outcomes

- Check that associates understand the requirements for preparing food
- Check that associates have the correct tools and equipment for preparing food correctly
- Check that associates are using appropriate methods to prepare food for cooking
- Check that the preparation of food meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn about how to check preparation of food meets requirements. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & Practical	• Kitchen Production operations	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	7 hrs
Illustrative talk & practical	• Operational Management Systems		7 hrs
Illustrative talk	• Kitchen Layout		8 hrs
Illustrative talk & practical	• Correct tools and equipment for preparing food correctly		8 hrs
Conclusion			
Illustrative talk & Practical	In this learning unit trainee will learn Kitchens inventory operations and	Class room with	

demonstration along with training video & Role Play	requisitions process, and yield calculations	multimedia aid, audiovisual facilities and	
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this learning unit Trainee will learn about how to check preparation of food meets requirements.</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures of food to meets requirements • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 40 hrs			

Lesson Plan: 14/34	
Module 4/10	Monitoring the Quality of Food Production
Learning Unit 2/3	Check that Cooking of Food Meets Requirements

Learning Outcomes

- Check that associates understand the requirements for cooking food
- Check that associates have the correct tools and equipment to cook food correctly
- Check that associates are using appropriate methods to cook food correctly
- Check that the dish has the correct flavor, consistency and quantity
- Check that cooking of food meets quality requirements
- Ensure that portion control requirements are met

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn about how to check preparation of food meets requirements. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & Practical	<ul style="list-style-type: none"> • Storage of Food Guidelines 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	8 hrs
Illustrative talk	<ul style="list-style-type: none"> • Risks Associated with Storage of Food 		4 hrs
Illustrative talk	<ul style="list-style-type: none"> • P h y s i c a l & C h e m i c a l Contaminants in Food 		4 hrs

Illustrative talk & practical	<ul style="list-style-type: none"> • Methods for Cooking 		20 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Stock Rotation 		3 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this learning unit trainee will learn about cooking of food meets requirements.</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures of cooking to meets requirements • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
Total Time: 40 hrs			

Lesson Plan: 15/34	
Module 4/10	Monitoring the Quality of Food Production
Learning Unit 3/3	Check the Clear Down is Carried Out Efficiently

Learning Outcomes

- Ensure that work areas are cleared of equipment and food products
- Ensure that all equipment and surfaces are cleaned and sanitized
- Ensure that all surplus food, equipment and materials are returned to the appropriate department
- Ensure that the team hands over to the next shift if appropriate

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn about cooking of food meets requirements. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Teams are Managing Efficient Work 	Class room with multimedia aid, audiovisual facilities and flip charts	6 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Monitor Procedures for Handing Over to the Next Shift 	Visit to hospitality establishments	6 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Communications For Handing Over To Next Shift 	EITHER Training kitchen	7 hrs
Conclusion			
Illustrative talk & Practical	In this learning unit trainee will learn about cooking of food meets	Class room with	45 mins

<p>demonstration along with training video & Role Play</p>	<p>requirements:</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures of cooking to meets requirements • Conduct formative assessment at the end of the session. 	<p>multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	
<p>Total Time: 20 hrs</p>			

Lesson Plan: 16/34	
Module 5/10	Supervise the Delivery of Effective Kitchen Service to Food Service Team
Learning Unit 1/3	Develop and Maintain Positive Working Relationships Between Kitchen and Food Service Teams

Learning Outcomes

- Be professional to promote a positive image of kitchen section
- Adapt behavior to take into account the food service team's methods of communication and working
- Trust and respect among associate at work place
- Listen to requests and adhere to any promises made
- Communicate relevant information to colleagues

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn positive working relationships between kitchen and food service teams. • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Methods of Communication 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	6 hrs
Illustrative talk	<ul style="list-style-type: none"> • Appropriate Styles of Communication 		5 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Innovative Methods to Improving Relationships 		4 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Training and Motivation of Associates 		4 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit trainee will learn positive working relationships between kitchen and food service teams.</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures for positive working relationships • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
<p>Total Time: 20 hrs</p>			

Lesson Plan: 17/34	
Module 5/10	Supervise the Delivery of Effective Kitchen Service to Food Service Team
Learning Unit 2/3	Ensure that the Kitchen Team Deliver Effective Service to Food Service Team at all Times

Learning Outcomes

- Ensure that kitchen team plan, prepares and organizes the production of food with due attention to the needs of the food service team
- Ensure that service delivery to food service teams is maintained during very busy periods and unusually quiet periods
- Consistently meet the expectations of the food service team
- 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
- Solve problems with service systems and procedures that might affect the food service team before they become aware of them

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn how to kitchen team deliver effective service to food service team at all times. • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & role play	• How to Plan Work	Class room with	8 hrs
Illustrative talk & role play	• Respond to Unexpected Additional Workloads	multimedia aid, audiovisual facilities and flip charts	8 hrs
Illustrative talk & practical	• Systems for delivering service		9 hrs

Illustrative talk & role play	<ul style="list-style-type: none"> • Expectations of Food Service Teams 	Visit to hospitality establishments EITHER Training kitchen	11 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this learning unit you will learn how to kitchen team deliver effective service to food service team at all times.</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able to implement kitchen team deliver effective service to food service team at all times • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 35 hrs			

Lesson Plan: 18/34	
Module 5/10	Supervise the Delivery of Effective Kitchen Service to Food Service Team
Learning Unit 3/3	Solve problems for food service team

Learning Outcomes

- Actively use comments and guest feedback to establish reliability/quality of service provided to guests
- 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
- Recommend service reliability improvements from guest surveys and feedback
- Maintain service reliability improvements by monitoring guest service responses

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn problems for food service team. Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Working Relationships with the Food Service 		8 hrs
Illustrative talk	<ul style="list-style-type: none"> • Problem Solving With Service Team 	EITHER Training kitchen	9 hrs
Illustrative talk	<ul style="list-style-type: none"> • Avoid Repetition of Problems 		8 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Balancing the Expectations of the Food Service Team 		8 hrs

		EITHER Training kitchen	
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this learning unit Trainee will learn problems for food service team.</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement solutions for problems for food service team • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 35 hrs			

Lesson Plan: 19/34	
Module 6/10	Manage Comments and Complaints Relating to Food Production
Learning Unit 1/2	Manage Comments Relating to Food Production

Learning Outcomes

- Develop good relationship with the food service team to get regular verbal feedback
- Ask guests for feedback during food service
- Ensure that written guest feedback is collected and discussed with the team
- Monitor the food production team to ensure improvement based on feedback from various sources

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn about production comments handling. • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Comment on the Range of Products and Services • Channels of Feedback • Procedures for Information & Responding to Comments 	Class room with multimedia aid, audiovisual facilities and flip charts	4 hrs
Illustrative talk		Visit to hospitality establishments	4 hrs
Illustrative talk & role play		EITHER Training kitchen	4 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit you Trainee learn about production comments handling.</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures for production comments management in the kitchen • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 15 hrs			

Lesson Plan: 20/34	
Module 6/10	Manage Comments and Complaints Relating to Food Production
Learning Unit 2/2	Manage Complaints Relating to Food Production

Learning Outcomes

- Gather sufficient information to enable assessment of the nature and severity of the complaint
- Report any complaints that are outside own authority to deal with to the appropriate person
- Make appropriate notes and a record of the complaint and the actions taken
- Identify any changes to the organization's procedures which are necessary to avoid future similar complaints

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will about complaints relating to food production. • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Comment on the Range of Products and Services 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	4 hrs
Illustrative talk	<ul style="list-style-type: none"> • Channels of Feedback 		4 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Procedures for Information & Responding to Comments 		4 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit you will learn about complaints relating to food production.</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures for complaints relating to food production in the kitchen • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 15 hrs			

Lesson Plan: 21/34	
Module 7/10	Monitoring Health and Safety Issues in Food Production Areas
Learning Unit 1/3	Ensure that all Kitchen Associates Follow Organizational Requirements for Health and Safety

Learning Outcomes

- Assess the risks in kitchen environments
- Check the extent to which all associates are aware of and follow health and safety requirements in line with organizational requirements
- Monitor the extent to which associates identify any hazards or potential hazards and deal with these correctly
- Monitor the reports made by associates on any accidents or near accidents
- Monitor the way that associates practice emergency and security procedures correctly

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn health and safety issues • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	• Implementation of HACCP	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	4 hrs
	• FirstAid, Fire Fighting Training		4 hrs
	• RiskAssessment		3 hrs
	• Work in a Healthy, Safe and Hygienic Environment		4 hrs
	• Food Safety Policy		4 hrs

	<ul style="list-style-type: none"> • Food Safety and Hygiene Practices • Methods to Deal With Emergencies • Food Safety Storing, Preparing and Cooking Food • Food Poisoning 		<p>4 hrs</p> <p>4 hrs</p> <p>4 hrs</p> <p>4 hrs</p>
Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit Trainee will learn health and safety issues</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures for health and safety management • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 40 hrs			

Lesson Plan: 22/34	
Module 7/10	Monitoring Health and Safety Issues in Food Production Areas
Learning Unit 2/3	Monitor Efficient and Effective Use of Kitchen Equipment

Learning Outcomes

- Ensure that all equipment is working correctly in own section of the kitchen
- Arrange for appropriate maintenance for all equipment available in own section of the kitchen on a regular basis
- Ensure that appropriate equipment is properly calibrated according to operating instructions in own section of the kitchen
- Check that associates are using equipment correctly, efficiently and effectively in own section of kitchen
- Take corrective action where required to improve the safety of work areas

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn about efficient and effective use of kitchen equipment. • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & role play	• Maintain equipment	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	6 hrs
Illustrative talk & role play	• Common meaning tools in commercial kitchen		6 hrs
Illustrative talk & practical	• Maintenance, calibration of equipment		7 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit Trainee will learn about efficient and effective use of kitchen equipment</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement methodology to for use of kitchen equipment • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 20 hrs			

Lesson Plan: 23/34	
Module 7/10	Monitoring Health and Safety Issues in Food Production Areas
Learning Unit 3/3	Maintain and monitor the kitchen cleaning program

Learning Outcomes

- Ensure that all associates understand their role in undertaking cleaning duties
- Monitor the number of associates to undertake the cleaning program effectively
- Check that there are no hazards present that would affect the cleaning program
- Observe and check that associates are using cleaning tools and materials safely, effectively and efficiently
- Monitor appropriate checklists to ensure that the cleaning program has been completed correctly and according to organizational standards

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn about kitchen cleaning program • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Cleaning Program 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	3 hrs
Illustrative talk	<ul style="list-style-type: none"> • Functions of the Cleaning Program 		3 hrs
Illustrative talk	<ul style="list-style-type: none"> • Manage the Cleaning Program 		3 hrs
Illustrative talk	<ul style="list-style-type: none"> • Prepare and implement cleaning schedules 		3 hrs
Role play	<ul style="list-style-type: none"> • Asses and Plan Rotas 		4 hrs
Practical	<ul style="list-style-type: none"> • Storing Cleaning, Equipment Or Products 		3 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit you will learn about kitchen cleaning program</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures for Maintenance and monitor the kitchen cleaning program • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 30 hrs			

Lesson Plan: 24/34	
Module 8/10	Monitoring and controlling kitchen costs and waste
Learning Unit 1/3	Check that food items are stored at the correct temperature

Learning Outcomes

- 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
- Ensure that procedures are being followed to achieve best presentation of all dishes in all kitchen outlets (eg cold kitchen, hot kitchen, bakery kitchen)
- Ensure consistent inspection of food preparation, cooking and presentation

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn stored at the correct temperature. • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	45 mins
Main Body			
Illustrative talk & role play	<ul style="list-style-type: none"> • Store food correctly and at the correct temperature 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	7 hrs
Illustrative talk & practical	<ul style="list-style-type: none"> • Preparing food storage 		8 hrs
Illustrative talk	<ul style="list-style-type: none"> • Prevention from cross contamination 		7 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Monitoring of store food correctly 		7 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit Trainee will learn stored at the correct temperature.</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures for stored at the correct temperature • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 30 hrs			

Lesson Plan: 25/34	
Module 8/10	Monitoring and controlling kitchen costs and waste
Learning Unit 2/3	Check that all sections are managing kitchen waste effectively

Learning Outcomes

- Identify the daily food preparation requirements
- Ensure that food is produced as per recipes and according to organizational portion controls
- Check that food presented for service is of the type, quality and quantity required by the guest
- Ensure that each section is minimizing waste in line with organizational requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee learn how to check that kitchen sections are working to requirements and not overproducing. • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & role play	• Manage and control food costs	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	4 hrs
Illustrative talk & role play	• Set targets		3 hrs
Illustrative talk	• Monitor food costs		4 hrs
Illustrative talk & practical	• Yields and profits		4 hrs
Illustrative talk	• Problems with the quantity and quality of dishes		4 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit Trainee will learn how to check that kitchen sections are working to requirements and not overproducing</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures for stored at the correct temperature • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 20 hrs			

Lesson Plan: 26/34	
Module 8/10	Monitoring and controlling kitchen costs and waste
Learning Unit 3/3	Check that all sections are managing kitchen waste effectively

Learning Outcomes

- Ensure that associates understand the correct temperature for the service of different dishes
- Monitor that dishes are presented and maintained at the appropriate temperature
- Ensure that all food storage areas are maintained at the required temperature Ensure that food transportation equipment is maintained at the correct temperature
- Identify and resolve any problems in temperature maintenance

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee learn how to managing kitchen waste effectively. • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	• Manage the types of waste material	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	7 hrs
	• Principles of waste management		7 hrs
	• Management of waste areas		8 hrs
	• Monitor that dishes are presented, Stored and maintained at the appropriate temperature		7 hrs

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>In this learning unit Trainee will learn managing kitchen waste effectively</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able implement procedures for waste management • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 30 hrs			

Lesson Plan: 27/34	
Module 9/10	Monitoring delivery of food production into service areas
Learning Unit 1/3	Check that food has been presented as intended

Learning Outcomes

- Ensure that the final presentation of dishes is in line with organisational requirements and guest needs
- Identify and rectify any gaps in presentation and delivery of dishes
- Ensure that procedures are being followed to achieve best presentation of all dishes in all kitchen outlets (eg cold kitchen, hot kitchen, bakery kitchen)
- Ensure consistent inspection of food preparation, cooking and presentation

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learners should be able to identify and rectify gaps in presentation and delivery of dishes</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts</p> <p>Visit to hospitality establishments EITHER Training kitchen</p>	15 mins
Main Body			
Illustrative talk & Practical demonstration	<p>The learner should be explained how to manage:</p> <ul style="list-style-type: none"> • 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>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauce boats</p> <p>Details of requirements, including food check from</p>	5 hrs

Illustrative talk & Practical demonstration	<ul style="list-style-type: none"> Importance of final presentation of dishes being in line with organisational requirements and guest needs, including meeting guest requirements and expectations, meeting organisational standards, identifying and rectifying any gaps in presentation and delivery of dishes 	food outlet 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)	5 hrs
Illustrative talk & Practical demonstration	<ul style="list-style-type: none"> Inspection of food preparation, cooking and presentation, in order to manage professional and organisational standards 		5 hrs
Illustrative talk	<ul style="list-style-type: none"> Identify the need for additional or remedial training 		5 hrs
Illustrative talk	<ul style="list-style-type: none"> Establish and monitor processes to check that food presented for service is of the type, quality and quantity required by the guest 		5 hrs
Illustrative talk	<ul style="list-style-type: none"> Feedback on food production 		4 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of monitoring delivery of food production into service areas</p> <ul style="list-style-type: none"> After the practical activities the learner will be able to understand importance of following current culinary trends and methods, including technological advances to comply with relevant regulations and standards Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 30 hrs			

Lesson Plan: 28/34	
Module 9/10	Monitoring delivery of food production into service areas
Learning Unit 2/3	Check quantities of food are as required and intended

Learning Outcomes

- Identify the daily food preparation requirements
- Ensure that food is produced as per recipes and according to organisational portion controls
- Check that food presented for service is of the type, quality and quantity required by the guest
- Ensure that each section is minimizing waste in line with organisational requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learners should be able to Identify food preparation requirements, portion controls food presentation.</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts</p> <p>Visit to hospitality establishments EITHER Training kitchen</p>	1 hr
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>The learner should be explained how to manage:</p> <p>Quantities and portions of dishes in line with organisational requirements and guest needs, including the impact on costs, guest perceptions, identifying and rectifying any gaps in quantities of dishes produced, including cooking extra dishes when required, keeping guests informed of any delays</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauce boats</p> <p>Details of requirements, including food check from</p>	7 hrs

Practical demonstration	<ul style="list-style-type: none"> Food is produced as per recipes and according to organisational portion controls (including set weight per person, number of portions per dish) and what these controls are, including set weight per person, number of portions per dish 	<p>food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	7 hrs
Practical demonstration & role play	<ul style="list-style-type: none"> Food presented for service is of the type and quantity required by the guest 	<p>food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	5 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>Complete understanding of quantities and portions of dishes, Food presentation</p> <ul style="list-style-type: none"> After the practical activities the learner will be able to understand food preparation requirements, portion controls food presentation Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	45 mins
Total Time: 20 hrs			

Lesson Plan: 29/34	
Module 9/10	Monitoring delivery of food production into service areas
Learning Unit 3/3	Check that food is served at correct temperature

Learning Outcomes

- Ensure that associates understand the correct temperature for the service of different dishes
- Monitor that dishes are presented and maintained at the appropriate temperature
- Ensure that all food storage areas are maintained at the required temperature
- Ensure that food transportation equipment is maintained at the correct temperature
- Identify and resolve any problems in temperature maintenance

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this unit learners should be able to implement of HACCP standards, hold and serve hot food, monitor the correct temperature for the service of different dishes, maintaining food storage areas and food transportation equipment.</p> <ul style="list-style-type: none"> • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	15 min
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>The learner should be explained how to manage:</p> <ul style="list-style-type: none"> • Effective implementation of HACCP standards • Hold and serve hot food, 	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauce boats</p>	7 hrs
			7 hrs

<p>Illustrative talk & role play</p>	<p>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> <ul style="list-style-type: none"> • Food presented for service is of the type, quality and quantity required by the guest (including warmers, servicing trolleys) 	<p>Details of requirements, including food check from food outlet</p>	<p>2 hrs</p>
<p>Illustrative talk & Practical demonstration</p>	<ul style="list-style-type: none"> • 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>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief,</p>	<p>2 hrs</p>
<p>Illustrative talk & Practical demonstration</p>	<ul style="list-style-type: none"> • Problems with temperature of food, including faulty equipment, poor service delivery, lack of training 	<p>white apron, safety trainers or boots, disposable gloves)</p>	<p>5 hrs</p>
<p>Illustrative talk & Practical demonstration</p>	<ul style="list-style-type: none"> • Rectify problems with temperature of food, including reheating where appropriate, disposing of food and re-cooking dish where appropriate, monitoring issues relating to potential food safety and food poisoning due to poor temperature controls 		<p>5 hrs</p>
<p>Illustrative talk</p>	<ul style="list-style-type: none"> • Feedback on food production 		<p>1 hr</p>

Conclusion			
<p>Illustrative talk & Practical demonstration along with training video & Role Play</p>	<p>Complete understanding of HACCP standards, holding and serving food, temperature for the service of different dishes, food storage areas</p> <ul style="list-style-type: none"> • After the practical activities the learner will be able to understand HACCP standards, hold and serve hot food, monitor the correct temperature for the service of different dishes, maintaining food storage areas and food transportation equipment • Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen</p>	<p>45 mins</p>
Total Time: 30 hrs			

Lesson Plan: 30/34	
Module 10/10	Support the Professional Development Of the Kitchen Team
Learning Unit 1/5	Contribute To the Development Of Kitchen Teams And Individuals

Learning Outcomes

- Contribute to the identification of development needs for kitchen individuals and teams accurately
- 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
- Contribute to development activities to support kitchen team objectives and plans
- Contribute to the assessment of kitchen associates against development objectives
- Provide information about assessments to authorized people only, in the required format and to agreed deadlines

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this unit learner will be able to learn about development of kitchen teams and individuals • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	• Needs For Kitchen Individuals And Teams	Class room with multimedia aid, audiovisual facilities and flip charts	1 hr
Illustrative talk	• Analysing and Preparing Data	Visit to hospitality	1 hr
Illustrative talk	• Plan Effectively, To Maximize		1 hr

Illustrative talk	<p>Opportunities</p> <ul style="list-style-type: none"> Assess your staff training needs 		2 hrs
Illustrative talk	<ul style="list-style-type: none"> Developmental Needs To Kitchen Associates 		1 hr
Illustrative talk'	<ul style="list-style-type: none"> Manage Kitchen Team Development 	establishments EITHER Training kitchen	1 hr
Illustrative talk	<ul style="list-style-type: none"> Kitchen Development Needs 		1 hr
Illustrative talk	<ul style="list-style-type: none"> Developmental Plan 		2 hrs
Illustrative talk	<ul style="list-style-type: none"> Assess Kitchen Associates against Development 		1 hr
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this learning unit trainee will learn about development of kitchen teams and individuals</p> <ul style="list-style-type: none"> After the practical activities the learner will be able to Contribute to the development of kitchen teams and individuals Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 15 hrs			

Lesson Plan: 31/34	
Module 10/10	Support the Professional Development Of the Kitchen Team
Learning Unit 2/5	Contribute To the Provision Of Required Kitchen Associates

Learning Outcomes

- Use methods to assess and select kitchen associates that meet kitchen requirements
- Provide information that is complete, accurate and supports the fair assessment of kitchen associates
- Make suggestions for the selection of kitchen associates that are based on objective assessments of the information against agreed selection criteria
- Make suggestions for selection that are clear and accurate
- Make suggestions available only to authorized people
- Handle communications with kitchen associates in a manner and at a level and pace appropriate to their needs

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this unit learner will be able to learn about staff development • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk	<ul style="list-style-type: none"> • Communicate Effectively With Kitchen Associates 	Class room with multimedia aid, audiovisual facilities and flip charts	1 hr
Illustrative talk	<ul style="list-style-type: none"> • Suggestions For Selection Effectively 	Visit to hospitality	1 hr

Illustrative talk & role play	• Selection Processes		2 hrs
Illustrative talk & role play	• Assessment And Selection Of Staff		2 hrs
Illustrative talk & role play	• Manage Selection Process	establishments	2 hrs
Role play	• Effective Communication	EITHER Training kitchen	2 hrs
Role play	• Work Review		2 hrs
Practical	• How Performance Can Be Improved		2 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this learning unit Trainee will learn about staff development</p> <ul style="list-style-type: none"> • After completion of this learning unit you will be able to Contribute to the provision of required kitchen associates • Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 15 hrs			

Lesson Plan: 32/34	
Module 10/10	Support the Professional Development Of the Kitchen Team
Learning Unit 3/5	Lead the Work Of Kitchen Teams And Individuals To Achieve Objectives

Learning Outcomes

- Plan the work of kitchen teams and individuals
- Involve the kitchen team and individuals when planning their work
- Present work plans in a way that gains the support and commitment of those involved
- Assess the work of kitchen teams and individuals
- Provide both positive and negative feedback to kitchen teams and individuals on their work
- Review the work of the kitchen team and individuals on a regular basis

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this unit learner will be able to learn about staff development • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk& role play	<ul style="list-style-type: none"> • Importance Of Effective Communication When Explaining Work Plans And Allocations 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality	3 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Regularly Review Work 		4 hrs
Illustrative talk & role play	<ul style="list-style-type: none"> • Constructive Suggestions 		4 hrs

Illustrative talk	<ul style="list-style-type: none"> Plan Work Activities And The Associate's Role And Responsibilities 	establishments EITHER Training kitchen	4 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<p>In this learning unit you will learn about staff development</p> <ul style="list-style-type: none"> After completion of this learning unit you will be able to Contribute to the provision of required kitchen associates Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
Total Time: 20 hrs			

Lesson Plan: 33/34	
Module 10/10	Support the Professional Development Of the Kitchen Team
Learning Unit 4/5	Manage Own Self In A Kitchen Environment

Learning Outcomes

- Develop objectives for own kitchen work role which are compatible with the vision, objectives and values of the kitchen
- Priorities objectives and manage own time in order to achieve them and delegate objectives and responsibilities

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this unit learner will be able to learn about staff development • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit. 	Multimedia, White board, Flipcharts etc.	15 mins
Main Body			
Illustrative talk & Practical	<ul style="list-style-type: none"> • Kitchen's Structure, Systems, Processes 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality	7 hrs
Illustrative talk	<ul style="list-style-type: none"> • Monitor Changes, Trends And Developments 		5 hrs
Illustrative talk	<ul style="list-style-type: none"> • SMART Objectives 		5 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> • In this learning unit Trainee will learn about staff development • After completion of this learning unit you will be able to Contribute to the provision of required kitchen associates • Conduct formative assessment 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER	45 mins

	<ul style="list-style-type: none">• at the end of the session.	Training kitchen	
			Total Time: 20 hrs

Lesson Plan: 34/34	
Module 10/10	Support the Professional Development Of the Kitchen Team
Learning Unit 5/5	Prepare, Deliver And Evaluate Training Sessions For Kitchen Associates And Teams

Learning Outcomes

- Priorities objectives and manage own time in order to achieve them and delegate objectives and responsibilities
- Identify and eliminate distractions and activities that do not support the achievement of own objectives
- Monitor changes to the kitchen's objectives, processes, systems and structures and how these impact on own role
- Identify and respond quickly and positively to new opportunities and urgent situations when they arise, revising own objectives and priorities as necessary
- Monitor progress towards own kitchen objectives and evaluate, with line manager, the extent to which objectives have been achieved
- Ensure that the plan is flexible and open to change
- Bring together the needs and expectations of associates with what is required of them to implement sales development activities
- Prepare appropriate kitchen training plans and materials
- Produce specific aims and objectives for the session
- Identify the resources needed to deliver the session
- Select appropriate methods to delivery training
- Deliver kitchen training individuals or groups
- Evaluate the effectiveness of training for kitchen associates and teams

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical	<ul style="list-style-type: none"> • In this unit learner will be able to evaluate training sessions for kitchen associates and teams 	Multimedia, White board,	15 mins

demonstration along with training video & Role Play	<ul style="list-style-type: none"> Motivate learners to arouse their interest for the learning unit. State the learning outcomes of the learning unit. 	Flipcharts etc.	1 hr	
Main Body				
Illustrative talk	<ul style="list-style-type: none"> Purpose Outcomes From The Training Session 		3 hrs	
Illustrative talk	<ul style="list-style-type: none"> How To Deliver The Session 		3 hrs	
Illustrative talk & practical	<ul style="list-style-type: none"> Appropriately Use Of Technology-Based Training 		3 hrs	
Illustrative talk	<ul style="list-style-type: none"> Plan Appropriately For The Training Session 	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	3 hrs	
Illustrative talk & practical	<ul style="list-style-type: none"> Methods And Resources To Support Delivery Of The Training Session 		5 hrs	
Illustrative talk & practical	<ul style="list-style-type: none"> Manage The Training Process 		5 hrs	
Illustrative talk & role play	<ul style="list-style-type: none"> Determine The Strengths And weaknesses Of The Training Session 		4 hrs	
Illustrative talk	<ul style="list-style-type: none"> Recommendations For Improving The Training Session 		3 hrs	
Conclusion				
Illustrative talk & Practical demonstration along with training video & Role Play	<ul style="list-style-type: none"> In this learning unit trainee will learn how to evaluate training sessions for kitchen associates and teams After completion of this training module the you will be able to Prepare, deliver and evaluate training sessions for kitchen associates and teams Conduct formative assessment at the end of the session. 		Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER training kitchen	45 mins
Total Time: 30 hrs				

DELIVERY AND FACILITATION

Demonstration of Skill

Demonstration or modelling a skill is a powerful tool which is used in vocational training. The instructions for trainers for demonstration of a skill are given under three stages.

PRE-DEMONSTRATION STAGE

- Prior to demonstration of a skill, it is necessary to plan according to lesson plan.
- Read the Procedure mentioned in the Learner Guide for the relevant Learning Unit before demonstration.
- Prepare the physical environment according to requirement of the curriculum.
- Arrange all tools, equipment and consumable material which are required for demonstration of a skill.
- Prepare teaching aids such as audio visual aids, real objects, Models, finished products etc. as required.
- Practice the skill before demonstration to learners, if possible.

DEMONSTRATION STAGE

- Introduce the skill to learners clearly at the commencement of demonstration.
- Explain how the skill relates with the skill(s) already acquired and describe the expected results or show the objects to learners.
- Carry out demonstration in a way that it can be seen by all learners.
- Perform each step slowly and read out each step of the Performance Guide loudly so that all learners can hear and understand.
- Eye contact with the learners should be maintained throughout the demonstration. The instructor should not speak to the equipment.
- In instances where theoretical knowledge is required, temporarily suspend the demonstration and present the theoretical inputs.
- Ask questions and find out whether the trainees have a clear understanding on what was explained.
- Identify critical or complex steps, or steps that involve safety precautions to be followed.
- Repeat critical steps in demonstration, if required.

- Summarize the demonstration by asking questions to learners.

POST DEMONSTRATION STAGE

Allow the learners to perform the relevant skill under your instructions and supervision. This is a very important stage because the learner actually practices the skill according to the instructions already given by the instructor.

PRACTICE

Allow the learners to practice the skill individually or in groups.

ASSESSMENT

Assessment should be done only when the learner is able to perform the relevant skill at the required competency level. If the learner performs a skill at the required competency level, then it should be entered and certified in his/her Evidence Guide.

Instructional Delivery Modes

In Competency Based Training, Competency Standards are the driving force that helps in recognizing the delivery modes and methods for a particular competency. Some delivery modes have been described below which can be used according to the requirements of your competency standards.

- **Direct Instruction:** It involves face-to-face interaction between a instructor and the trainee. Lecture, illustrative talk, demonstration, role play, guided practice, assigning projects, independent practice, assignments, research, surveys, product development etc. are some of the instructional methods under this mode of instruction.
- **On-Job-Training (OJT)/Work-based Instruction:** In OJT or work-based instruction, a learner acquires competencies under the guidance of an expert supervisor outside the training institute environment. The learner observes the procedures in the industry and after guidance from his supervisor demonstrates the competency to get certificate of the qualification.
- **Distance-based Instruction:** It is a mode of delivery in which instruction is provided through open and distance learning mechanism. Information and Communication Technology (ICT), internet and postal services are used for interaction.

Instructional Delivery Methods

Once the instructional delivery modes are identified for a particular competency or a learning module, the next step is to select appropriate instructional delivery methods that can maximize learning and help learners in achieving the desired performance criteria specified by the industry. The instructional delivery methods are categorized into two basic types which are described below.

TEACHER CENTERED DELIVERY METHODS

Lectures / Illustrative Talk	Verbal and visual illustrations are used to clarify concepts, processes or structures. Listening and viewing are more effective when verbal and visual illustrations are used together.
Demonstrations / Modeling a Skill	In demonstration, learners are shown the correct steps for completing a task or are shown an example of a correctly completed task. Modeling is learning by seeing and doing, rather than only listening and obeying.

LEARNER CENTERED DELIVERY METHODS

Working in Groups	Learners work together to complete a task.
Individual Practice	Learners work in small groups to practice new skills.
Doing Research	Learner is given an assignment to carry out some research or survey, in market or in industry, regarding the skills specified in the relevant competency standards.
Role Playing	Learners practice new behavior by assuming a character or role, personality or attitude other than their own.
Group Discussions	Learners discuss issues together and present ideas and opinions to others.
Questions and Answers	Instructor may ask questions to learners to check and build their understanding about a field or area specified in the competency standards.
Study Visits / Field Trips	Through this method, learners are given orientation about the actual processes and procedures performed in industry.

ASSESSMENT OF LEARNERS

Formative Assessment

Learners may be formatively assessed throughout the course. After gaining the competencies mentioned in the learning modules, the learners will be assessed according to the requirements mentioned in the assessment package. This assessment will include practical activities and quizzes.

Summative Assessment

A final summative assessment will be conducted by the Qualification Awarding Body (QAB) to whom the training institute is affiliated with. Purpose of this assessment is to verify whether the learner has achieved all the competencies of the qualification for which he/she was enrolled.

This assessment is to be completed at the end of the course for which a separate Evidence Guide is provided in the Assessment Package. This assessment may include projects developed by the learners, quizzes and practical activities as indicated in the relevant nationally approved Evidence Guides.

Projects

It is an established fact that the self-learning process takes place efficiently in learners by engaging them in a well-planned project. They can be given a project at the end of a learning module or after several learning modules, as applicable. Mainly the projects have two types:

- Production type: In this type of projects, the outcome will be tangible product (constructed or a finished product).
- Problem solving type: In this type of projects, a problem solving process takes place.

Special attention should be given to the following when assigning the projects to learners.

- Explain the give main stages in a project as mentioned below.
 - Planning
 - Organizing
 - Implementing
 - Interpreting
 - Presenting
- Involve learners in the selection of projects. Listen to their views and determine clearly the objective of the project. Recognition of useful ideas, decisions, etc. proposed by them will lead to develop an interest and a responsibility among the trainees.
- Entrust responsibility to learners during planning and organizing stages.
- Projects can be assigned to learners individually or in groups. Generally, group work is found

to provide successful results.

- For maximization of self-learning, allow the trainees to engage in a variety of activities. Collection of necessary information, explorations, observation, etc. should be done by the learners themselves. Provide instructions only when it is necessary.
- The activities of a project must spread over a reasonable period of time.

Assessment of Projects

The following criteria may be used in assessing projects.

Stage 1: Planning

- To what extent is the coverage of the project identified?
- Is the objective established by the learners suitable for the project?
- Can the learners achieve the objective in terms of their abilities and available facilities?

Stage 2: Organizing

- To what detail are all the activities in the project identified?
- How systematically are the activities and procedures organized?
- Are alternative actions planned for problematic situations that may arise?

Stage 3: Implementing

- How well did the learners demonstrate the relevant competencies when they were engaged in the project?
- To what accuracy did the learners perform the relevant tasks?
- How successfully did the trainees face problematic situations?

Stage 4: Interpreting

- How accurately and meaningfully are the information analyzed and synthesized?
- How accurately and clearly are the observations and conclusions interpreted?
- To what extent is the prior knowledge applied in carrying out the project and in problem solving?
- To what extent were the learners involved in exploratory and creative activities during the project?

Stage 5: Presenting

- How simply and clearly are the views expressed when presenting?
- How attractive was the manner of presentation? To what extent was visual media used?
- Has the project been completed within the time limit?

EVALUATION OF TRAINING MATERIAL


The trainers/instructors who implement this training material can inform NAVTTC promptly of any shortcomings in training material on the following format. Please consider it as one of your responsibilities

Format

Trade:			
Training Material	Module Title & Module Code	Learning Unit Title & Learning Unit Code	Suggested Amendments/Fee dback/Proposal
Trainer Guide			
Learner Guide			
Trainer Name:		Trainer Center:	
Signature of Trainer		Date:	

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