

# TRAINING REGULATIONS



## COMMERCIAL COOKING NC IV

**TOURISM SECTOR  
(HOTELS AND RESTAURANTS)**

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
East Service Road, South Superhighway, Taguig City, Metro Manila

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# TRAINING REGULATIONS FOR COMMERCIAL COOKING NC IV

## SECTION 1 COMMERCIAL COOKING NC IV QUALIFICATION

The **Commercial Cooking NC IV** Qualification consists of competencies that a person must achieve to plan and prepare foods to meet special dietary and cultural needs; designs menus, plan and implement a food safety program and catering event; and manage a team of cooks for guests in hotels, motels, restaurants, clubs, canteens, resorts, luxury liners and cruise ships within the company's acceptable standards. He/she is also able to implement and/or execute plans and monitor expenses to generate the required gross profit margins.

This Qualification is packaged from the competency map of the **Tourism Sector (Hotels and Restaurants)** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

<b>CODE NO.</b>	<b>BASIC COMPETENCIES</b>
500311115	Utilize specialized communication skills
500311116	Develop teams and individuals
500311117	Apply problem solving techniques in the workplace
500311118	Collect, analyze and organize information
500311119	Plan and organize work
500311120	Promote environmental protection

<b>CODE NO.</b>	<b>COMMON COMPETENCIES</b>
TRS311210	Conduct assessment
TRS311211	Manage workplace diversity
TRS311212	Manage finances within a budget
TRS311213	Manage quality customer service

<b>CODE NO.</b>	<b>CORE COMPETENCIES</b>
TRS512355	Prepare foods according to dietary and cultural needs
TRS512356	Transport and store food in a safe and hygienic manner
TRS512357	Apply catering control principles
TRS512358	Develop menus to meet special dietary and cultural needs
TRS512359	Select catering systems
TRS512360	Manage facilities associated with commercial catering contracts
TRS512361	Plan the catering for an event or function
TRS512362	Design menus to meet market needs
TRS512363	Develop a food safety program

**A person who has achieved this Qualification is competent to be a/an:**

- Sous Chef
- Executive Sous Chef
- Restaurant Chef

## SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **COMMERCIAL COOKING NC IV**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : UTILIZE SPECIALIZED COMMUNICATION SKILLS**

**UNIT CODE : 500311115**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and internal clients, conduct interviews, facilitate group of discussions, and contribute to the development of communication strategies.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 <b>Strategies</b> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Represent the organization	3.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is clear and sequential and delivered within a predetermined time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is consistent with organizational standards 3.6 Inquiries are responded in a manner consistent with organizational standard
4. Facilitate group discussion	4.1 Mechanisms which enhance <b><i>effective group interaction</i></b> is defined and implemented 4.2 Strategies which encourage all group members to participate are used routinely 4.3 Objectives and agenda for meetings and discussions are routinely set and followed 4.4 Relevant information is provided to group to facilitate outcomes 4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 4.6 Specific communication needs of individuals are identified and addressed
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in <b><i>interview situations</i></b> 5.2 Records of interviews are made and maintained in accordance with organizational procedures 5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication
3. Types of Interview	3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated effective communication skills with clients accessing service and work colleagues</p> <p>1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</p>
2. Underpinning knowledge	<p>2.1 Communication process</p> <p>2.2 Dynamics of groups and different styles of group leadership</p> <p>2.3 Communication skills relevant to client groups</p>
3. Underpinning skills	<p>3.1 Full range of communication techniques including:</p> <p>3.1.1 Full range of communication</p> <p>3.1.2 Active listening</p> <p>3.1.3 Feedback</p> <p>3.1.4 Interpretation</p> <p>3.1.5 Role boundaries setting</p> <p>3.1.6 Negotiation</p> <p>3.1.7 Establishing empathy</p> <p>3.2 Communication skills required to fulfill job roles as specified by the organization</p>
4. Resource implications	<p>4.1 Access to appropriate workplace where assessment can take place</p>
5. Method of assessment	<p>Competency <b>MUST</b> be assessed through</p> <p>5.1 Direct observation</p> <p>5.2 Oral Interview</p>
6. Context of assessment	<p>6.1 This unit should be assessed on the job through simulation</p>



**UNIT OF COMPETENCY : DEVELOP TEAMS AND INDIVIDUALS**

**UNIT CODE : 500311116**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Provide team leadership	1.1. <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b> 1.2. Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented 1.3. Individuals are encouraged to self evaluate performance and identify areas for improvement 1.4. <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process
2. Foster individual and organizational growth	2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards 2.2. <b>Learning delivery methods</b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources 2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies 2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Monitor and evaluate workplace learning	3.1. Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2. Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support 3.3. Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning 3.4. Records and reports of competency are maintained within organizational requirement
4. Develop team commitment and cooperation	4.1. Open communication processes to obtain and share information is used by team 4.2. Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3. Mutual concern and camaraderie are developed in the team
5. Facilitate accomplishment of organizational goals	5.1. Team members actively participated in team activities and communication processes 5.2. Teams members developed individual and joint responsibility for their actions 5.3. Collaborative efforts are sustained to attain organizational goals

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning
2. Organizational requirements	2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.3 Safety policies, procedures and programs 2.4 Confidentiality and security requirements 2.5 Business and performance plans 2.6 Ethical standards 2.7 Quality and continuous improvement processes and standards
3. Feedback on performance	3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Identified and implemented learning opportunities for others</li> <li>1.2. Gave and received feedback constructively</li> <li>1.3. Facilitated participation of individuals in the work of the team</li> <li>1.4. Negotiated learning plans to improve the effectiveness of learning</li> <li>1.5. Prepared learning plans to match skill needs</li> <li>1.6. Accessed and designated learning opportunities</li> </ol>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Coaching and mentoring principles</li> <li>2.2. Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>2.3. Understanding how to facilitate team development and improvement</li> <li>2.4. Understanding methods and techniques for eliciting and interpreting feedback</li> <li>2.5. Understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>2.6. Knowledge of career paths and competency standards in the industry</li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1. Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>3.2. Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>3.3. Planning skills to organize required resources and equipment to meet learning needs</li> <li>3.4. Coaching and mentoring skills to provide support to colleagues</li> <li>3.5. Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>3.6. Facilitation skills to conduct small group training sessions</li> <li>3.7. Ability to relate to people from a range of social, cultural, physical and mental backgrounds</li> </ol>

<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>4.2. Materials relevant to the proposed activity or tasks</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1. Observation of work activities of the individual member in relation to the work activities of the group</p> <p>5.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal</p> <p>5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</p>
<p>6. Context of assessment</p>	<p>6.1. Competency may be assessed in workplace or in a simulated workplace setting</p> <p>6.2. Assessment shall be observed while task are being undertaken whether individually or in-group</p>

**UNIT OF COMPETENCY : APPLY PROBLEM SOLVING TECHNIQUES IN THE WORKPLACE**

**UNIT CODE : 500311117**

**UNIT DESCRIPTOR :** This competency covers the knowledge, skills and attitudes required to apply the process of problem solving and other problems beyond those associated directly with the process unit. It includes the application of structured processes and improvement tools. This competency is typically performed by an experienced technician, team leader or supervisor.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Analyze the problem	1.1. Issues/concerns are evaluated based on data gathered  1.2. Possible causes of problem are identified within the <b>area of responsibility</b> as based on experience and the use of problem solving tools/analytical techniques  1.3 Possible cause statements are developed based on findings
2. Identify possible solutions	2.1 All possible options are considered for resolution of the problem in accordance with <b>safety</b> and operating procedures  2.2 Strengths and weaknesses of possible options are considered  2.3 Corrective action is determined to resolve the problem and its possible future causes
3. Recommend solution to higher management	3.1 Report/ <b>communication</b> or <b>documentation</b> are prepared  3.2 Recommendations are presented to appropriate personnel  3.3 Recommendations are followed-up, if required

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
4. Implement solution	4.1 Measurable objectives are identified 4.2 Resource needs are identified 4.3 Timelines are identified in accordance with plan
5. Evaluate/Monitor results and outcome	5.1. Processes and improvements are identified based on evaluative assessment of problem 5.2. Recommendations are prepared and submitted to superiors.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Area of responsibility	Variables may include but are limited to: <ul style="list-style-type: none"> <li>1.1. Work environment</li> <li>1.2. Problem solution processes</li> <li>1.3. Preventative maintenance and diagnostic policy</li> <li>1.4. Roles and technical responsibilities</li> </ul>
2. Occupational Health and Safety	2.1. As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.
3. Communication	3.1. Variables may include but are not limited to: 3.2. Written communication can involve both hand written and printed material, internal memos, electronic mail, briefing notes and bulletin boards.
4. Documentation	4.1. Audit trails 4.2. Naming standards 4.3. Version control



## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Analyzed the problem</li> <li>1.2. Identified possible solutions</li> <li>1.3. Implemented solutions</li> <li>1.4. Recommended solutions to higher management</li> <li>1.5. Outcome evaluated/monitored</li> </ol> <p>Evidence of satisfactory performance in this unit can be obtained by observation of performance and questioning to indicate knowledge and understanding of the elements of the competency and performance criteria.</p>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Broad understanding of systems, organizational systems and functions</li> <li>2.2. Broad knowledge of help desk and maintenance practices</li> <li>2.3. Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities</li> <li>2.4. Broad knowledge of the operating system</li> <li>2.5. Broad knowledge of the client business domain</li> <li>2.6. Broad knowledge based incorporating current industry practices related to escalation procedures</li> <li>2.7. Broad knowledge based of diagnostic tools</li> <li>2.8. General principles of OHS</li> <li>2.8. Divisional/unit responsibilities</li> </ol>

<p>3. Underpinning skills</p>	<p>3.1. Decision making within a limited range of options.</p> <p>3.2. Communication is clear, precise and varies according to the type of audience</p> <p>3.3. Teamwork in reference to personal responsibility</p> <p>3.4. Time management as applied to self-management.</p> <p>3.5. Analytical skills in relation to routine malfunctions.</p> <p>3.6. General customer service skills displayed.</p> <p>3.7. Questioning and active listening is employed to clarify general information</p>
<p>4. Resource implications</p>	<p>4.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as bank of questions which will be used to probe the reasoning behind the observable actions.</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1. Through direct observation of application to tasks and questions related to underpinning knowledge</p> <p>Under general guidance, checking various stages of operation and at the completion of the activity against performance criteria and specifications</p>
<p>6. Context of assessment</p>	<p>6.1. Competency may be assessed in the work place or in a simulated work place setting</p> <p>6.2. Assessment shall be carried out through TESDA's Accredited Assessment Centers/Venues while tasks are undertaken either individually or as part of a team under limited supervision</p>

**UNIT OF COMPETENCY : COLLECT, ANALYZE AND ORGANIZE INFORMATION**

**UNIT CODE : 500311118**

**UNIT DESCRIPTOR :** This unit covers the outcomes required to process, analyze, interpret and organize workplace information and other relevant data.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Study information requirements	1.1 Needs are identified using established <b>research procedures</b> 1.2 Relevant <b>forms</b> and recording systems are used to gather the information. 1.3 Respondents are selected to implement survey / research based on established procedures.
2. Process data	2.1 <b>Data</b> are collected and collated based on the prescribed method. 2.2 Relevant data are used as references in accordance with the objectives of the program. 2.3 <b>Information</b> is compiled according to the required form.
3. Analyze, interpret and organize information gathered	3.1 Data are analyzed using relevant <b>methodologies</b> 3.2 Where applicable, <b>statistical analysis/methods</b> are employed according to the objectives of the program 3.3 Graphs and other visual presentations are prepared to facilitate analysis / interpretation of information
4. Present findings/ recommendations	4.1 Findings/recommendations summarized and presented/packaged in user-friendly manner 4.2 Relevant inputs gathered to finalize report 4.3 Draft report prepared based on standard format. 4.4 Technical reports are submitted and disseminated to concerned offices.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Research procedures	May include but are not limited to: 1.1 TNA 1.2 Front-end analysis 1.3 Surveys 1.4 Interviews 1.5 Functional analysis 1.6 DACUM research
2. Forms	May include but are not limited to: 2.1 Survey forms/Questionnaires 2.2 Personal information/Profile 2.3 Accident report form 2.4 Requisition slip 2.5 Job orders 2.6 Purchase request form 2.7 Incident report form
3. Methodologies	3.1 Qualitative methods 3.2 Quantitative methods
4. Statistical analysis/methods	4.1. Averages (Mean, Median, Mode) 4.2. Percentage 4.3. Ranks 4.4. Frequency Distribution 4.5. Statistical test
5. Data	5.1. Raw Data
6. Information	6.1. Processed and packaged data

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate</p> <ul style="list-style-type: none"> <li>1.1 Determined information requirements based on organizational goals and objectives.</li> <li>1.2 Used relevant forms and recording systems to gather data</li> <li>1.3 Processed data based on the objectives of the program</li> <li>1.4 Utilized relevant research methods based on the objective of the program</li> <li>1.5 Analyzed and organized information gathered</li> <li>1.6 Submitted/Disseminated technical reports to concerned offices</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Data processing, Information analysis and interpretation</li> <li>2.2 Research methods               <ul style="list-style-type: none"> <li>2.2.1 Qualitative</li> <li>2.2.2 Quantitative</li> <li>2.2.3 Statistical</li> </ul> </li> <li>2.3 Report writing</li> <li>2.4 Use of relevant software               <ul style="list-style-type: none"> <li>2.4.1 Spreadsheets</li> <li>2.4.2 Presentation graphics</li> <li>2.4.3 Work processor</li> <li>2.4.4 Statistical package</li> </ul> </li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Communicating effectively</li> <li>3.2 Performing research and analysis</li> <li>3.3 Reading / interpreting data and information</li> <li>3.4 Problem solving</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace or assessment location</li> <li>4.2 Access to office equipment and facilities relevant to the unit</li> <li>4.3 Case studies/scenarios</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written/ Oral Examination</li> <li>5.2 Interviews</li> <li>5.3 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in actual workplace or TESDA Accredited Assessment Center</li> </ul>

**UNIT OF COMPETENCY :** PLAN AND ORGANIZE WORK

**UNIT CODE :** 500311119

**UNIT DESCRIPTOR :** This unit covers the outcomes required in planning and organizing work. It may be applied to a small independent operation or to a section of a large organization.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Set objectives	1.1 <b>Objectives</b> are consistent with and linked to work activities in accordance with organizational aims 1.2 Objectives are stated as measurable targets with clear time frames 1.3 Support and commitment of team members are reflected in the objectives 1.4 Realistic and attainable objectives are identified
2. Plan and schedule work activities	2.1 Tasks/work activities to be completed are identified and prioritized as directed 2.2 Tasks/work activities are broken down into steps in accordance with set time frames achievable components in accordance with set time frames 2.3 <b>Resources</b> are allocated as per requirements of the activity 2.4 <b>Schedule of work activities</b> is coordinated with personnel concerned
3. Implement work plans	3.1 <b>Work methods and practices</b> are identified in consultation with personnel concerned 3.2 <b>Work plans</b> are implemented in accordance with set time frames, resources and <b>standards</b>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
4. Monitor work activities	4.1 Work activities are monitored and compared with set objectives 4.2 Work performance is monitored 4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards 4.4 Reporting requirements are complied with in accordance with recommended format 4.5 Observe timeliness of report 4.6 Files are established and maintained in accordance with standard operating procedures
5. Review and evaluate work plans and activities	5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information 5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback 5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities 5.4 Performance appraisal is conducted in accordance with organization rules and regulations 5.5 Performance appraisal report is prepared and documented regularly as per organization requirements. 5.6 Recommendations are prepared and presented to <b><i>appropriate personnel/authorities</i></b> 5.7 <b><i>Feedback mechanisms</i></b> are implemented in line with organization policies

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Objectives	1.1. Specific 1.2. General
2. Resources	2.1. Personnel 2.2. Equipment and technology 2.3. Services 2.4. Supplies and materials 2.5. Sources for accessing specialist advice 2.6. Budget
3. Schedule of work activities	3.1. Daily 3.2. Work-based 3.3. Contractual 3.4. Regular 3.5. Confidential 3.6. Disclosure 3.7. Non-disclosure
4. Work methods and practices	4.1. Work methods and practices may include but not limited to: 4.2. Legislated regulations and codes of practice 4.3. Industry regulations and codes of practice 4.4. Occupational health and safety practices
5. Work plans	5.1. Daily work plans 5.2. Project plans 5.3. Program plans 5.4. Organization strategic and restructuring plans 5.5. Resource plans 5.6. Skills development plans 5.7. Management strategies and objectives



VARIABLE	RANGE
6. Standards	6.1. Performance targets 6.2. Performance management and appraisal systems 6.3. National competency standards 6.4. Employment contracts 6.5. Client contracts 6.6. Discipline procedures 6.7. Workplace assessment guidelines 6.8. Internal quality assurance 6.9. Internal and external accountability and auditing requirements 6.10. Training Regulation Standards 6.11. Safety Standards
7. Appropriate personnel/authorities	7.1. Appropriate personnel include: 7.2. Management 7.3. Line Staff
8. Feedback mechanisms	8.1. Feedback mechanisms include: 8.2. Verbal feedback 8.3. Informal feedback 8.4. Formal feedback 8.5. Questionnaire 8.6. Survey 8.7. Group discussion

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Set objectives</li> <li>1.2. Planned and scheduled work activities</li> <li>1.3. Implemented work plans</li> <li>1.4. Monitored work activities</li> <li>1.5. Reviewed and evaluated work plans and activities</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1. Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>2.2. Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>2.3. Team work and consultation strategies</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1. Planning</li> <li>3.2. Leading</li> <li>3.3. Organizing</li> <li>3.4. Coordinating</li> <li>3.5. Communication Skills</li> <li>3.6. Inter-and intra-person/motivation skills</li> <li>3.7. Presentation skills</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided</p> <ul style="list-style-type: none"> <li>4.1. Tools, equipment and facilities appropriate to the proposed activities</li> <li>4.2. Materials relevant to the proposed activities</li> <li>4.3. Work plan schedules</li> <li>4.4. Drawings, sketches or blueprint</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Direct observation/questioning</li> <li>5.2. Practical exercises on Planning and Scheduling Work Activities</li> <li>5.3. Third Party Report (collection of competency evidence)</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1. Competency may be assessed in the workplace or in simulated work</li> </ul>

**UNIT OF COMPETENCY : PROMOTE ENVIRONMENTAL PROTECTION**

**UNIT CODE : 500311120**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in adhering to environmental protection principles, strategies and-guidelines

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Study guidelines for environmental concerns.	1.1 Environmental <b>legislations/conventions</b> and local ordinances are identified according to the different <b>environmental aspects/impact</b> . 1.2 <b>Industrial standard/environmental practices</b> are described according to the different environmental concerns.
2. Implement specific environmental programs.	2.1 <b>Programs/Activities</b> are identified according to organizations policies and guidelines. 2.2 Individual roles/responsibilities are determined and performed based on the activities identified. 2.4 Problems/ constraints encountered are resolved in accordance with organizations' policies and guidelines 2.5 Stakeholders are consulted based on company guidelines.
3. Monitor activities on environmental protection /programs	3.1 Activities are <b>periodically</b> monitored and evaluated according to the objectives of the environmental program 3.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations 3.3 Data gathered are analyzed based on evaluation requirements 3.4 Recommendations are submitted based on the findings. 3.5 Management support systems are set/established to sustain and enhance the program 3.6 Environmental incidents are monitored and reported to concerned/proper authorities

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Legislations/Conventions	May include but are not limited to: 1.1 Clean Air act 1.2 Clean Water Act 1.3 Solid Waste Management 1.4 Montreal Protocol 1.5 Kyoto Protocol
2. Environmental aspects/impacts	2.1 Air pollution 2.2 Water pollution 2.3 Noise pollution 2.4 Solid waste 2.5 Flood control 2.6 Deforestation/Denudation 2.7 Radiation/Nuclear /Radio Frequency/ Microwaves 2.8 Situation 2.9 Soil erosion (e.g. Quarrying, Mining, etc.) 2.10 Coral reef/marine life protection
3. Industrial standards/ Environmental practices	3.1 ECC standards 3.2 ISO standards 3.3 company environmental management systems (EMS)
4. Periodic	4.1 hourly 4.2 daily 4.3 weekly 4.4 monthly 4.5 quarterly 4.6 yearly
5. Programs/Activities	5.1 Waste disposal (on-site and off-site) 5.2 Repair and maintenance of equipment 5.3 Treatment and disposal operations 5.4 Clean-up activities 5.5 Laboratory and analytical test 5.6 Monitoring and evaluation 5.7 Environmental advocacy programs

## EVIDENCE GUIDE

<p>Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues/concerns.</li> <li>1.2 Described industrial standard environmental practices according to the different environmental issues/concerns.</li> <li>1.3 Resolved problems/ constraints encountered based on management standard procedures</li> <li>1.4 Implemented and monitored environmental practices on a periodic basis as per company guidelines</li> <li>1.5 Recommended solutions for the improvement of the program</li> <li>1.6 Monitored and reported to proper authorities any environmental incidents</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Features of an environmental management strategy</li> <li>2.2 Environmental issues/concerns</li> <li>2.3 International Environmental Protocols (Montreal, Kyoto)</li> <li>2.4 Waste minimization hierarchy</li> <li>2.5 Environmental planning/management</li> <li>2.6 Community needs and expectations</li> <li>2.7 Resource availability</li> <li>2.8 Environment-friendly/environmental advocates</li> <li>2.9 5S of Good Housekeeping</li> <li>2.10 3Rs – Reduce, Reuse &amp; Recycle</li> <li>2.11 Sanitary Code</li> <li>2.12 Environmental Code of practice</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Communicating effectively</li> <li>3.2 Performing research and analysis</li> <li>3.3 Reading / interpreting data and information</li> <li>3.4 Problem solving</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace/Assessment location</li> <li>4.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>4.3 Case studies/scenarios relating to environmental protection</li> </ul>

5. Method of assessment	Competency may be assessed through: 5.1 Written/ Oral Examination 5.2 Interview/Third Party Reports 5.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 5.4 Simulations and role-plays
6. Context of assessment	6.1 Competency may be assessed in actual workplace or at the designated TESDA center.

## COMMON COMPETENCIES

**UNIT OF COMPETENCY : CONDUCT ASSESSMENT**

**UNIT CODE : TRS311210**

**UNIT DESCRIPTOR :** This unit of covers the knowledge, skills, behavior and motivations required to conduct an assessment in accordance with an assessment procedure in a specific context.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Identify and explain the context of assessment	1.1. The context and <b><i>purpose of assessment</i></b> is discussed and confirmed with the person/s being assessed.  1.2. The relevant performance standards to be used in the assessment are clearly explained to the person being assessed.  1.3. <b><i>Assessment procedure</i></b> is clarified and expectations of both the assessor and candidate are agreed upon.  1.4. Ethical responsibilities associated with the assessment are explained to the person/s being assessed.  1.5. Needs of the person being assessed are determined to establish any <b><i>allowable adjustments</i></b> in the assessment procedure.  1.6. Information using language and interactive strategies and techniques are conveyed to communicate effectively with the person/s being assessed.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
2. Plan evidence-gathering opportunities	<p>2.1. Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified.</p> <p>2.2. The need to gather additional evidence which may not occur as part of the workplace or training activities is identified.</p> <p>2.3. Evidence-gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure.</p>
3. Organize assessment	<p>3.1. The resources specified in the assessment procedure are arranged and obtained within a safe and accessible <b>assessment environment</b>.</p> <p>3.2. <b>Appropriate personnel</b> are informed of the assessment.</p> <p>3.3. Language, strategies and techniques are employed to ensure that spoken interactions and written documents are understood by all persons being assessed and by appropriate personnel.</p>
4. Gather evidence	<p>4.1. Verbal and non-verbal language are adjusted and strategies to promote a supportive assessment environment are employed to gather evidence</p> <p>4.2. The evidence specified in the assessment procedure is gathered using the <b>assessment methods and tools</b>.</p> <p>4.3. Evidence is gathered in accordance with specified allowable adjustments where applicable.</p> <p>4.4. Evidence gathered is documented in accordance with the assessment procedure.</p>



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
5. Make the assessment decision	<p>5.1. Evidence is evaluated in terms of:</p> <ul style="list-style-type: none"> <li>• Validity</li> <li>• Authenticity</li> <li>• Sufficiency</li> <li>• Currency</li> <li>• Consistent achievement of the specified standard</li> </ul> <p>5.2. Evidence is evaluated according to the dimensions of competency:</p> <ul style="list-style-type: none"> <li>• Task skills</li> <li>• Task management skills</li> <li>• Contingency management skills</li> <li>• Job/role environment skill</li> <li>• Transfer and application of knowledge and skills to new contexts</li> </ul> <p>5.3. When in doubt, guidance is sought from a more experienced assessor/s.</p> <p>5.4. The assessment decision is made in accordance with the criteria specified in the assessment procedure.</p>
6. Record assessment results	<p>6.1. The assessment results are recorded accurately in accordance with the specified record keeping requirements.</p> <p>6.2. Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorized personnel.</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
7. Provide feedback to persons being assessed	<p>7.1. Clear and constructive feedback in relation to performance of the person/s being assessed is provided using language and strategies to suit the person/s including provision of guidance on further goals/training opportunities.</p> <p>7.2. Opportunities for overcoming any gaps in competency are explored as revealed by the assessment with the person/s being assessed.</p> <p>7.3. The person/s being assessed is advised of available reassessment opportunities and/or appeal mechanisms are reviewed where the assessment decision is challenged.</p>
8. Report on the conduct of the assessment	<p>8.1. Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure.</p> <p>8.2. Any assessment decision disputed by the person/s being assessed is recorded and reported promptly to those responsible for the assessment procedure.</p> <p>8.3. Suggestions for improving any aspect of assessment process are made to appropriate personnel.</p>

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Purpose of assessment	May include but is not limited to: 1.1. To gain a particular certification or a license 1.2. To determine employee classification 1.3. To identify training needs or progress 1.4. To recognize prior learning/current competencies
2. Assessment procedure	Should specify the following: 2.1. Recording procedure 2.2. Appeals/review mechanism 2.3. Assessment methods to be used 2.4. Instructions/materials to be provided to the person/s being assessed 2.5. Criteria for making decisions of competent or not yet competent 2.6. Assessment tools 2.7. Evidence required 2.8. Location of assessment 2.9. Timing of assessment 2.10. Assessment group size 2.11. Allowable adjustments to the assessment procedure depending on the characteristics of the person/s being assessed

<b>VARIABLE</b>	<b>RANGE</b>
3. Assessment environment	May include but is not limited to: <ol style="list-style-type: none"> <li>3.1. Time</li> <li>3.2. Location</li> <li>3.3. Personnel</li> <li>3.4. Finances/costs</li> <li>3.5. Equipment</li> <li>3.6. Materials</li> <li>3.7. Health, safety and security requirements</li> <li>3.8. Company/industry standard operating procedures</li> </ol>
4. Appropriate personnel	May include but is not limited to: <ol style="list-style-type: none"> <li>4.1 Assessors</li> <li>4.2 Person/s being assessed</li> <li>4.3 Employee/union representatives</li> <li>4.4 Consultative committees</li> <li>4.5 Users of assessment information, such as:               <ul style="list-style-type: none"> <li>• Training providers</li> <li>• Employers</li> <li>• Human resource departments</li> </ul> </li> <li>4.6 Training/recognition authorities</li> <li>4.7 Training and assessment coordinators</li> <li>4.8 Relevant managers/supervisors/team leaders</li> <li>4.9 Technical specialists</li> </ol>

<b>VARIABLE</b>	<b>RANGE</b>
5. Assessment methods and tools	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>5.1 Specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises</li> <li>5.2 Specific instructions to be given in relation to projects and exercises</li> <li>5.3 Sets of oral/written/computer based questions to be asked</li> <li>5.4 Performance checklists</li> <li>5.5 Log books</li> <li>5.6 Marking guides</li> <li>5.7 Descriptions of competent performance</li> </ul>
6. Allowable adjustments	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Use of adaptive technology or special equipment to accommodate special needs of persons with disabilities</li> <li>6.2 Design of shorter assessment sessions to allow for fatigue or medication</li> <li>6.3 Use of large print version of any papers</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
7. Assessment system	<p>May be developed by:</p> <p>7.11 The industry</p> <p>7.12 The company</p> <p>7.13 A registered training organization</p> <p>7.14 Combination of the above</p> <p>Should specify the following:</p> <p>7.21 Purpose of assessment</p> <p>7.22 Competencies required of assessors</p> <p>7.23 Record-keeping procedures and policies</p> <p>7.24 Any allowable adjustments to the assessment method which may be made</p> <p>7.25 The appeal/review mechanisms and procedures</p> <p>7.26 The review and evaluation of the assessment process</p> <p>7.27 The linkages between assessment and training qualifications/awards, employee classification, remuneration, progression</p> <p>7.28 Relevant policies</p> <p>7.29 Quality assurance mechanisms</p> <p>7.30 Appointment of costs/fees, if applicable</p> <p>7.31 Marketing/promotion of assessment</p> <p>7.32 Verification arrangements</p> <p>7.33 Partnership arrangements, if applicable</p>

<b>VARIABLE</b>	<b>RANGE</b>
8. Characteristics of persons being assessed	May include but is not limited to: <ul style="list-style-type: none"> <li>8.1 Language literacy and numeracy needs</li> <li>8.2 Cultural, language and educational background</li> <li>8.3 Gender</li> <li>8.4 Physical ability</li> <li>8.5 Level of confidence, nervousness or anxiety</li> <li>8.6 Age</li> <li>8.7 Experience in training and assessment</li> <li>8.8 Previous experience with the topic</li> </ul>
9. Recording procedures	May include but is not limited to: <ul style="list-style-type: none"> <li>9.1 Forms designed for the specific assessment result (paper or electronic)</li> <li>9.2 Checklists for recording observations/process used (paper or electronic)</li> <li>9.3 Combination of the above</li> </ul>
10. Assessment reporting	Should include: <ul style="list-style-type: none"> <li>10.1 The unit/s of competencies in terms of code, title and endorsement date</li> <li>10.2 Summative assessment reports, where issued, will indicate units of competency where additional learning is required</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>1.1 Assessment requires evidence of the following products to be collected:</p> <ul style="list-style-type: none"><li>1.11 Description of the assessment context, including the purpose of assessment</li><li>1.12 The relevant competency or other performance standard and assessment procedure used</li><li>1.13 Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency</li><li>1.14 Conduct of assessment in accordance with competency requirements</li><li>1.15 Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements</li><li>1.16 Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.</li></ul> <p>1.2 Assessment requires evidence of the following processes to be provided:</p> <ul style="list-style-type: none"><li>1.21 How agreement was sought with the person/s being assessed on the conduct of the assessment</li><li>1.22 How opportunities to gather evidence were identified as part of workplace or training activities</li><li>1.23 How evidence was gathered in accordance with the assessment procedure</li><li>1.24 How evidence gathering activity covered the dimensions of competency</li><li>1.25 How resources were arranged according to the assessment procedure</li><li>1.26 How appropriate personnel were consulted</li></ul>
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	<p>1.27 How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable</p> <p>1.28 How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of specified standard</p> <p>1.29 How the assessment was conducted to ensure that:</p> <ul style="list-style-type: none"> <li>• The person was put at ease and the supportive assessment environment was created</li> <li>• The language, literacy and numeracy issues were taken into consideration</li> </ul> <p>1.30 How constructive feedback was provided to the person/s being assessed, including instances of not yet competent</p> <p>1.31 How guidance was provided to person/s being assessed on how to overcome gaps in competency revealed</p>
<p>2. Underpinning Knowledge</p>	<p>2.1 Workplace application of relevant standards of performance including industry or company competency standards and assessment guideline</p> <p>2.2 Ethical responsibilities including health, safety and security regulations and procedures relevant to the specific context</p> <p>2.3 Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements</p> <p>2.4 Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency</p>
<p>3. Underpinning Skills</p>	<p>3.1 Planning of own work including predicting consequences and identifying improvements</p> <p>3.2 Skills in the application of various assessment methods/tools relevant to workplace context</p> <p>3.3 Language, literacy and numeracy skills required to:</p> <p>3.4 Give clear and precise instructions and information in</p>

	<p>spoken or written form</p> <p>3.5 Seek confirmation of understanding from the person/s being assessed</p> <p>3.6 Adjust language to suit target audience</p> <p>3.7 Prepare required documentation using clear and comprehensible language and layout</p> <p>3.8 Ask probing questions and listen actively to understand responses of the persons being assessed</p> <p>3.9 Seek additional information for clarification purposes</p> <p>3.10 Use verbal and nonverbal language to promote a supportive assessment environment</p> <p>3.11 Use language of negotiation and conflict resolution to minimize conflict</p> <p>3.12 Communication skills appropriate to the culture of the workplace and the individual</p>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 Assessment on the job or in a simulated workplace</p> <p>4.2 Use by assessors of competencies relevant to their areas of technical expertise</p> <p>4.3 Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures</p> <p>4.4 Access to person/s wishing to be assessed, relevant workplace equipment, information and appropriate personnel</p>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Work samples and/or simulations</p> <p>5.2 Direct observation of performance, products, practical tasks, projects and simulation exercises</p> <p>5.3 Review of logbooks and/or portfolios</p> <p>5.4 Questioning</p> <p>5.5 Consideration of third party reports and authenticated prior achievements</p> <p>5.6 Written, oral or computer-managed questioning</p>

6. Context for Assessment	1.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.  1.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group.
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**UNIT OF COMPETENCY : MANAGE WORKPLACE DIVERSITY**

**UNIT CODE : TRS311211**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to provide leadership in a diverse workplace where customers and staff are from a wide range of backgrounds. It builds on the unit “Work in a socially diverse environment,” and reflects the importance of managing diversity in the hospitality industry.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables
1. Encourage respect for diversity in the workplace	1.1. A role model is provided for others through individual behavior that demonstrates respect for <b><i>diversity</i></b> . 1.2. <b><i>Work practices</i></b> are developed and planning is undertaken in a manner which shows respect for workplace diversity. 1.3. Colleagues are assisted and coached in ways of accepting diversity in relation to both colleagues and guests.
2. Use diversity as an asset	2.1. The skills of a diverse workforce are recognized and used to enhance company performance. 2.2. The <b><i>benefits of productive diversity</i></b> are promoted to colleagues.
3. Deal with problems arising from diversity issues	3.1. Workplace problems that arise from diversity issues are recognized promptly and action is taken to resolve the situation. 3.2. Training needs are identified and appropriate action is taken. 3.3. Coaching and mentoring are used to assist colleagues to successfully work in a diverse environment.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	May include but is not limited to: 1.10 Race 1.11 Language 1.12 Religion 1.13 Special needs 1.14 Disabilities 1.15 Family structure 1.16 Gender 1.17 Age 1.18 Sexual preference
2. Work practices that reflect respect for diversity	May include but is not limited to: 2.1 Acknowledgement of religious and cultural celebrations 2.2 Appropriate allocation of duties to particular staff members 2.3 Culturally appropriate mixing of staff 2.4 Training in culturally-appropriate communication 2.5 Consideration of customers with special needs
3. Benefits of productive diversity	May include but is not limited to: 3.3 A multilingual workforce 3.4 Workforce that reflects the diversity of the customer base 3.5 Improved cross-cultural communication 3.6 Education of the workforce 3.7 Removal of prejudice 3.8 Different perspectives on problem solving 3.9 Increase trade with other countries/cultures 3.10 More interesting work environments

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Demonstrated understanding of the role of leaders and managers in encouraging diversity in the hospitality industry</li> <li>1.2. Demonstrated knowledge of cross-cultural communication techniques as they apply to leaders and managers</li> <li>1.3. Demonstrated knowledge of specific cultural issues that may apply in a particular industry context</li> </ol>
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Specific diversity issues which apply to the hospitality industry and which contribute to the industry's progress including benefits of productive diversity</li> </ol>
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> <li>3.1. Cross-cultural communication skills with specific reference to the roles of leaders and managers including cross-cultural communication for: <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Problem-solving</li> <li>• Negotiation</li> <li>• Motivation</li> </ul> </li> </ol>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>4.1. Project or work activities that allow the candidate to address typical diversity issues found in hospitality workplaces</li> </ol>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>5.1. Case studies to develop strategies for effectively managing diversity in different industry contexts</li> <li>5.2. Oral or written questions to assess knowledge of cross-cultural issues and communication techniques</li> <li>5.3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ol>
<p>6. Context for Assessment</p>	<ol style="list-style-type: none"> <li>6.1. Competency may be assessed in workplace or in a simulated workplace setting</li> <li>6.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group</li> </ol>

**UNIT OF COMPETENCY : MANAGE FINANCES WITHIN A BUDGET**

**UNIT CODE : TRS311212**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to take responsibility for budget management where others may have developed the budget.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Allocate budget resources	1.1 Funds are allocated according to agreed priorities. 1.2 Changes in income and expenditure priorities are discussed with appropriate colleagues prior to implementation. 1.3 All relevant personnel are consulted and informed in relation to resource decisions. 1.4 Awareness of the importance of budget control is promoted. 1.5 Detailed records of resource allocation are maintained in accordance with enterprise control systems.
2. Monitor financial activities against budget	2.1 Actual income and expenditure are checked against <b><i>budgets</i></b> accurately and at regular intervals. 2.2 Financial commitments are included in all documentation to ensure accurate monitoring. 2.3 Deviations are identified and reported according to company policy and significance of deviation. 2.4 Appropriate options for more effective management of deviations are investigated. 2.5 Appropriate colleagues are advised of budget status in relation to targets within agreed timeframes.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Identify and evaluate options for improved budget performance	3.1 Existing costs and resources are assessed and areas for improvement are identified. 3.2 Desired outcomes are discussed with relevant colleagues. 3.3 Appropriate <b>research</b> is conducted to investigate new approaches. 3.4 Benefits and disadvantages of new approaches are defined and clearly communicated. 3.5 Impacts on customer service levels and colleagues are considered when developing new approaches. 3.6 Recommendations are presented clearly and logically to the appropriate person/department.
4. Complete financial reports	4.1 All required <b>financial reports</b> are completed accurately and within designated timelines. 4.2 Clear and concise information are produced to enable informed decision-making. 4.3 Reports are promptly forwarded to the appropriate person/department.



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Budgets	May include but not limited to: 1.1 Cash budgets 1.2 Departmental budgets 1.3 Wages budgets 1.4 Project budgets 1.5 Purchasing budgets 1.6 Sales budgets 1.7 Cashflow budgets 1.8 Budgets for a small business
2. Research	May include but not limited to: 2.1 Discussions with existing suppliers 2.2 Sourcing of new suppliers 2.3 Evaluation of staffing/rostering requirements 2.4 Review of operating procedures 2.5 Potential rostering changes
3. Financial reports	May include but not limited to: 3.1 Daily, weekly, monthly transactions and reports 3.2 Break-up by department 3.3 Occupancy 3.4 Sales performance 3.5 Commission earnings 3.6 Sales returns 3.7 Yield management 3.8 Commercial account activity

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge of basic budget principles and structures</li> <li>1.2 Knows budgeting terminology relevant to a specific industry context</li> <li>1.3 Demonstrated the ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance</li> <li>1.4 Demonstrated understanding of the main types of budget that apply in the specific enterprise or industry context</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Budget structure</li> <li>2.2 Company and legal requirements in relation to disbursement of funds and record-keeping</li> <li>2.3 Budgeting terminology relevant to a specific industry context</li> <li>2.4 Financial reporting procedures and cycles relevant to the enterprise or industry sector</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Techniques related to maximizing budget performance relevant to the enterprise or industry sector</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities that include the management of and reporting on a budget for a specific project or operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed</li> <li>4.2 Use of figures and data that reflect the financial operating conditions of industry</li> <li>4.3 The requirement to evaluate options for improved budget performance</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through</p> <ul style="list-style-type: none"> <li>5.1 Evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate</li> <li>5.2 Evaluation of reports produced by the candidate</li> </ul>

	<p>detailing the processes undertaken to manage finances within a budget</p> <p>5.3 Case studies and problem solving to assess application of the principles of budget management to different situations</p> <p>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
<p>6. Context of assessment</p>	<p>6.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>6.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

**UNIT OF COMPETENCY : MANAGE QUALITY CUSTOMER SERVICE**

**UNIT CODE : TRS311213**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to manage customer service quality in the workplace within a tourism or hospitality context. It focuses on the need to develop active approaches to service quality issues with some strategic focus.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Develop approaches to enhance customer service quality	1.1 Information on customer needs, expectations and satisfaction levels is obtained using both <b><i>informal and formal research</i></b> . 1.2 Opportunities are provided for both customers and colleagues to provide feedback on products and services. 1.3 <b><i>Changes in internal and external environments</i></b> are reviewed and findings are integrated into planning for quality service. 1.4 Opportunities are provided for colleagues to participate in the customer service planning process. 1.5 Standards and plans are developed to address key quality service issues.
2. Manage the delivery of quality service	2.1 <b><i>Customer service standards</i></b> and expectations are clearly communicated to colleagues. 2.2 Access to information on service standards and delivery is provided to colleagues. 2.3 Coaching is used to assist colleagues to deal with <b><i>customer service issues</i></b> and to take responsibility for service outcomes. 2.4 Customer service in the workplace is monitored to ensure standards are met in accordance with enterprise policies and procedures.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Monitor and adjust customer service	3.1 Feedback is sought from customers on an ongoing basis and this is used to improve performance where applicable. 3.2 Customer service problems are identified and adjustments to standards, systems and procedures are made to ensure continued service quality. 3.3 New approaches are communicated to all those involved in service delivery within appropriate timeframes.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Informal and formal research	May include but not limited to: 1.1 Talking to customers 1.2 Qualitative or quantitative research 1.3 Seeking feedback from service delivery colleagues 1.4 Analysis of competitive environment 1.5 Analysis of industry and market trends
2. Changes in internal and external environments	May include but not limited to: 2.1 Management changes 2.2 Organizational restructuring 2.3 Introduction of new equipment 2.4 Recruitment practices 2.5 Technological changes affecting service delivery 2.6 Changes in the competitive environment 2.7 Economic climate 2.8 Trends in customer preferences 2.9 Advent of E-business
3. Customer service standards/ Customer service issues	May include but not limited to: 3.1 Response times 3.2 Service guarantees 3.3 Pricing guarantees 3.4 Product quality 3.5 Document presentation standards 3.6 Personal presentation standards 3.7 Complaint management

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated the ability to develop proactive approaches to the delivery and monitoring of quality customer service within a specific tourism/hospitality context</p> <p>1.2 Demonstrated knowledge of quality service principles and processes</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Roles and responsibilities of management in ensuring quality service within an enterprise</p> <p>2.2 The concept of total quality service and total quality management</p> <p>2.3 The role of continuous improvement and benchmarking in quality assurance</p> <p>2.4 Overview of the range of market research techniques used to gain information on customer preferences</p> <p>2.5 Legislation that impacts on customer service standards and delivery</p> <p>2.6 Industry schemes that impact on customer service standards and delivery (e.g. accreditation schemes, codes of conduct)</p>
<p>3. Underpinning skills</p>	<p>3.1 Application of total quality service and total quality management in a tourism or hospitality context</p> <p>3.2 Methods of implementing quality assurance in the workplace including:</p> <p style="padding-left: 40px;">3.2.1 Establishing standards</p> <p style="padding-left: 40px;">3.2.2 Monitoring</p> <p style="padding-left: 40px;">3.2.3 Staff involvement and reward</p> <p style="padding-left: 40px;">3.2.4 Evaluation</p> <p>3.3 Application of continuous improvement and/or benchmarking in a tourism or hospitality context</p>

4. Resource implications	<p>The following resources <b>must</b> be provided:</p> <p>4.1 Project or work activities conducted over a period of time to allow the candidate to establish, monitor and evaluate service delivery in a tourism or hospitality context</p> <p>4.2 Involvement of a team for which the candidate is leader</p>
5. Method of assessment	<p>Competency may be assessed through:</p> <p>5.1 Evaluation of projects managed by the candidate in conjunction with industry to enhance service delivery in a given operation</p> <p>5.2 Evaluation of projects managed by the candidate to create, market and deliver a tourism or hospitality service</p> <p>5.3 Case studies to assess specific service delivery issues in different workplace contexts</p> <p>5.4 Oral or written questions to assess knowledge of quality assurance concepts and principles</p> <p>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
6. Context of assessment	<p>6.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>6.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>



## CORE COMPETENCIES

- UNIT OF COMPETENCY** : **PREPARE FOODS ACCORDING TO DIETARY AND CULTURAL NEEDS**
- UNIT CODE** : **TRS512355**
- UNIT DESCRIPTOR** : This unit refers to the preparation and cooking of foods to meet both basic and specific dietary and cultural needs. It covers the ability to apply basic nutritional principles as well as deal with special dietary and cultural requirements normally encountered in a variety of hospitality and catering establishments.

ELEMENT	PERFORMANCE CRITERIA
	<i><b>Bold</b></i> and <i><b>Italicized</b></i> terms are elaborated in the Range Statement
1. Prepare and present foods to meet basic nutritional needs	<p>1.1 Foods are prepared to meet basic nutritional needs.</p> <p>1.2 Appropriate ingredients are selected to ensure optimum quality of end products including:</p> <ul style="list-style-type: none"> <li>• Raw foods</li> <li>• Convenience food products</li> </ul> <p>1.3 Suitable preparation and cooking techniques are employed to retain optimum nutritional values.</p> <p>1.4 A variety of nutritionally balanced food is presented in an appetizing and attractive manner.</p>
2. Prepare and present foods to meet special dietary requirements	<p>2.1 The requirements for special diets are identified according to instructions from <i><b>relevant persons</b></i>.</p> <p>2.2 Essential ingredients are selected for <i><b>special dietary requirements</b></i>.</p> <p>2.3 Food texture is modified appropriately to suit specific requirements.</p> <p>2.4 Food is presented in an appetizing and attractive manner.</p>

ELEMENT	PERFORMANCE CRITERIA
<p>3. Prepare foods to satisfy specific cultural or religious needs</p>	<p>3.1 <b>Requirements for specific cultural groups or special customer requests</b> are identified and met according to instructions from relevant persons.</p> <p>3.2 Appropriate equipment cooking techniques are employed for specific diets.</p> <p>3.3 Food is prepared and served taking into account specified or requested cultural and religious considerations.</p> <p>3.4 An adequate range of nutritionally balanced food is presented in an appetizing and attractive manner.</p>

## RANGE OF VARIABLES

This unit applies to all hospitality and catering operations where food and related services are provided such as hotels and restaurants, cafeterias, kiosks, canteens, cafes, educational institutions, health establishments, defense forces, corrective services, residential catering, in-flight and other transport catering, events catering and private catering.

Basic nutritional requirements generally refer to recommendations made in the dietary guidelines made by the Nutritionists and Dietitians Association of the Philippines endorsed by the Philippine Government and by other recognized health authorities. It includes recommendations made for the general public including senior citizens, children, adolescents, in order to maintain a healthy balanced diet.

Special dietary and cultural requirements include therapeutic and contemporary eating regimes as well as customer requests and preferences, and specific cultural and religious needs.

VARIABLE	RANGE
1. Relevant persons	May include but not limited to: 1.1 Customers or family members 1.2 Supervisors and managers 1.3 Dieticians 1.4 Diet technicians 1.5 Health and medical personnel 1.6 Religious personnel
2. Special dietary requirements	May include but not limited to: 2.1 Vegetarian 2.2 Vegan 2.3 Modified sodium/potassium 2.4 Low fat/cholesterol 2.5 Lacto-ovo 2.6 High fibre 2.7 Gluten-free 2.8 High/low energy 2.9 Diabetic 2.10 Modified texture 2.11 High/low protein 2.12 Fluids 2.13 Food exclusions for allergies and food intolerance. 2.14 Food exclusions related to specific medications. 2.15 Pork-free menu for Moslems

VARIABLE	RANGE
3. Contemporary eating regimes	May include but not limited to: 3.1 Vegetarian 3.2 Low-fat or low carbohydrate 3.3 High-protein 3.4 Macrobiotic 3.5 Liver cleansing 3.6 Elimination
4. Special cultural groups	May include but not limited to: 4.1 Kosher 4.2 Halal 4.3 Vegetarian 4.4 Hindu

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Demonstrated the ability to prepare and/or modify a range of dishes to meet different of dietary requirements.</li> <li>1.2 Demonstrated knowledge of the dietary requirements of major cultural groups.</li> <li>1.3 Demonstrated knowledge of the consequences of failing to heed special requirements for food allergies, diabetes and other medical conditions and customer-identified drug-food interaction.</li> </ol>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1 Different cultural, dietary and special requirements that may apply in different contexts, including Halal and Haram</li> <li>2.2 Basic principles and practices of nutrition including: <ul style="list-style-type: none"> <li>▪ Nutrients and their food sources.</li> <li>▪ Influences on food choice</li> <li>▪ Food and beverage selection influences</li> <li>▪ Food labeling and interpretation.</li> <li>▪ Identification of food additives and preservatives.</li> <li>▪ Health implications of food choices.</li> <li>▪ HALAL</li> </ul> </li> <li>2.3 Common dietary sensitivities including food allergies and intolerance, diabetes and other medical conditions, the existence of drug-food interactions, and the health and legal consequences of failing to heed special requirements.</li> <li>2.4 Commodity knowledge of ingredients suitable for meeting basic nutritional and special dietary needs.</li> <li>2.5 Logical and time efficient work flow.</li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1 A variety of cooking techniques.</li> <li>3.2 The effects of various cooking methods and food storage on nutrients.</li> <li>3.3 Cookery techniques and recipe modification to suit special dietary requirements.</li> <li>3.4 Principles and practices of hygiene and legislation on food safety.</li> <li>3.5 Presentation techniques for food.</li> </ol>
<p>4. Resource implications</p>	<p>The following resources must be provided:</p> <ol style="list-style-type: none"> <li>4.1 Fully-equipped operational commercial kitchen (including industry-current equipment)</li> <li>4.2 Use of real ingredients and food items.</li> <li>4.3 Industry-realistic ratios of kitchen staff to customers.</li> <li>4.4 Preparation of dishes for customers with particular</li> </ol>

	<p>dietary needs within typical workplace time constraints.</p>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Direct observation of the candidate preparing dishes for special dietary needs, cultural preferential and to meet medical needs.</p> <p>5.2 Sampling of dishes prepared by the candidate.</p> <p>5.3 Evaluate of the suitability of dishes prepared by the candidate.</p> <p>5.4 Oral or written questions to assess knowledge of dietary constraints and consequences, resulting from cultural, preferential or medical needs.</p> <p>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
<p>6. Context for Assessment</p>	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

**UNIT OF COMPETENCY** : **TRANSPORT AND STORE FOOD IN A SAFE AND HYGIENIC MANNER**

**UNIT CODE** : **TRS512356**

**UNIT DESCRIPTOR** : This unit refers to the transportation of food from a food preparation area to another location. It also deals with holding or storage on its arrival. Transportation refers to the moving of food and food items from one location to another. For example, transporting food from a kitchen to a school or hospital or providing event catering. It does not refer to the transport of food from the kitchen to the dining room or as part of room service.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and Italicized</i> terms are elaborated in the Range Statement
1. Identify appropriate food transportation	1.1 Suitable <b><i>food transportation</i></b> vehicles are selected according to establishment requirements.
2. Transport food safely and hygienically	2.1 Food is packaged, loaded and unloaded appropriately.  2.2 Hygienic work practices are employed and occupational health and safety regulations are observed.  2.3 Food transportation records are maintained appropriately and accurately.
3. Store food safely and hygienically	3.1 Food storage conditions are selected appropriately for specific food type including: <ul style="list-style-type: none"> <li>• Dairy</li> <li>• Meat and fish</li> <li>• Fruit and vegetables</li> <li>• Dried goods</li> </ul>

ELEMENT	PERFORMANCE CRITERIA
	<p>3.2 Appropriate environmental conditions are maintained for specific food types to ensure freshness, quality and appearance.</p> <p>3.3 Appropriate storage and holding methods are employed to optimize nutritional quality.</p> <p>3.4 Hygienic work practices are employed and occupational health and safety procedures and practices are observed.</p> <p>3.5 Storage areas are kept free from contaminants and pests.</p>



## RANGE OF VARIABLES

This unit applies to all hospitality and catering operations where food and related services are provided such as hotels and restaurants, cafeterias, kiosks, canteens, cafes, educational institutions, health establishments, defense forces, corrective services, residential catering, in-flight and other transport catering, events catering and private catering.

The type of transport used will vary according to the enterprise needs and the type of food being transported.

<b>VARIABLE</b>	<b>RANGE</b>
1. Types of transport	May include but not limited to: 1.1 Vans 1.2 Cars 1.3 Refrigerated trucks 1.4 Trolleys, carts and push carts
2. National regulations guidelines	May include but not limited to: 2.1 Temperature 2.2 Lining 2.3 Sealing
3. Environmental conditions	May include but not limited to: 3.1 Temperature 3.2 Humidity 3.3 Exposure to light 3.4 Exposure to weather

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated safe transport and storage of food items within food safety requirements and regulations.</li> <li>1.2 Demonstrated transport of a range of food item types.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 The hygiene and OH&amp;S requirements for food storage and transport.</li> <li>2.2 Advantages and disadvantages of different forms of transport for particular food items, quantities and circumstances.</li> <li>2.3 Characteristics of different food items and conditions required to maintain optimum freshness, palatability and safety.</li> <li>2.4 HACCP principles applied to catering.</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Safe work practices in particular to loading and unloading, lifting and dealing with heated surfaces.</li> <li>3.2 Safe storage principles and practices for different food types, including storage options.</li> </ul>
4. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Use of real food items to be transported</li> <li>4.2 Relevant transportation and storage equipment to move food between locations.</li> </ul>
5. Method of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Direct observation of the candidate of transporting and storing food items.</li> <li>5.2 Inspection of food transported and stored by the candidate.</li> <li>5.3 Problem solving and case studies to address various conditions which apply to the transport and storage of different food items.</li> <li>5.4 Written or oral questions to test knowledge of hygiene issues related to transport and storage.</li> <li>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>
6. Context for Assessment	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>6.2 Assessment activities are carried out through TESDA's accredited assessment center.</li> </ul>

**UNIT OF COMPETENCY** : **APPLY CATERING CONTROL PRINCIPLES**

**UNIT CODE** : **TRS512357**

**UNIT DESCRIPTOR** : This unit covers the application of catering control principles to the ordering, receiving, storage and processing of food to minimize wastage.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold</i> and <i>Italicized</i> terms are elaborated in the Range Statement
1. Identify procedures to reduce wastage	1.1 Appropriate <b><i>procedures for reducing wastage</i></b> during ordering, receiving, storage and processing of food are identified. 1.2 Appropriate control measures are identified to reduce loss.
2. Carry out catering control procedures	2.1 Portion control is carried out effectively. 2.2 Calibrated equipment are used correctly to ensure correct portion control. 2.3 Recipes are accurately followed to avoid wastage. 2.4 Suitable quantities of stock are ordered to avoid over or under ordering. 2.5 Stock are rotated and documented accurately. 2.6 Food is stored correctly and securely to minimize wastage and loss.
3. Minimize waste	3.1 <b>Re-usable products</b> of food preparation and cooking are utilized effectively. 3.2 <b>Recyclable products</b> are utilized and disposed in an environmentally appropriate way. 3.3 Non-recyclable products are disposed of according to health and safety requirements, relevant regulations and in environmentally appropriate way.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering operations where food and related services are provided such as hotels and restaurants, cafeterias, kiosks, canteens, cafes, educational institutions, health establishments, defense forces, corrective services, residential catering, in-flight and other transport catering, events catering and private catering.

Catering control procedures are the processes and procedures implemented at the operational level that result in the control of costs, energy usage, materials and time.

<b>VARIABLE</b>	<b>RANGE</b>
1. Procedures for reducing wastage	May include but not limited to: 1.1 Portion control 1.2 Ordering to specifications 1.3 Stock rotation 1.4 Using appropriate equipments 1.5 Appropriate storage 1.6 Using standard recipe cards
2. Re-usable products	May include but not limited to: 2.1 Meat and fish off-cuts 2.2 Bones and trimmings 2.3 Vegetable peelings and off-cuts
3. Recyclable products	May include but not limited to: 3.1 Glass bottles and jars 3.2 Plastics 3.3 Paper and cardboard 3.4 Tin or aluminum containers. 3.5 Vegetable matter

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated the ability to use portion control, stock control and other waste reduction measures effectively.</li> <li>1.2 Demonstrated the ability to minimize wastage and to manage waste productively, including re-cycling systems.</li> <li>1.3 Demonstrated the ability to conform with the establishments menu standards.</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Links between hygiene and food safety and waste minimization.</li> <li>2.2 Preparation and cooking procedures that assist in minimizing waste.</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Stock control procedures that assist in minimizing waste.</li> <li>3.2 Storage procedures that assist in minimizing waste.</li> </ul>
<p>4. Resource implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Fully-equipped commercial kitchen using real ingredients and food items.</li> <li>4.2 Production of portion-controlled menu items.</li> </ul>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Evaluation of amount of products used by the candidate across a period of operation.</li> <li>5.2 Review of reports prepared by the candidate detailing ways in which waste were minimized during a service period.</li> <li>5.3 Written or oral questions to test knowledge of waste minimization and control systems.</li> <li>5.4 Review of stock control and portion control documentation prepared by the candidate.</li> <li>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>
<p>6. Context for Assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>6.2 Assessment activities are carried out through TESDA's accredited assessment center</li> </ul>

**UNIT OF COMPETENCY** : **DEVELOP MENUS TO MEET SPECIAL DIETARY AND CULTURAL NEEDS**

**UNIT CODE** : **TRS512358**

**UNIT DESCRIPTOR** : This unit refers to the development of menus and meal plans, including meeting specific dietary and cultural needs of different target markets.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and Italicized</i> terms are elaborated in the Range Statement
1. Identify the dietary and cultural requirements of customers	1.1 <b>Dietary and cultural requirements</b> of different <b>target groups</b> are identified through consideration of all appropriate factors. 1.2 <b>Contemporary dietary trends and regimes</b> are taken into consideration in assessing dietary requirements. 1.3 Dietitians, medical specialists, or other relevant personnel are liaised with in order to identify and confirm requirements.
2. Develop menus and meal plans to meet dietary and cultural requirements.	2.1 A variety of suitable foods, meals and menus are selected for <b>specific dietary requirements</b> taking account of Dietary Guidelines and menu planning principles. 2.2 <b>Meal plans and menus</b> that promote good health and reduce the incidence of diet-related health problems are developed in consultation with relevant personnel, according to job role. 2.3 Cyclic menus are prepared when required and they are balanced in terms of nutritional requirements and variety. 2.4 Food preparation and cooking methods are recommended to maximize nutritional value of food. 2.5 Appropriate combinations of food are identified to meet macro and micro nutrient

ELEMENT	PERFORMANCE CRITERIA
	<p>requirements.</p> <p>2.6 Special needs are taken into consideration including texture, composition and portion size.</p> <p>2.7 Sufficient choices of dishes are incorporated into the menus.</p> <p>2.8 Menus are costed to comply with costing constraints.</p> <p>2.9 Correct terminology is used in menus and meal plans.</p>
<p>3. Evaluate meals and menus</p>	<p>3.1 Meals and menus are evaluated using appropriate <b>methods</b> to ensure customer satisfaction based on the enterprise's menu standard.</p> <p>3.2 Menus are adjusted as required to ensure dietary needs and goals are met.</p>

## RANGE OF VARIABLES

This unit applies to all hospitality and catering operations where food and related services are provided such as hotels and restaurants, cafeterias, kiosks, canteens, cafes, educational institutions, health establishments, defense forces, corrective services, residential catering, in-flight and other transport catering, events catering and private catering.

Evidence is required of knowledge and understanding of a range of different cultural, dietary and special requirements. However, the focus of this range will vary according to the target markets of a particular workplace. Special dietary needs include therapeutic and contemporary regimes as well as customer requests.

A variety of menus and meal plans must be developed to meet differing requirements. They may be developed to address the requirements of individuals or larger target audiences.

VARIABLE	RANGE
1. Dietary and cultural needs of target groups	May include but not limited to: 1.1 Age requirements 1.2 Lifestyle 1.3 Food preferences 1.4 Food restrictions or allergies 1.5 Physical condition 1.6 Nutritional requirements 1.7 Those with varying nutritional and energy requirements due to physical condition 1.8 Cultural or religious needs 1.9 Meal – breakfast, lunch, dinner 1.10 Occasion
2. Target groups refers to all sectors of the population	May include but not limited to: 2.1 Infants 2.2 Children 2.3 Adolescents 2.4 Athletes 2.5 The aged
3. Special cultural groups	May include but not limited to: 3.1 Halal 3.2 Vegetarian 3.3 Hindu
4. Contemporary diet regimes	May include but not limited to: 4.1 Vegetarian 4.2 Low-fat, low carbohydrate or low kilojoule 4.3 Macrobiotic



VARIABLE	RANGE
5. Menus and meal plans	May include but not limited to: 5.1 Daily meal plans 5.2 Daily or weekly menus 5.3 Cyclic menus
6. Special dietary requirements	May include but not limited to: 6.1 Vegetarian 6.2 Vegan 6.3 Modified sodium/potassium 6.4 Low fat/cholesterol 6.5 Lacto-ovo 6.6 High fiber 6.7 Gluten free 6.8 High/low energy 6.9 Diabetic 6.10 Modified texture 6.11 High/low protein 6.12 Non-pork meals 6.13 Fluids 6.14 Exclusions for allergies and food intolerance
7. Methods used to evaluate diets and meal plans and analyze foods	May include but not limited to: 7.1 Computer programs 7.2 Customer feedback questionnaires 7.3 Interviews with customer and health support personnel 7.4 Nutrition guides

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated the ability to prepare menus and meal plans to meet different dietary and cultural needs.</p> <p>1.2 Demonstrated knowledge of commodities required to meet particular dietary and cultural needs.</p> <p>1.3 Demonstrated knowledge of the consequences of failing to heed special dietary requirements.</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Basic principles and practices of nutrition, including:</p> <ul style="list-style-type: none"> <li>▪ Nutrients and their food sources</li> <li>▪ Influences on food choice</li> <li>▪ Food labeling requirements and interpretation</li> <li>▪ Food additives and preservatives</li> <li>▪ Health implications of food choices.</li> </ul> <p>2.2 Dietary sensitivities including food allergies and intolerance, diabetes and other medical conditions and the existence of drug-free interactions, and the health and legal consequences of failing to heed special requirements.</p> <p>2.3 Commodity knowledge of ingredients suitable for meeting basic nutritional and special dietary needs.</p> <p>2.4 The effects of various cooking methods and food storage on nutrients.</p>
<p>3. Underpinning skills</p>	<p>3.1 Cookery techniques and recipe modification to suit special dietary requirements.</p>
<p>4. Resource implications</p>	<p>The following resources must be provided:</p> <p>4.1 Project or work activities that allow the candidate to develop menus to meet multiple and differing and cultural needs.</p>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Evaluation of menus and meal plans prepared by candidate involving a variety of target markets and purposes.</p> <p>5.2 Case studies to assess ability to develop menus and meal plans for different target groups and circumstances.</p> <p>5.3 Written or oral questions to test knowledge of nutrition, cultural and dietary requirements.</p> <p>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>

6. Context for Assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center
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**UNIT OF COMPETENCY** : **SELECT CATERING SYSTEMS (MICROS, IFCA AND OTHERS)**

**UNIT CODE** : **TRS512359**

**UNIT DESCRIPTOR** : This unit deals with the evaluation and selection of catering systems, including cook chill systems, to meet the food production needs of a catering enterprise. It focuses on the planning and evaluation processes undertaken by supervisors and managers prior to the purchase of a system.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and Italicized</i> terms are elaborated in the Range Statement
1. Review catering system requirements	1.1 <b>Catering systems</b> requirements are reviewed taking into account all relevant factors including: <ul style="list-style-type: none"> <li>▪ Type of menu and nutritional requirements</li> <li>▪ Production volume</li> <li>▪ Location of service points</li> <li>▪ Holding requirements</li> <li>▪ F &amp; B cost control</li> </ul> 1.2 Constraints are identified including the availability of: <ul style="list-style-type: none"> <li>▪ Facilities and equipment</li> <li>▪ Operational issues</li> <li>▪ Financial resources</li> <li>▪ Human resources (current skills and training needs)</li> </ul>
2. Evaluate and select the catering system	2.1 Food production characteristics of systems are evaluated against identified requirements. 2.2 System processes and equipment is evaluated for all stages of the <b>food production process</b> . 2.3 Staffing requirement for specific systems is evaluated and matched with identified requirements. 2.4 Installation requirements for the specific

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<p>systems and their operational impacts are evaluated.</p> <p>2.5 The production and organizational changes required to introduce particular systems are taken into account.</p> <p>2.6 Advantages and disadvantages of different systems are considered and selections are made accordingly.</p>

## RANGE OF VARIABLES

This unit applies to all hospitality and catering operations where food and related services are provided such as hotels and restaurants, cafeterias, kiosks, canteens, cafes, educational institutions, health establishments, defense forces, corrective services, residential catering, in-flight and other transport catering, events catering and private catering.

VARIABLE	RANGE
1. Catering systems	May include but not limited to: 1.1 Cook fresh 1.2 Cook chill – 5 day life 1.3 Cook chill – extended life 1.4 Cook freeze
2. Stages of the food production process	May include but not limited to: 2.1 Receiving 2.2 Storing 2.3 Preparation 2.4 Preparation/cooking 2.5 Post-cooking storage 2.6 Re-thermalization where applicable 2.7 Serving

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated the ability to assess and select catering systems for specific catering operations.</p> <p>1.2 Demonstrated the ability to determine enterprise needs and constraints in selecting a system.</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Types of catering systems and their operating features including:</p> <ul style="list-style-type: none"> <li>▪ Fresh cook</li> <li>▪ Cook chill – 5 day life</li> <li>▪ Cook chill – extended life</li> <li>▪ Cook freeze</li> </ul> <p>2.2 Knowledge and understanding of the nutrition principles which relate to each system.</p> <p>2.3 Knowledge of requirements, regulations and legislation that impact on different systems including occupational health and safety, hygiene codes, HACCP and storage issues.</p> <p>2.4 Knowledge on F &amp; B cost control.</p>
<p>3. Underpinning skills</p>	<p>3.1 Principles and methods of cookery, including preparation and cookery techniques for all major food groups.</p>
<p>4. Resource implications</p>	<p>The following resources must be provided:</p> <p>4.1 Project or work activities that allow the candidate to select system for specific workplace situations and needs.</p>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Case studies to assess ability to select appropriate catering systems for a particular enterprise or context.</p> <p>5.2 Project to select an appropriate catering system for an enterprise including research, costing, evaluation and recommendations.</p> <p>5.3 Evaluation of reports prepared by the candidate detailing the processes and challenges involved in the selection of a catering system.</p> <p>5.4 Written or oral questions to test knowledge of advantages and limitation of various catering systems.</p> <p>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>

6. Context for Assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center
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**UNIT OF COMPETENCY** : **MANAGE FACILITIES ASSOCIATED WITH COMMERCIAL CATERING CONTRACTS**

**UNIT CODE** : **TRS512360**

**UNIT DESCRIPTOR** : This unit deals with the management of small-scale facilities associated with commercial catering contracts. It reflects a situation where a caterer may hold a contract to operate a catering outlet within a venue owned by another organization (eg. within a school or sporting club).

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and Italicized</i> terms are elaborated in the Range Statement
1. Organize maintenance of facilities	1.1 Scope of <b><i>maintenance</i></b> requirements is identified in accordance with contract or scope of operations. 1.2 Responsibility for specific maintenance functions is allocated considering the advantages and disadvantages of in-house staff and external contractors. 1.3 Regular maintenance of facilities is organized on time to meet specific requirements and to meet budgetary targets.
2. Manage catering stores and storage areas	2.1 Stocks are purchased, received, stored and transferred according to contracted requirements and negotiated supplier agreements. 2.2 Storage, <b><i>stock control</i></b> and distribution systems are organized for the specific facility in accordance with contracted requirements, OH&S and health department regulations. 2.3 Accurate records and reports are maintained according to enterprise policy and procedures.

ELEMENT	PERFORMANCE CRITERIA
3. Maintain a facilities assets register	<p>3.1 All assets are identified and registered clearly.</p> <p>3.2 Routine audits of assets are conducted.</p> <p>3.3 Asset and inventory reports are issued according to enterprise practices.</p>
4. Manage client services associated with the facility	<p>4.1 <b>Stakeholders</b> are liaised with to determined general and specific requirements for client service.</p> <p>4.2 Exiting client services across all <b>areas of operation</b> are monitored to identify areas for improvement.</p> <p>4.3 Temporary or permanent <b>upgrades or modifications of existing services and facilities</b> are arranged as required and in accordance with appropriate regulations.</p> <p>4.4 Additional human, physical or financial resources are organized in accordance with customer requirements.</p> <p>4.5 Provisions of new services or facilities are arranged when required.</p> <p>4.6 Budgeting targets are maintained in the management of client services.</p> <p>4.7 Feedback on catering service is reviewed and provision of client service is modified accordingly.</p>

## RANGE OF VARIABLES

This unit applies to all hospitality and catering operations where food and related services are provided such as hotels and restaurants, cafeterias, kiosks, canteens, cafes, educational institutions, health establishments, defense forces, corrective services, residential catering, in-flight and other transport catering, events catering and private catering.

VARIABLE	RANGE
1. Maintenance	May include but not limited to: 1.1 Gardening 1.2 Cleaning 1.3 Building and repairs 1.4 Laundry 1.5 Plumbing and electrical
2. Stock control procedures	May include but not limited to: 2.1 Stocktaking and reconciliation 2.2 Stock rotation 2.3 Authorizing access 2.4 Issuing and requisition systems 2.5 Receiving control 2.6 Locks and other security systems 2.7 Inventory of items to be brought on-site
3. Stakeholders	May include but not limited to: 3.1 The venue owner 3.2 Staff 3.3 Customers
4. Areas of operation to be monitored	May include but not limited to: 4.1 Quality of service 4.2 Quality of catering 4.3 Adequacy of staffing levels 4.4 Costs of operations 4.5 Hours of operation 4.6 Appropriate integration of the facility within the overall venue and associated operational issues 4.7 Appropriateness of location

<b>VARIABLE</b>	<b>RANGE</b>
6. Upgrades or modifications of new or existing services	May include but not limited to: 5.1 Additional capacity 5.2 Amended or expanded menus 5.3 Expansion of facility 5.4 Adjusted staffing arrangements

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated the ability to manage the operation of a commercial catering facility in accordance with contractual agreements, including maintenance, storage and client service.</li> <li>1.2 Demonstrated knowledge of the key factors that impact on the management of commercial catering facilities.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Types of arrangements between venues and catering contractors including scope of typical contracts and services.</li> <li>2.2 Procedures for developing and maintaining an assets register.</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Stock control systems and procedures found in commercial catering facilities.</li> <li>3.2 Analytical and planning skills for evaluation of existing operations and planning of adjustments.</li> <li>3.3 Financial control processes in the context of catering operations.</li> </ul>
4. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Fully-equipped operational commercial catering outlet.</li> <li>4.2 Project or work activities conducted over a period of time to allow the candidate to demonstrate the implementation and monitoring aspects of the unit.</li> </ul>
5. Method of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Evaluation of projects undertaken by the candidate to establish and monitor a small-scale catering outlet (e.g. for an event)</li> <li>5.2 Evaluation of reports prepared by the candidate detailing processes and systems used to manage a catering facility.</li> <li>5.3 Case studies to assess ability to establish systems for different style of catering facilities.</li> <li>5.4 Written or oral questions to test knowledge of advantages and limitations of asset management systems.</li> <li>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>
6. Context for Assessment	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>6.2 Assessment activities are carried out through TESDA's accredited assessment center</li> </ul>

**UNIT OF COMPETENCY** : **PLAN THE CATERING FOR AN EVENT OR FUNCTION**

**UNIT CODE** : **TRS512361**

**UNIT DESCRIPTOR** : This unit deals with the skills and knowledge required to plan the catering of an event or function. While catering is the major focus of this unit, it also refers to additional services which may be offered by a caterer such as those related to décor and theme. However, the unit does not cover the broader event management skills required for a major event which are covered in other specialist event management units within the Tourism Training Packages.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and Italicized</i> terms are elaborated in the Range Statement
1. Identify overall event objectives and scope	1.1 Key objectives of the <b>event</b> are clarified and agreed upon in consultation with stakeholder. 1.2 <b>Key information</b> is analyzed and consulted with <b>stakeholders</b> to determined the broad scope of the event including indicators for: <ul style="list-style-type: none"> <li>▪ Size and numbers of guests/delegates</li> <li>▪ Location (s)</li> <li>▪ Time and duration</li> <li>▪ Budget</li> <li>▪ Dietary restrictions</li> <li>▪ Guests profile</li> </ul> 1.3 Factors which may impact on the event catering,are identified and analyzed.
2. Prepare the catering concept for an event or function	2.1 Ideas to the overall event concept, theme and format are contributed according to scope of responsibility. 2.2 The <b>key elements for catering</b> are identified and defined in consultation with stakeholders

ELEMENT	PERFORMANCE CRITERIA
	<p>to reflect the objectives and meet the needs of customers.</p> <p>2.3 Creative elements are incorporated into catering concept and theme.</p> <p>2.4 Operational practicality and cohesiveness of the catering concept, theme and format are verified through consultation and analysis.</p>
<p>3. Prepare and implement an operational plan for the catering of an event or function</p>	<p>3.1 Operational plan for the provision of catering and <b>ancillary services</b> is prepared identifying steps, activities and sequence.</p> <p>3.2 Appropriate risk management is incorporated into the plan.</p> <p>3.3 Details are reviewed, verified and finalized with the client.</p> <p>3.4 Accurate and complete information on the catering concept and <b>operational plans</b> is provided to all relevant stakeholders to ensure timely and effective planning and implementation.</p> <p>3.5 Approval from relevant stakeholders is obtained prior to implementation.</p> <p>3.6 Banquet event order / contract is disseminated to different departments needing coordination.</p> <p>3.7 The catering plan for the event is implemented and monitored making adjustments as required.</p> <p>3.8 Feedback is obtained after the event and plans are reviewed to evaluate the degree to which it met objectives and customer requirements.</p>

## RANGE OF VARIABLES

This unit applies to all catering operations where event catering is provided.

Events and functions may be in a central location or across a range of smaller locations indoors or outdoors.

VARIABLE	RANGE
1. Events and functions	May include but not limited to: 1.1 Sporting events. 1.2 Defense operations 1.3 Show, exhibitions 1.4 Product launches 1.5 Trade shows 1.6 Conferences 1.7 Meetings or seminars 1.8 Training events 1.9 Social celebrations 1.10 Awards night 1.11 Christmas parties 1.12 Thanksgiving/victory parties 1.13 Seminars
2. Key information	May include but not limited to: 2.1 Purpose 2.2 Concept 2.3 Style and theme 2.4 Date, time and venue 2.5 Catering requirements 2.6 Audience or market 2.7 Overall budget estimate
3. Stakeholders	May include but not limited to: 3.1 Event customer 3.2 Suppliers and contractors 3.3 Local community 3.4 Organizing committees 3.5 Local authorities 3.6 Colleagues 3.7 Entertainers
4. Key elements for catering	May include but not limited to: 4.1 Type of food 4.2 Style of service 4.3 Timing of service 4.4 Link between food and other aspects of the



VARIABLE	RANGE
	event (eg. speeches) 4.5 Production and transport issues 4.6 Catering staff requirements 4.7 Liaison with others involved in the event. 4.8 Seating arrangements
5. Ancillary services	May include but not limited to: 5.1 Theme and décor 5.2 Management of the event 5.3 Staffing 5.4 Logistics
6. Operational plan	May include: 6.1 Costing of components and total catering 6.2 Management 6.3 Staffing and contracting 6.4 Roles and responsibilities 6.5 Logistics and transport details 6.6 Resources eg. venue, commodities, equipment, machinery, vehicles and staff 6.7 Security arrangements 6.8 Purchasing of food, materials and equipment 6.9 Production and distribution of food and beverage.

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated the ability to plan catering which reflects event objectives, is operationally practical and which results in the achievement of objectives.</li> <li>1.2 Demonstrated knowledge of the creative options to be considered when developing for catering for an event.</li> <li>1.3 Demonstrated knowledge of issues and challenges associated with event catering.</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Knowledge of the different catering options and styles for different types, different types of customer and varying numbers.</li> <li>2.2 Space and equipment requirements for different styles of catering and varying numbers.</li> <li>2.3 Staffing requirements for particular types of catering.</li> <li>2.4 Knowledge of typical formats and running orders for different styles of events.</li> <li>2.5 Knowledge of what each department should do.</li> <li>2.6 Customer service.</li> <li>2.7 Knowledge on working proposals, quotations and contracts.</li> <li>2.8 Knowledge on the servicewares to be used.</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Operational constraints for catering within different styles of venue.</li> <li>3.2 Operational constraints for catering in different climatic conditions.</li> <li>3.3 Principles and practices of food safety for preparation, storage and transport of food.</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities conducted over a period of time that allow the candidate to plan and organize event catering, and then to monitor the actual catering service at the event or function.</li> <li>4.2 Access to and interaction with event industry suppliers.</li> <li>4.3 Involvement of and interaction with an event principal or organizing group.</li> </ul>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Evaluation of the catering at an event where catering is coordinated by the candidate.</li> <li>5.2 Case studies to assess ability to develop catering concepts and plans for different types of event.</li> </ul>

	<p>5.3 Evaluation of reports prepared by the candidate detailing the planning processes undertaken for an event and highlighting particular challenges and issues.</p> <p>5.4 Written or oral questions to elicit further explanations on various aspects of planning.</p> <p>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
6. Context for Assessment	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

**UNIT OF COMPETENCY** : **DESIGN MENUS TO MEET MARKET NEEDS**

**UNIT CODE** : **TRS512362**

**UNIT DESCRIPTOR** : This unit deals with the skills and knowledge to use menu planning as a marketing and management tool. It is an extension of skills identified in the unit Plan and control menu-based catering.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold</i> and <i>Italicized</i> terms are elaborated in the Range Statement
1. Identify and evaluate target markets for the catering outlet	1.1 <b>Target markets</b> for the enterprise are identified based on past and current operations and performance. 1.2 Potential target markets are identified based on review of the current market place and the nature and style of the operation. 1.3 Preference of key markets are evaluated and matched with overall enterprise products and services.
2. Evaluate market trends in food service	2.1 Information sources on market trends in food service are identified and accessed. 2.2 <b>Market trends</b> are evaluated for relevance to the enterprise current and potential markets.
3. Create menu based on market analysis and within budgetary constraints	3.1 Relevant market trends are incorporated into food service and menu planning. 3.2 <b>Menus</b> are developed taking into account enterprise operational constraints or limitations. 3.3 Menus are constructed to meet profitability targets. 3.4 Menus are developed taking into account the dietary instructions of the markets.
4. Monitor menu performance	4.1 Customer satisfaction with menus is monitored based on demand patterns and in consultation with customers and operational staff. 4.2 Menu items are analyzed in terms of sales and profit performance. 4.3 Menus are adjusted based on feedback and profitability.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering operations where food and related services are provided such as hotels and restaurants, cafeterias, kiosks, canteens, cafes, educational institutions, health establishments, defense forces, corrective services, residential catering, in-flight and other transport catering, events catering and private catering.

VARIABLE	RANGE
1. Target markets	May include but not limited to: <ul style="list-style-type: none"> <li>1.1 Those with particular nutritional or dietary needs and interests.</li> <li>1.2 Young people (elementary, highschool)</li> <li>1.3 Older people (professionals, yuppies)</li> <li>1.4 Infants/children/adolescent</li> <li>1.5 Prison populations</li> <li>1.6 Defense forcers</li> <li>1.7 Athletes</li> <li>1.8 Health care customers (the young and the old who is physically challenged)</li> <li>1.9 People from specific cultural or religious groups</li> <li>1.10 People from different socio-economic groups</li> <li>1.11 Students (college)</li> </ul>
2. Market trends in food service	May include but not limited to: <ul style="list-style-type: none"> <li>2.1 Contemporary eating habits</li> <li>2.2 Media influence</li> <li>2.3 Cultural and ethnic influences</li> <li>2.4 Seasonal and popular influences</li> <li>2.5 Major events and festivals</li> </ul>
3. Types of menus	May include but not limited to: <ul style="list-style-type: none"> <li>3.1 Table d'hôte</li> <li>3.2 Á la carte</li> <li>3.3 Set</li> <li>3.4 Function</li> <li>3.5 Buffet</li> <li>3.6 Cyclical</li> <li>3.7 Semi- á al carte</li> <li>3.8 Californian menu</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated the ability to conduct market research, identify current and relevant trends.</li> <li>1.2 Demonstrated the ability to cost menus and food items and develop menus within budgets.</li> <li>1.3 Prepared menus meeting the needs of a range of different target markets.</li> <li>1.4 Demonstrated the ability to design all types of menus.</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Different types and styles of menu for different type of food outlets.</li> <li>2.2 Historical development of menus, modern trends in menus.</li> <li>2.3 Current food trends, typical cultural and ethnic dining influences.</li> <li>2.4 Product knowledge of commodities required to meet menu needs of particular target groups, seasonal products.</li> <li>2.5 Principle of nutrition, ways of planning nutritionally-balanced menus, the effects of cooking on the nutritional value of food and the nutritional needs of target groups.</li> <li>2.6 Culinary terms used in relation to menus and food items.</li> <li>2.7 Sources of information on food service trends.</li> <li>2.8 Menu merchandising (lay-out, paper, cala, harmony)</li> <li>2.9 Menu listing (descriptive early)</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Costing and budgeting techniques for menus.</li> <li>3.2 Basic market research techniques in specific relation to food service preferences and trends.</li> </ul>
<p>4. Resource implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities that allow the candidate to develop multiple menus to meet a range of target markets for various catering operations or hospitality outlets.</li> <li>4.2 Use of current industry costing data and market trend information.</li> </ul>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Review of menus prepared by candidate to meet the needs of different target groups and markets.</li> <li>5.2 Case studies to assess ability to develop menus to meet differing needs.</li> <li>5.3 Written or oral questions to test knowledge of marketing issues, current trends on food.</li> <li>5.4 Review of portfolios of evidence and third party</li> </ul>

	workplace reports of on-the-job performance by the candidate.
6. Context for Assessment	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

**UNIT OF COMPETENCY: DEVELOP A FOOD SAFETY PROGRAM**

**UNIT CODE : TRS512363**

**UNIT DESCRIPTOR :** This unit refers to the development, implementation and evaluation of a food safety program for a hospitality or catering operation where food is stored, prepared and served.

<p style="text-align: center;"><b>ELEMENT</b></p>	<p style="text-align: center;"><b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables</p>
<p>1. Identify needs for the food safety program</p>	<p>1.1 Characteristics of the enterprise are evaluated, including:</p> <ul style="list-style-type: none"> <li>▪ Size and nature of organization</li> <li>▪ <b>“at risk”</b> client groups</li> <li>▪ layout</li> <li>▪ menu</li> <li>▪ production equipment</li> <li>▪ facilities</li> <li>▪ re-thermalization and service requirements</li> </ul> <p>1.2 Food safety <b>hazards</b> or any particular issues or risk situations are identified.</p> <p>1.3 Existing policies, procedures, practices and product specifications are evaluated and the need for change or enhancement is assessed.</p>
<p>2. Develop a food safety program for a specific commercial catering enterprise</p>	<p>2.1 Food safety program is designed to suit the characteristics and needs of the enterprise, in consultation with appropriate colleagues and stakeholders.</p> <p>2.2 Food production flow charts are developed.</p> <p>2.3 Critical control points in the food production system are identified.</p> <p>2.4 Methods of control for critical points and hazards are established.</p> <p>2.5 <b>Standard operational policies and procedures</b> to support the food safety program, including control procedures and corrective measures, are developed or modified.</p> <p>2.6 Product specifications are developed or modified and recorded.</p>



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
	<p>2.7 Product suppliers are identified and quality assurance specifications are established.</p> <p>2.8 Compliance of the food safety program with regulatory requirements and standards is ensured.</p> <p>2.9 Training needs are identified and a training plan or program is developed based on needs.</p> <p>2.10 Schedule for regular review of the food safety program is developed.</p>
3. Implement the food safety program	<p>3.1 Food safety programs, policies and procedures are communicated to management and colleagues in the workplace.</p> <p>3.2 Compliance by all colleagues to policies and procedures is ensured.</p> <p>3.3 Practical and user-friendly recording system is established to document food safety performance.</p> <p>3.4 Product specifications are communicated to suppliers and employees and compliance is checked.</p> <p>3.5 Appropriate training and mentoring related to the food safety program is organized.</p> <p>3.6 Implementation problems are promptly identified and corrective action is taken.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
4. Evaluate and revise the food safety program as required	<p>4.1 Operation and results of the food safety program are monitored according to schedule and in consultation with colleagues and other stakeholders.</p> <p>4.2 Operational policies, procedures and records are reviewed and changes or additions required are identified.</p> <p>4.3 <b>Tests</b> and/or measures to validate required safety standards are carried out.</p> <p>4.4 Food safety program is revised to incorporate amendments or additions.</p> <p>4.5 <b>Records</b> are kept to track changes to the food safety program and changes are incorporated into the production system.</p> <p>4.6 Colleagues are informed of changes and of when they commence.</p> <p>4.7 Need for additional training based on evaluation of the program is identified.</p> <p>4.8 Display of appropriate signage and information is ensured.</p>

## RANGE OF VARIABLES

The following explanations identify how this may be applied in different workplaces, sectors and circumstances.

The food safety program systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations. It identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded. The food safety program must comply with relevant national and local government legislation and ordinances.

The food safety plan may be a formal plan or a less-structured program. It may be developed as a stand-alone program or may be integrated with the overall quality program in a workplace.

This unit is based around the HACCP system but may also be customized to other systems.

VARIABLE	RANGE
1. Establishments	May include: 1.1 Cafeteria/kiosks/canteens/cafes/gourmet food shops/restaurants/hotels 1.2 Fast food outlets 1.3 Educational institutions 1.4 Health establishments 1.5 Mining operations 1.6 Military forces 1.7 Corrective services/final institution 1.8 Residential catering 1.9 In-flight catering 1.10 Transport catering 1.11 Events catering 1.12 Private catering
2. Critical control points	May include: 2.1 Receiving 2.2 Storing 2.3 Preparing 2.4 Processing 2.5 Displaying 2.6 Packaging 2.7 Servicing 2.8 Transporting

VARIABLE	RANGE
3. Food safety hazards	May include: 3.1 Foods highly susceptible to microbiological contamination 3.2 Working in temperatures that promote the rapid growth of micro-organisms 3.3 Display of food, buffets 3.4 Processes where food is required to be touched by hand 3.5 Requirements for re-thermalization or defrosting
4. "At risk" client groups	May include: 4.1 Patients, residents and clients of health care establishments. 4.2 Children or babies 4.3 Pregnant women 4.4 Aged persons 4.5 People with immune deficiencies or allergies.
5. Standard operational procedure	May include: 5.1 Food production procedures 5.2 Procedures for maintaining records 5.3 Contingency plans 5.4 Pest control 5.5 Cleaning and sanitation programs 5.6 Equipment maintenance 5.7 Employee training in hygiene and food handling 5.8 Maintenance of personal hygiene and suitable dress standards.
6. Contingency plans	May include: 6.1 Food poisoning 6.2 Customer complaints 6.3 Rejected food 6.4 Equipment breakdown 6.5 Faulty equipment 6.6 Existence of pests and vermin
7. Records	May include: 7.1 Temperature control data 7.2 Food production records.

VARIABLE	RANGE
8. Tests and measures to validate required safety standards	May include: 8.1 Food quality reviews and tests 8.2 Bacterial swabs and counts 8.3 Chemical tests 8.4 Audit arrangements and programs 8.5 Analysis of and actions arising from critical incidents

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to implement and maintain food safety standards and program to enterprise standards and in line with legislative requirements.</li> <li>1.2 Demonstrated involvement and interaction with a kitchen team.</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Principles and methods of food production.</li> <li>2.2 HACCP based concepts that support food safety program design.</li> <li>2.3 Options for the structure, development and implementation of a food safety program, including HACCP.</li> <li>2.4 Hygiene and food safety legislation and regulations in relation to food safety program requirements.</li> <li>2.5 Local health regulations pertaining to food production and packaging.</li> <li>2.6 Conditions for development of microbiological contamination and control methods.</li> <li>2.7 Potential staff training needs in relation to food safety.</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Policies and practices of personal hygiene and food handling.</li> <li>3.2 Planning and consultative processes which could be used in program development.</li> <li>3.3 Food safety recording requirements and options.</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities conducted over a period of time and which allow the candidate to establish and monitor a food safety program for a particular cookery or catering workplace.</li> <li>4.2 Involvement and interaction with a kitchen team.</li> </ul>

<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Review of documentation related to food safety systems, including policies and procedures, audit summaries and reports developed by the candidate.</p> <p>5.2 Case studies to assess ability to develop systems to meet differing workplace needs.</p> <p>5.3 Activities conducted in conjunction with industry to allow the candidate to develop systems for a real workplace.</p> <p>5.4 Written or oral questions about chosen systems and reason for selection.</p> <p>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
<p>6. Context for Assessment</p>	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

## **SECTION 3 TRAINING STANDARDS**

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **COMMERCIAL COOKING NC IV**.

The guidelines include information on curriculum design, training delivery, trainee entry requirements, tools and equipment, training facilities, and trainer's qualifications among others.

### **3.1 CURRICULUM DESIGN**

**Course Title:** COMMERCIAL COOKING

**NC Level:** NC IV

**Nominal Training Duration:** 56 Hrs. (Basic)  
24 Hrs. (Common)  
180 Hrs. (Core)

#### **Course Description:**

This course is designed to enhance the knowledge, skills and attitude in planning and preparing foods to meet special dietary and cultural needs; designing menus, planning and implementing a food safety program and catering event; and managing a team of cooks for guests. It also includes competencies in developing teams and individuals, applying problem-solving techniques, collecting, analyzing and organizing information, planning and organizing work, conducting assessment, and managing workplace diversity, finances, and quality customer service.



## BASIC COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Utilize specialized communication skills	1.1 Apply communication strategies to meet specific needs of internal and external client. 1.2 Represent the organization in internal and external forums. 1.3 Facilitate group discussion. 1.4 Conduct interview	<ul style="list-style-type: none"> <li>• Discussion method</li> <li>• Role Play</li> <li>• Brainstorming</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Performance test</li> <li>• Interview</li> </ul>
2. Develop team and individual needs	2.1 Determine development needs. 2.2 Foster individual and organization growth 2.3 Monitor and evaluate workplace learning 2.4 Develop team commitment and cooperation 2.5 Facilitate accomplishment of organizational goals	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role playing</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Direct observation</li> <li>• Role playing</li> </ul>

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
3. Apply problem solving techniques in the workplace	3.1 Analyze the problem 3.2 Identify fundamental cause of the problem 3.3 Determine possible solution 3.4 Prepare communication or documentation report 3.5 Present recommendation to appropriate personnel 3.6 Implement solution	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Discussion</li> <li>• Case studies</li> <li>• Role playing</li> <li>• Small group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Direct observation</li> <li>• Interview</li> </ul>
4. Collect, analyze and organize information	4.1 Study information requirements. 4.2 Process data. 4.3 Analyze, interpret and organize information gathered. 4.4 Present findings/recommendations	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Case study</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul>
5. Plan and organize work	5.1 Set work objectives 5.2 Plan and schedule work activities 5.3 Implement and monitor plans/activities 5.4 Review and evaluate work plans and activities	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Discussion</li> <li>• Case studies</li> <li>• Role playing</li> <li>• Small group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Direct observation</li> <li>• Interview</li> </ul>

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
6. Promote environmental protection	6.1 Study guidelines for environmental concerns. 6.2 Implement specific environmental programs 6.3 Monitor activities on environmental protection/programs	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Case study</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul>

### **COMMON COMPETENCIES**

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Conduct assessment	1.1 Identify and explain the context of assessment 1.2 Plan evidence-gathering opportunities 1.3 Organize assessment 1.4 Gather evidence 1.5 Make the assessment decision 1.6 Record assessment results 1.7 Provide feedback to persons being assessed 1.8 Report on the conduct of the assessment	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Role-Play</li> <li>• Simulation</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interviews/Questioning</li> </ul>
2. Manage workplace diversity	2.1 Encourage respect for diversity in the workplace 2.2 Use diversity as an asset 2.3 Deal with problems arising from diversity	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case Studies</li> <li>• Problem-solving activities</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews/Questioning</li> <li>• Observation</li> </ul>

	issues		
3. Manage finances within a budget	<p>3.1 Allocate budget resources</p> <p>3.2 Monitor financial activities against budget</p> <p>3.3 Identify and evaluate options for improved budget performance</p> <p>3.4 Complete financial reports</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case Studies</li> <li>• Problem-solving activities</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Observation</li> </ul>
4. Manage quality customer service	<p>4.1 Develop approaches to enhance customer service quality</p> <p>4.2 Manage the delivery of quality service</p> <p>4.3 Monitor and adjust customer service</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case Studies</li> <li>• Problem-solving activities</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Observation</li> </ul>

## **CORE COMPETENCIES**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
1. Prepare foods according to dietary and cultural needs	<p>1.1 Prepare and present foods to meet basic nutritional needs</p> <p>1.2 Prepare and present foods to meet special dietary requirements</p> <p>1.3 Prepare foods to satisfy specific cultural or religious needs</p>	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
2. Transport and store food in a safe and hygienic	<p>2.1 Identify appropriate food transportation</p> <p>2.2 Transport food</p>	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> </ul>

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
manner	safely and hygienically 2.3 Store food safely and hygienically	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
3. Apply catering control principles	3.1 Identify procedures to reduce wastage 3.2 Carry out catering control procedures 3.3 Minimize waste	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
4. Develop menus to meet special dietary and cultural needs	4.1 Identify the dietary and cultural requirements of customers 4.2 Develop menus and meal plans to meet dietary and cultural requirements 4.3 Evaluate meals and menus	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
5. Select catering systems	5.1 Review catering system requirements 5.2 Evaluate and select the catering system	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
6. Manage facilities associated with commercial catering contracts	6.1 Organize maintenance of facilities 6.2 Manage catering stores and storage areas 6.3 Maintain a facilities assets register 6.4 Manage client services associated with the facility	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
7. Plan the catering for an event or function	7.1 Identify overall event objectives and scope	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> </ul>

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
	7.2 Prepare the catering concept for an event or function 7.3 Prepare and implement an operational plan for the catering of an event or function	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
8. Design menus to meet market needs	8.1 Identify and evaluate target markets for the catering outlet 8.2 Evaluate market trends in food service 8.3 Create menu based on market analysis and within budgetary constraints 8.4 Monitor menu performance	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
9. Develop a food safety program	9.1 Identify needs for the food safety program 9.2 Develop a food safety program for a specific commercial catering enterprise 9.3 Implement the food safety program 9.4 Evaluate and revise the food safety program as required	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>

## 3.2 TRAINING DELIVERY

The delivery of training should follow to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based on the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended, thus, programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations
- Modular/self-paced learning is a competency-based training modality where the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners
- Supervised industry training or on-the-job training is a training approach designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies

### **3.3 TRAINEE ENTRY REQUIREMENTS**

Trainees or students wishing to gain entry into this course should possess the following requirements:

- can communicate both orally and in written form;
- physically and mentally fit;
- with good moral character;
- can perform basic mathematical computation;
- must be competent in the entire Commercial Cooking NC III qualification either through training, experience or certification

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.



### 3.4 LIST OF TOOLS AND EQUIPMENT COMMERCIAL COOKING – NC IV

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for COMMERCIAL COOKING NC IV are as follows:

TOOLS		EQUIPMENT		COOKING UTENSILS	
QTY		QTY		QTY	
<b>Basic cutting knives</b>		1 unit	Reach-in freezer	5 pcs.	Sauce pan w/ handle, 16 cm. diameter x 8 cm. height
5 pcs.	Paring knife	1 unit	Reach-in refrigerator	5 pcs.	Sauce pan w/ handle, 20 cm. diameter x 8 cm. height
3 pcs.	Bread knife	5 units	4 burner gas range w/ oven	5 pcs.	Sauteing pan - small
5 pcs.	Filleting knife	1 unit	Stock pan burner	3 pcs.	Sauteing pan - medium
5 pcs.	Carving knife	1 unit	Deep fat fryer (small/single)	3 pcs.	Sauteing pan - large
3 pcs.	Chef's knife 6"	1 unit	Microwave oven	2 pcs.	Sauteing pan - heavy duty
				4 pcs.	Braising pan - small
3 pcs.	Chef's knife 8"	1 unit	Combination of broiler and griddle - small	2 pcs.	Braising pan - medium
5 pcs.	Boning knife	5 unit	Exhaust hood	2 pcs.	Braising pan - large
3 pcs.	Oysters knife	1 unit	Dish washing machine (optional)	4 pcs,	Stock pots - small
3 pcs.	Cleaver	1 unit	Blender machine	2 pcs.	Stock pots - medium
5 pcs.	Butcher knife	1 unit	Pressure cooker	1 pc.	Stock pot - large
		1 unit	Meat slicer - small	5 pcs.	Frying pan - small
<b>Hand tools</b>		1 unit	Meat grinder	2 pcs.	Frying pan - medium
1 pc.	Apple corer	1 unit	Meat chopper machine (optional)	1 pc.	Frying pan - large
3 pcs.	Wire whisk - small	1 unit	Salamander, griller	1 pc.	Colander - small
3 pcs.	Wire whisk - medium			1 pc.	Colander - medium
3 pcs.	Wire whisk – heavy duty			5 pcs.	Cutting board
5 pcs.	Can opener	<b>Kitchen Furniture/ Accessories</b>		1 pc.	Fish poacher-medium
3 pcs.	Kitchen scissors	5 units	Preparation table with sink (approx. 45" x 28")	2 pcs.	Casserole - small
3 pcs.	Soup Ladle 3 oz.	1 unit	Bain Marie - table	2 pcs.	Casserole - medium

3 pcs.	Soup Ladle 6 oz.	1 unit	Working table (fabricated)	2 pcs.	Wok - small
3 pcs.	Soup Ladle 8 oz.	5 unit	Condiment cabinet	2 pcs.	Wok - medium
3 pcs.	Soup Ladle 12 oz.	1 unit	Washing sink	1 pc.	Double boiler - medium
5 pcs.	Kitchen spoon	1 unit	Soak sink	4 pcs.	Paellara
5 pcs.	Kitchen spoon slotted	2 unit	Utility shelving	2 pcs.	Glass rack
3 pcs.	Kitchen fork	5 unit	Stainless steel rack (5 shelves)	1 pc.	Soup cup rack
3 pcs.	Carving fork	1 unit	Steel rack	2 pcs.	Plate rack
3 pcs.	Pocket/pin thermometer	1 unit	Utility cart		
5 pcs.	Peelers	<b>TRAINING EQUIPMENT</b>		10 pcs.	Baking tray - small
5 pcs.	Tenderizer, medium	1 unit	Over head projector	10 pcs.	Utility tray - stainless
5 pcs.	Skimmer, fine	1 unit	Flip chart	2 pcs.	Roasting tray
3 pcs.	Wire Skimmer, small	1 unit	White board	<b>TRAINING MATERIALS</b>	
		<b>CLEANING MATERIALS</b>		25 pcs.	Marker
		4 pcs.	Floor mops	25 pcs.	Pencil
		1 pc.	Mop Squeezer	2 rms	Bond paper
5 pcs.	Skimmers spider	4 pcs.	Broom (tambo)	<b>Meat</b>	
3 pcs.	Strainer, small, fine	2 pcs.	Dust pan		Beef
3 pcs.	Siever	5 pcs.	Garbage bin (4 gals.)		Pork
2 pcs.	Strainer, medium, fine	2 pcs.	Liquid soap dispenser		Lamb
	<b>Tongs</b>	2 pcs.	Paper towel dispenser	<b>Poultry</b>	
5 pcs.	<b>8 inches</b>	<b>EQUIPMENT</b>			
3 pcs.	<b>12 inches</b>	<b>SAFETY</b>			
	<b>TOOLS</b>	1 set	First Aid Kit		Chicken
5 pcs.	Turner, 3" x 6"	1 pc.	Fire Extinguisher		Duck
5 pcs.	Spatula				Turkey
5 pcs.	Wooden spoon				Pigeon, etc.
5 pcs.	Parisienne spoon			<b>Seafood</b>	
5 pcs.	Zester				Fish

5 pcs.	Piping bag				Shellfish
5 sets	Pastry tubes				Crustacean
3 pcs.	Strainer Chinois - small				<b>Perishables</b>
3 pcs.	Strainer Chinois - medium				Vegetable
3 pcs.	Funnel - small				Fruits
2 pcs.	Funnel - medium				Dairy products
5 sets	Measuring spoon				Processed foods
5 sets	Measuring cup				<b>Dry Goods (Groceries)</b>
5 sets	Measuring urn				Sauces
					Spices
					Seasoning
					Canned fruits
					Canned vegetables
<b>TOOLS</b>		<b>EQUIPMENT</b>		<b>MATERIALS</b>	
<b>QTY</b>		<b>QTY</b>		<b>QTY</b>	
<b>Miscellaneous</b>				<b>Dry Goods (Groceries)</b>	
1 pc.	Ice cream scoop				Noodles
10 pcs.	Cheese cloth				Pasta
12 pcs.	Serving spoon				Rice
1 pc.	Food mill				Flour
3 pcs.	Weighing scale – 5 kgs.				Sugar
5 pcs.	Weighing scale – 1000 grams				Beans
				<b>TRAINING MATERIALS/ RESOURCES</b>	
					Manuals
					Books
					Video (CD)

**NOTE:** Implementation of the training program can be made possible through a **MOA** between the **Training school** and **Industry** for the use of the facilities. This is in response to the school limitation on the high cost of equipment.

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Laboratory	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area			36 sq. m.
<b>Total workshop area:</b>			<b>156 sq. m.</b>

### 3.6 TRAINER'S QUALIFICATIONS FOR TOURISM SECTOR (HOTELS AND RESTAURANTS)

#### COMMERCIAL COOKING NCIV

#### TRAINER'S QUALIFICATIONS (TQ IV)

- Must have completed a Trainers Training Methodology Course (TM IV) or its equivalent
- Must have at least 3-5 years job/industry experience
- Must be physically and mentally fit
- Must be a holder of Commercial Cooking NC level IV certificate or equivalent
- Must be of good moral character
- With pleasing personality
- Must have attended relevant training and seminars

### 3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

## **SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS**

4.1 To attain the National Qualification of **COMMERCIAL COOKING NC IV**, the candidate must demonstrate competence in all the units of competency listed in Section I. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.2 Individuals aspiring to be awarded the qualification of **COMMERCIAL COOKING NC IV** must acquire Certificates of Competency in all the following groups/cluster of core units of the Qualification. Candidates may apply for assessment in any accredited assessment center.

### **4.2.1 Plan and prepare specialty foods**

4.2.1.1 Prepare foods according to dietary and cultural needs

4.2.1.2 Develop menus to meet special dietary and cultural needs

4.2.1.3 Design menus to meet market needs

### **4.2.2 Plan and implement a food safety program**

4.2.2.1 Transport and store food in a safe and hygienic manner

4.2.2.2 Develop a food safety program

### **4.2.3 Plan and implement a catering event**

4.2.3.1 Apply catering control principles

4.2.3.2 Select catering systems

4.2.3.3 Manage facilities associated with commercial catering contracts

4.2.3.4 Plan the catering for an event or function

Successful candidates shall be awarded Certificates of Competency (COC).

4.3 After accumulation and submission of all COCs acquired for the relevant units of competency comprising a qualification, an individual shall be issued the corresponding National Certificate.

4.4 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.

- 4.5 The following are qualified to apply for assessment and certification:
- 4.5.1 Graduates of formal, non-formal and informal including enterprise-based training programs.
  - 4.5.2 Experienced Workers (wage employed or self-employed)
- 4.6 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)".

**COMPETENCY MAP - TOURISM Sector  
(Hotels and Restaurants)  
COMMERCIAL COOKING NC IV**

<b>CORE COMPETENCIES</b>	Clean and maintain kitchen premises	Organize and prepare food	Select, prepare and cook meat	Receive and store kitchen supplies	Prepare stocks, sauces and soups	Prepare, cook and serve food for menus	Prepare appetizers and salads	Prepare sandwiches	Prepare vegetables, fruits, eggs and starch products
	Prepare and cook poultry and game	Prepare and portion controlled meat cuts	Prepare and cook seafood	Prepare hot and cold desserts	Prepare pastry, cakes, and yeast-based products	Present food	Package prepared foodstuffs	Plan and prepare food for ala carte and buffets	Plan and control menu-based catering
	Organize bulk cooking operations	Prepare pates and terrines	Plan, prepare and display ala carte and buffet	Select, prepare and serve specialized food items	Select, prepare and serve specialty cuisines	Monitor catering revenue and costs	Establish and maintain quality control	Apply cook-chill-freeze production processes	Prepare foods according to dietary and cultural needs
	Transport and store food in a safe and hygienic manner	Apply catering control principles	Develop menus to meet special dietary and cultural needs	Select catering systems	Manage facilities associated with commercial catering contracts	Plan the catering for an event or function	Design menus to meet market needs	Develop a food safety program	
<b>COMMON COMPETENCIES</b>	Develop and update industry knowledge	Observe workplace hygiene procedures	Perform computer operations	Perform workplace and safety practices	Provide effective customer service	Roster staff	Control and order stock	Train small groups	Establish and conduct business relationships
	Conduct assessment	Manage workplace diversity	Manage finances within a budget	Manage quality customer service					
<b>BASIC COMPETENCIES</b>	Participate in workplace communication	Work in team environment	Practice career professionalism	Practice occupational health and safety practices	Lead workplace communication	Lead small teams	Develop and practice negotiation skills	Solve problems related to work activities	
	Use mathematical concepts and techniques	Use relevant technologies	Utilize specialized communication skills	Develop teams and individuals	Apply problem-solving techniques in the workplace	Collect, analyze and organize information	Plan and organize work	Promote environmental protection	

## DEFINITION OF TERMS

1. **Barbecue** – A cooking method involving grilling food over a wood or charcoal fire. Usually some sort of rub, marinade, or sauce is brushed on the item before or during cooking.
2. **Blanch** – to cook an item briefly in boiling water or hot fat before finishing or storing it.
3. **Boil** – a cooking method in which items are immersed in liquid at or above the boiling point (212°F/100°C).
4. **Braise** – a cooking method in which the main item, usually meat, is seared in fat, then simmered in stock to another liquid in a covered vessel.
5. **Broil** – a cooking method in which items are cooked by a radiant heat source placed above the food, usually in a broiler or *salamander*.
6. **Butcher** - a chef or purveyor who is responsible for butchering meats, poultry and occasionally fish.
7. **Chafing dish** – a metal dish with a heating unit (flame or electric) used to keep foods warm and to cook foods at tableside or during buffet service.
8. **Chop** – to cut into pieces of roughly the same size. Also, a small cut of meat including part of the rib
9. **Combination method** – a cooking method that involves the application of both moist and dry heat to the main item (for example, braising or stewing)
10. **Cure** – to preserve a food by salting, smoking and or drying
11. **Deep fry** – a cooking method in which foods are cooked by immersion in hot fat; deep-fried foods are often coated with bread crumbs or batter before being cooked
12. **Dice** – to cut ingredients into small cubes (1/4 inches for small, 1/3 for medium, 3/4 inch for large)
13. **Fillet** – a boneless cut of meat, fish or poultry
14. **Garnish** – an edible decoration of accompaniment to a dish
15. **Gratine** – browned in an oven or under a salamander. Gratine can also refer to a forcemeat in which some portion of the dominant meat is sautéed and cooled before grinding.
16. **Grill** – a cooking technique in which foods are cooked by a radiant heat source placed below the food. Also, the piece of equipment on which grilling is done.
17. **Instant reading thermometer** – a thermometer used to measure the internal temperature of foods. The stem is inserted into the food, producing an instant temperature read out.



18. **Marinade** – an apparel used in cooking to flavor and moisten foods, may be liquid or dry. Liquid marinades are usually based on acidic ingredients, such as wine or vinegar, dry marinades are usually salt-based.
19. **Microwave** – a method of meat transfer in which electro-magnetic waves generated by a device called a magnetron penetrate food and cause the water molecules in it to oscillate.
20. **Mince** – to chop into very small pieces
21. **Mise-en-place** – “Put in place”. The preparation and assembly of ingredients, pans, utensils and plates or serving pieces needed for a particular dish or service period
22. **Panbroil** – a cooking method similar to dry sautéing that simulates broiling by cooking an item in a hot pan with little or no fat.
23. **Panfry** – a cooking method in which items are cooked in deep fat in a skillet over medium heat; this generally involves more fat than sautéing or stir-frying but less than deep-frying.
24. **Pasta** – noodles made from a dough of flour (often semolina), water and/or eggs. This dough is kneaded, rolled and cut or extruded, then cooked by boiling
25. **Poach** – a method in which items are cooked gently in simmering liquid
26. **Pressure steamer** – a machine that steams food by heating water under pressure in a sealed compartment, allowing the steam to reach higher-than-boiling temperature (212°F/100°C). The food is placed in a sealer chamber that cannot be opened until the pressure has released and the steam properly vented from the chamber.
27. **Roast** – a dry heat cooking method in which items are cooked in an oven or on a spit over a fire
28. **Sauté** – a cooking method in which items are cooked quickly in a small amount of fat in a pan on the range top.
29. **Simmer** – to main the temperature of a liquid just below boiling. Also, a cooking method in which items are cooked in a simmering liquid.
30. **Smoking** – any of several methods for preserving and flavor foods by exposing them to smoke. Methods include cold-smoking (in which smoked items are not fully cooked), hot-smoking (in which the items are cooked), and smoke-roasting.
31. **Steaming** – a cooking method in which items are cooked in a vapor by boiling water or other liquids.
  
32. **Stew** – a cooking method nearly identical to braising but generally involving smaller pieces of meat and hence a shorter cooking time. Stewed items also may be

blanched, rather than seared, to give the finished product a pale color. Also a dish prepared by using the stewing method.

33. **Stir fry** – a cooking method similar to sautéing in which items are cooked over high heat, using little fat. Usually this is done in a wok and the food is kept moving constantly.

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