

TRAINING REGULATIONS

FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV



TOURISM SECTOR (HOTEL AND RESTAURANT)

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TESDA Complex East Service Road, South Luzon Expressway (SLEX),
Fort Bonifacio, Taguig City

Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serves as basis for:

1. Development of curriculum and assessment tools
2. Registration and delivery of training programs; and
3. Establishment of competency assessment and certification arrangements.

Each TR has four sections:

- Section 1 **Definition of Qualification** - describes the qualification and defines the competencies that comprise the qualification.
- Section 2 **The Competency Standards** format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.
- Section 3 **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.
- Section 4 **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

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TRAINING REGULATIONS FOR

FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV

SECTION 1 FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV QUALIFICATION

The **FOOD PRODUCTION (PROFESSIONAL COOKERY) 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; catering events; 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 (Hotel and Restaurant)** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
500311401	Utilize specialized communication skills
500311402	Develop and lead teams
500311403	Perform higher-order thinking processes and apply techniques in the workplace
500311404	Contribute to the practice of social justice in the workplace
500311405	Manage innovative work instructions
500311406	Manage and evaluate usage of information
500311407	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures
500311408	Lead towards improvement of environment work programs, and procedures
500311409	Sustain entrepreneurial skills

CODE NO.	COMMON COMPETENCIES
TRS141208	Maintain hospitality industry knowledge
TRS141209	Perform child protection duties relevant to the tourism industry
TRS141210	Develop and supervise operational approaches
TRS141211	Manage quality customer service
TRS141212	Manage finances within a budget
TRS141213	Plan and implement a series of training events
TRS141214	Use the assessment system for training outcomes

CODE NO.	CORE COMPETENCIES
TRS512311	Manage food production operations for catering
TRS512312	Manage bakery and patisserie operations for catering
TRS512313	Select catering system
TRS512314	Design menus to meet specific market requirements
TRS512315	Design meals to meet special dietary, religious and cultural requirements
TRS512316	Prepare catering tenders
TRS512317	Plan and manage menu-based catering for an event or function
TRS512318	Manage catering costs and revenues
TRS512319	Develop a food safety program
TRS512320	Implement safety, health, environmental, and sustainable policies and procedures

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

- Sous Chef
- Executive Sous Chef

SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : UTILIZE SPECIALIZED COMMUNICATION SKILLS

UNIT CODE : 500311401

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 discussion with groups, and contribute to the development of communication strategies.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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 in a manner which does not compromise the organization	1.1 Communication processes 1.2 Dynamics of groups and different styles of group leadership 1.3 Communication skills relevant to client groups 1.4 Flexibility in communication	1.1 Full range of communication techniques including: 1.1.1 Effective communication process 1.1.2 Active listening 1.1.3 Giving/ receiving feedback 1.1.4 Interpretation of information 1.1.5 Role boundaries setting 1.1.6 Negotiation 1.1.7 Establishing empathy 1.1.8 Conduct seminars 1.1.9 Public speaking 1.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Contribute to the development of communication strategies	2.1 Strategies 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 2.5 Negotiation and conflict resolution strategies are used where required 2.5 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives	2.1 Communication process 2.2 Dynamics of groups and different styles of group leadership 2.3 Openness and flexibility in communication 2.4 Communication skills relevant to client groups	2.1 Full range of communication techniques including: 2.1.1 Effective communication process 2.1.2 Active listening 2.1.3 Giving/ receiving Feedback 2.1.4 Interpretation of information 2.1.5 Role boundaries setting 2.1.6 Negotiation 2.1.7 Establishing empathy 2.1.8 Openness and flexibility in communication 2.2 Communication skills required to fulfill job roles as specified by the organization
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time 3.2 Utilize appropriate media to enhance presentation 3.3 Differences in views/opinions are respected 3.4 Questions during fora are responded in a manner consistent with organizational Standard	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership 3.3 Openness and flexibility in communication 3.4 Communication skills relevant to client groups	3.1 Full range of communication techniques including: 3.1.1 Effective communication process 3.1.2 Active listening 3.1.3 Giving/receiving feedback 3.1.4 Interpretation of information 3.1.5 Role boundaries setting 3.1.6 Negotiation 3.1.7 Establishing empathy 3.1.8 Openness and

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			flexibility in communication 3.19 Communication skills required to fulfill job roles as specified by the organization
4. Represent the organization	4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 4.2 Presentation is clear and sequential and delivered within a predetermined time 4.3 Utilize appropriate media to enhance presentation 4.4 Differences in views are respected 4.5 Written communication is consistent with organizational standards 4.6 Inquiries are responded in a manner consistent with organizational standard 4.7 Consolidate ideas and suggestions 4.8 Generalize and summarize all ideas and suggestions	4.1 Communication process 4.2 Dynamics of groups and different styles of group leadership 4.3 Openness and flexibility in communication 4.4 Communication skills relevant to client groups	4.1 Full range of communication techniques including: 4.1.1 Effective communication process 4.1.2 Active listening 4.1.3 Giving/receiving feedback 4.1.4 Interpretation of information 4.1.5 Role boundaries setting 4.1.6 Negotiation 4.1.7 Establishing empathy 4.1.8 Openness and flexibility in communication 4.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Facilitate group discussion	5.1 Mechanisms which enhance effective group interaction is defined and implemented 5.2 Strategies which encourage all group members to participate are used routinely 5.3 Objectives and agenda for meetings and discussions are routinely set and followed 5.4 Relevant information is provided to group to facilitate outcomes 5.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 5.6 Specific communication needs of individuals are identified and addressed	5.1 Communication process 5.2 Dynamics of groups and different styles of group leadership 5.3 Openness and flexibility in communication 5.4 Communication skills relevant to client groups	5.1 Full range of communication techniques including: 5.1.1 Effective communication process 5.1.2 Active listening 5.1.3 Giving/receiving feedback 5.1.4 Interpretation of information 5.1.5 Role boundaries setting 5.1.6 Negotiation 5.1.7 Establishing empathy 5.1.8 Openness and flexibility in communication 5.2 Communication skills required to fulfill job roles as specified by the organization
6. Conduct interview	6.1 A range of appropriate communication strategies are employed in interview situations 6.2 Records of interviews are made and maintained in accordance with organizational procedures	6.1 Communication process 6.2 Dynamics of groups and different styles of group leadership 6.3 Effective questioning techniques 6.3 Communication skills relevant to client groups	6.1 Full range of communication techniques including: 6.1.1 Effective communication process 6.1.2 Active listening 6.1.3 Giving/ receiving feedback 6.1.4 Interpretation of information 6.1.5 Role boundaries setting 6.1.6 Negotiation

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	6.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated		6.1.7 Establishing empathy 6.2 Effective clarifying and probing techniques (questioning skills) 6.3 Communication skills required to fulfill job roles as specified by the organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 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	May include: 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 2.7 Openness and flexibility in communication
3. Types of Interview	May include: 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	May include: 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	Assessment requires evidence that the candidate: 1.1 Demonstrated effective communication skills with clients accessing service and work colleagues 1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
2. Resource Implications	2.1 Access to appropriate workplace where assessment can take place
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case Study 3.2 Interview 3.3 Portfolio 3.4 Written Test 3.5 Role Play
4. Context for Assessment	4.1 This unit should be assessed on the job through simulation

UNIT OF COMPETENCY: DEVELOP AND LEAD TEAMS

UNIT CODE : 500311402

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.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Foster Individual growth	1.1 Learning and development needs of team members are systematically identified in line with organizational requirements 1.2 Development plan to meet individual needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement 1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning process	1.1 Effective workplace communication, coaching and mentoring principles 1.2 Feedback principles and procedures 1.3 Working interdependently: strategies and techniques 1.4 Leadership Concepts: <ul style="list-style-type: none"> • Types of Decisions Teams Make • Team Responsibilities • Problems That Affect Teams • Building Strong Team Communication • Expressing Yourself on a Team • Team Problem Solving 	1.1 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 1.2 Coaching and mentoring skills to provide support to colleagues 1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.4 Ability to relate to people from a range of social, cultural, physical and mental backgrounds

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.5 Planning skills to organize required resources and equipment to meet learning needs 1.6 Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes 1.7 Facilitation skills to conduct small group training sessions

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Foster individual and team growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards</p> <p>2.2. Learning delivery methods are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>	<p>2.1 Advanced coaching and mentoring techniques</p> <p>2.2 Performance evaluation concepts</p> <p>2.3 Training and development techniques</p>	<p>2.1 Instructional planning and delivery skills</p> <p>2.2 Monitoring and evaluation skills</p> <p>2.3 Mentoring and coaching skills</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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	3.1 Types and levels of learning evaluation 3.2 Learning styles and strategies 3.3 Training and development approaches	3.1 Instructional planning and delivery skills 3.2 Monitoring and evaluation skills 3.3 Mentoring and coaching skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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 4.4 Career planning for each member are monitored	4.1 Career development for group members 4.2 Principles of team commitment and cooperation 4.3 Team dynamics and performance	4.1 Instructional planning and delivery skills 4.2 Monitoring and evaluation skills 4.3 Mentoring and coaching skills
5. Facilitate accomplishment of team 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	5.1 Group Development Process and Principles as applied in the workplace 5.2 Principles of organizational development 5.3 Collaboration principles and procedures	5.1 Instructional planning and delivery skills 5.2 Monitoring and evaluation skills 5.3 Mentoring and coaching skills 5.4 Organizational leadership

RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	May include: 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 1.10 Job design and enrichment
2. Organizational requirements	May include: 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 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on performance	May include: 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	May include: 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

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified and implemented learning opportunities for others 1.2. Gave and received feedback constructively 1.3. Facilitated participation of individuals in the work of the team 1.4. Negotiated learning plans to improve the effectiveness of learning 1.5. Prepared learning plans to match skill needs 1.6. Accessed and designated learning opportunities
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or tasks
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation of work activities of the individual member in relation to the work activities of the group 3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
4. Context for Assessment	<ul style="list-style-type: none"> 4.1. Competency may be assessed in workplace or in a simulated workplace setting 4.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group

UNIT OF COMPETENCY : PERFORM HIGHER-ORDER THINKING PROCESSES AND APPLY TECHNIQUES IN THE WORKPLACE

UNIT CODE : 500311403

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to use fundamental critical thinking skills in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures.	1.1 Effectiveness and efficiency of workplace standards and procedures are examined. 1.2. Usage of inquiry and dialogue to communicate evaluation measures and results are implemented. 1.3 Evaluation reports are prepared and communicated to team members.	1.1 Systems, standards, procedures and protocols in the workplace. 1.2 Different methods of critical and appreciative inquiry and their relevance to different situations 1.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 1.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 1.2 Communicating to actively listen and to ask questions of others in a constructive way. 1.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers. 1.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 1.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Foster the habit of critical inquiry and curiosity in the workplace.	2.1 Issues and situations are reflected on and wondered about. 2.2 Issues and problems in the workplace particularly in the policies, procedures and protocols are discussed and evaluated between and among teams. 2.3 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated and agreed upon between and among teams. 2.4 Growth mindset and positive relationship and communication is applied in the context of curiosity and critical inquiry in the workplace.	2.1 Different methods of critical and appreciative inquiry and their relevance to different situations. 2.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 2.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking). 2.4 Growth mindset and positive communication and relationship strategies and techniques.	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 2.2 Communicating to actively listen and to ask questions of others in a constructive way. 2.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers. 2.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 2.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace. 2.6 Communicating insights on workplace effectiveness and efficiency.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop practical action plans for improving workplace conditions.	<p>3.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders.</p> <p>3.2 Practical action plans in improving workplace conditions are formulated, presented and negotiated with stakeholders.</p> <p>3.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization.</p> <p>3.4 Commitment to continuous improvement and change is highlighted.</p> <p>3.5 Passion and dedication for changing and adapting to the demands of the 21st century workplace are considered.</p>	<p>3.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>3.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>3.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>3.4 Growth mindset and positive communication and relationship strategies and techniques.</p> <p>3.5 Creative negotiation skills.</p> <p>3.6 Change management and continuous improvement concepts.</p>	<p>3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>3.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>3.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>3.6 Communicating practical insightson improving workplace conditions.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Effectiveness and efficiency	May include; <ul style="list-style-type: none"> 1.1 Developing a more efficient way of doing something 1.2 Developing a new idea 1.3 Developing and improving products and services 1.4 Enhancing skills and career opportunities 1.5 Enhancing the physical environment 1.6 Financial benefit 1.7 Greater personal satisfaction 1.8 Improving interpersonal relationships 1.9 Evaluating overall workplace conditions
2. Curiosity and critical inquiry	May include: <ul style="list-style-type: none"> 2.1 Accuracy 2.2 Breadth 2.3 Clarity 2.4 Depth 2.5 Emotion 2.6 Fairness 2.7 Logic 2.8 Meaning 2.9 Planning 2.10 Attention 2.11 Precision 2.12 Relevance 2.13 Significance 2.14 Social engagement 2.15 Society 2.16 Style 2.17 Growth mindset 2.18 Positive communication 2.19 Positive negotiation 2.20 Workplace conditions 2.21 Appreciative inquiry methods

VARIABLE	RANGE
3. Practical action plans	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Insights on continuous improvement 3.2 Creative strategies and techniques for becoming better at work and real life 3.3 Career plans 3.4 Challenging workplace policies, procedures and protocols 3.5 Specifying plans for change and adapting to the demands of the contemporary workforce 3.6 Challenges in negotiating with stakeholders and teams 3.7 Change management, innovation and knowledge creation 3.8 Contractual agreements 3.9 Extreme time pressure or non-negotiable deadlines 3.10 Financial limitations 3.11 Procedures determined by laws or other regulations 3.12 Safety issues 3.13 When others are totally closed to new ideas 3.14 acknowledging shared responsibility 3.15 adopting a positive 'can do' attitude 3.16 following up on practical details 3.17 pro-actively seeking information 3.18 suggesting a new approach 3.19 talking to others about possible answers 3.20 constraints of the broader context and environment 3.21 overall goal - what needs to be achieved 3.22 personal hopes and expectations

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Evaluated the effectiveness and efficiency of workplace systems, processes and procedures.</p> <p>1.2 Modelled the conscious process of critical inquiry to get new insights that s/he can get in formulating action plans on continuous improvement in the workplace and real-life</p> <p>1.3 Practiced the habit of critical inquiry and curiosity in the workplace</p> <p>1.4 Shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations.</p> <p>1.5 Developed practical action plans for improving workplace conditions.</p>
<p>2. Resource Implications</p>	<p>2.1. Interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</p> <p>3.2 Evaluation of a candidate blog exploring different ideas and questions</p> <p>3.3 Review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts</p> <p>3.4 Evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives</p> <p>3.5 Observation of the candidate participating in a group problem-solving session</p> <p>3.6 Oral or written questioning to assess knowledge of typical blockers to the critical thinking process.</p> <p>3.7 Life Narrative Inquiry to reflect life stories that reflect how critical thinking and problem solving is applied in the lives.</p>
<p>4. Context for Assessment</p>	<p>4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : CONTRIBUTE TO THE PRACTICE OF SOCIAL JUSTICE IN THE WORKPLACE

UNIT CODE : 500311404

UNIT DESCRIPTOR : This unit covers ways and means to assume active roles in resolving local and global challenges and to become proactive contributors to a more peaceful and sustainable world.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Update self on local, national and global trends/ issues in the workplace	1.1 Media are regularly scanned/ monitored for trends and issues relevant to human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity. 1.2 Knowledge and understanding of local, national and global issues and their interconnectedness and interdependency are acquired. 1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members.	1.1 Local, national and global systems and structures 1.2 Issues affecting interaction and connectedness of communities at local, national and global levels 1.3 Underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)	1.1 Monitoring trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms 1.2 Analyzing trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity 1.3 Engaging in discourse about the local, national and global issues

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Relate local and global trends to workplace context	2.1 Local events are reflected on for implications in one's own situation and in the external global environment. 2.2 Sense of belonging to a common humanity, sharing values and responsibilities are developed. 2.3 Attitudes of empathy, solidarity and respect for differences and diversity are strengthened.	2.1 Different levels of human identity according to Amber Mayer (2015) 2.2 Different communities people belong to and how these are connected 2.3 Difference and respect for cultural diversity	2.1 Recognizing differences and commonalities among people 2.2 Strengthening attitudes of empathy, solidarity and respect for diversity 2.3 Connecting local issues to global trends, and vice versa.
3. Engage and take actions on workplace issues and concerns	3.1 Effective and responsible actions at local, national and global levels are identified. 3.2 Motivation and willingness to take necessary actions are developed. 3.3 Attitude of "thinking globally and acting locally" is practiced.	3.1 Actions that can be taken individually and collectively 3.2 Ethically responsible behaviour 3.3 Importance and benefits of civic engagement 3.4 Strategies and techniques of "thinking globally and acting locally"	3.1 Employing appropriate actions to address workplace issues involving national and global trends 3.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns 3.3 Applying the attitude of "thinking globally and acting locally" in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Media	May include: 1.1 Print media 1.2 Broadcast media 1.3 Internet and social media
2. Scanning/Monitoring	May include: 2.1 Sourcing from key informants 2.2 Conversation with clients 2.3 Man-on-the-street conversation 2.4 Scanning print and broadcast media
3. Local, national and global issues	May include: 3.1 Poverty 3.2 Unemployment 3.3 Global warming 3.4 Safety, security, and well-being

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends 1.2 Demonstrated ability to think and act based on one's principles and values 1.3 Demonstrated a holistic/global outlook on internal and external events in the workplace
2. Resource Implications	The following resources should be provided: 2.1 Access to workplace and resources 2.2 Case studies
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration or simulation with oral questioning 3.2 Case problems involving global and local issues 3.3 Third-party report
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : MANAGE INNOVATIVE WORK INSTRUCTIONS

UNIT CODE : 500311405

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to sustain and develop a workplace environment in which improvement, innovation and learning are promoted and reinforced.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review and analyze existing workplace practices	1.1 Current instructions and strategies to perform tasks in the workplace are reviewed 1.2 Climate for innovation at the organizational level is defined 1.3 Innovation drivers in the workplace are identified	1.1. Four drivers of innovation according to Gallup Management Journal (2007) 1.2. Contextual variables related to innovative practices in the organization 1.3. The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 1.4. Types of Innovation identified by Gopalakrishnan and Damanpour (1997)	1.1 Investigating the organizational needs in the innovation process 1.2 Defining current organizational innovative practices 1.3 Linking innovation to contextual variables in the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Examine opportunities for continuous improvement and innovation of practices in the workplace	2.1. Effectiveness of innovative practices in the workplace is determined 2.2. Innovative behaviors of leaders or managers in the organization are assessed 2.3. Driving principles of innovation are discussed	2.1 Determinants of innovative behavior by Scott and Bruce (1992) 2.2 Four principles of innovation according to Gallup Management Journal (2007)	2.1 Evaluating organizational innovative practices 2.2 Gauging innovative behaviors of the leaders and managers in the organization 2.3 Deliberating opportunities and challenges in implementing innovation
3. Implement innovative ways in the conduct of usual workplace practices	3.1. Innovative behaviors in the workplace are performed 3.2. Innovative climate in the workplace is maintained 3.3. Adoption or modification of new ideas relevant to the organizational needs is achieved	3.1 Determinants of innovative behavior by Scott and Bruce (1992) 3.2 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 3.3 Techniques in implementing innovative change in the workplace	3.1 Developing risk management techniques and control systems 3.2 Evaluating impact of changes and developing action plans 3.3 Demonstrating strategies and techniques in managing changes in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Innovation	May include: 1.1 Products versus processes 1.2 Radical versus incremental 1.3 Technical versus administrative
2. Innovative behaviors	May include: 2.1 Always generate creative ideas or new solutions 2.2 Exploring and secure funds or resources required for implementing new ideas 2.3 Establishing adequate plans and schedules for implementing new ideas 2.4 Contributing suggestions or approaches for others' creative ideas

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Analyzed and evaluated systems and performance in key areas of the organization and identify opportunities for improvement, seeking advice from experts as appropriate</p> <p>1.2 Promoted the value of creativity, innovation and sustainability and recognize successes</p> <p>1.3 Supported the testing and trialing of new ideas and undertake risk management and cost-benefit analysis for options</p> <p>1.4 Planned for and implemented improvements using organization's processes for approvals, project management and change management</p> <p>1.5 Facilitated effective contributions to and communications about continuous improvement and innovation</p> <p>1.6 Captured insights, experiences and ideas for improvements and incorporate them into the organization's knowledge management systems and future planning.</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Impact evaluation materials (guide and form)</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Interview</p> <p>3.2 Written Evaluation</p> <p>3.3 Case analysis</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</p>

UNIT OF COMPETENCY: MANAGE AND EVALUATE USAGE OF INFORMATION**UNIT CODE : 500311406****UNIT DESCRIPTOR :** This unit of competency covers the knowledge, skills and attitudes required to support

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review information needs and sources	1.1. The information needs of individuals/teams are determined and the sources are identified. 1.2. Information held by the organisation is reviewed to determine suitability and accessibility. 1.3. Plans are prepared to obtain information that is not available or accessible within the organization.	1.1. Analysis and display techniques 1.2. Information evaluation issues 1.3. Information storage requirements and methods 1.4. Reporting procedures of the organisation	1.1. Analysing record information 1.2. Communicating effectively 1.3. Disseminating information 1.4. Presenting information
2. Collect and analyze information	2.1. Collection of information is interpreted timely and relevant to the needs of individuals/teams. 2.2. Information is collected in formal suitable for analysis, interpretation and dissemination. 2.3. Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.	2.1. Information collection, collation 2.2. Analysis and display techniques 2.3. Information evaluation issues 2.4. Information storage requirements and methods 2.5. Reporting procedures of the organisation	2.1. Collecting and collating information 2.2. Analysing record information 2.3. Communicating effectively 2.4. Disseminating information 2.5. Presenting information

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Use management information systems	3.1. Management information systems are used to store and retrieve data for decision making. 3.2. Technology available in the work area/ organisation is used to manage information. 3.3. Recommendations for improving the information system are submitted to designated persons/ groups.	3.1. Analysis and display techniques 3.2. Information collection, collation 3.3. Information evaluation issues 3.4. Information storage requirements and methods 3.5. Reporting procedures of the organisation	3.1. Analysing record information 3.2. Collecting and collating information 3.3. Communicating effectively 3.4. Disseminating information 3.5. Presenting information 3.6. Using management information systems to store and retrieve data
4. Report and disseminate analyzed information	4.1. The results of information gathering, analysis and synthesis are reported within specified time frames and to the standard defined by the organisation. 4.2. The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making. 4.3. Information which is gathered is disseminated to appropriate personnel within the specified timeframe	4.1. Analysis and display techniques 4.2. Information collection, collation 4.3. Information evaluation issues 4.4. Information storage requirements and methods 4.5. Reporting procedures of the organisation	4.1. Analysing record information 4.2. Collecting and collating information 4.3. Communicating effectively 4.4. Disseminating information 4.5. Presenting information 4.6. Using management information systems to store and retrieve data

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1 Routine and complex reports and submissions 1.2 Briefing notes 1.3 Ministerial 1.4 Proposals 1.5 Project plans 1.6 Articles and promotional material
2. Collection techniques or methods	2.1 Collection techniques may include: 2.1.1 Research 2.1.2 Surveys 2.1.3 Literature search 2.1.4 Interviews 2.1.5 Data bases 2.1.6 Observation 2.2 Collection methods may include: 2.2.1 Indexing 2.2.2 linking 2.2.3 Sorting 2.2.4 Comparing 2.2.5 Categorizing 2.2.6 Integrating
3. Analysis	May include: 3.1. application of statistical methods 3.2. mathematical calculations 3.3. critical analysis 3.4. problem solving
4. Management information systems	May include: 4.1. Computers 4.2. Communication channels 4.3. Records management 4.4. Procedures 4.5. Manuals 4.6. Protocol 4.7. Legislation 4.8. Guidelines and awards 4.9. Organizational 4.10. Legal and policy materials

EVIDENCE GUIDE

<p>1 Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified information needs and sources 1.2 Collected and analyzed information 1.3 Determined the correct / preventive action 1.4 Used management information systems 1.5 Record and support information <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2 Resource Implications</p>	<p>Specific resources for assessment</p> <ul style="list-style-type: none"> 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
<p>3 Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Interview <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>4 Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : LEAD IN IMPROVEMENT OF OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAMS, POLICIES AND PROCEDURES

UNIT CODE : 500311407

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess Occupational Safety and Health (OSH) practices and programs, recommend OSH program improvement initiatives, and implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 <i>OSH practices and programs</i> are reviewed based on workplace policies and procedures 1.2 Appropriate personnel or <i>OSH reference guides</i> are consulted for proper guidance based on workplace policies and procedures 1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards	1.1. OSH practices and programs workplace policies and procedures 1.2. OSH reference guides 1.3. OSH work standards	1.1. Critical thinking skills 1.2. Evaluating skills
2. Recommend OSH program improvement initiatives	2.1 OSH work improvement initiatives are identified that are relevant with the workplace scenario 2.2 OSH program improvement plans are organized based on workplace policies and procedures 2.3 OSH program improvement plans are presented based on workplace policies and procedures	2.1. OSH Programs 2.2. OSH work improvement initiatives	2.1. Presentation Skills 2.2. Communication skills 2.3. Collaborating skills 2.4. Critical thinking skills 2.5. Observation skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	<p>3.1 Approved improvements on OSH work improvement initiatives are communicated based on workplace policies and procedures</p> <p>3.2 Concern personnel are guided in accordance with workplace policies and procedures</p> <p>3.3 Implementation of the approved OSH initiatives are monitored in accordance with workplace policies and procedures</p> <p>3.4 Implementation of approved OSH initiatives are evaluated based on workplace policies and procedures</p>	<p>3.1. Coaching Concepts</p> <p>3.2. OSH work improvement initiatives</p> <p>3.3. Supervisory Concepts</p>	<p>3.1. Monitoring Skills</p> <p>3.2. Evaluation Skills</p> <p>3.3. Auditing Skills</p> <p>3.4. Coaching Skills</p> <p>3.5. Supervisory Skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Practices and Programs	May include: <ul style="list-style-type: none"> 1.1 Planning, implementation and maintenance of manufacturing plants 1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs 1.3 First aid within the workplace 1.4 Safety inspection practices
2. OSH Reference Guides	May include: <ul style="list-style-type: none"> 2.1 Occupational Safety and Health Standards Book 2.2 OSHA Safety Bulletins and Magazines 2.3 Equipment Safety Operating Instructions 2.4 Established National Safety Management Books 2.5 Credible OSH Web-sites 2.6 Safety Solution Guide Books and Handbooks
3. OSH Work Improvement Initiatives	May include: <ul style="list-style-type: none"> 3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Consult appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures 1.2. Evaluate current practices and programs based on acceptable level of OSH work standards 1.3. Identify OSH work improvement initiatives that are relevant with the workplace scenario 1.4. Present OSH program improvement plans based on workplace policies and procedures 1.5. Communicate approved improvements on OSH work program initiatives based on workplace policies and procedures 1.6. Monitor implementation of the approved OSH initiatives in accordance with workplace policies and procedures 1.7. Evaluate implementation of approved OSH initiatives based on workplace policies and procedures
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : LEAD TOWARDS IMPROVEMENT OF ENVIRONMENTAL WORK PROGRAMS, POLICIES AND PROCEDURES

UNIT CODE : 500311408

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in assessing environmental work practices and standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess environmental work practices and programs	1.1. <i>Environmental practices and programs</i> are reviewed based on workplace policies 1.2 Appropriate personnel or <i>environmental reference guides</i> are consulted for proper guidance based on workplace policies* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective Action and Follow-up 1.4 Relevant environmental experts 1.5 Re-Training Needs 1.6 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observation Skills 1.4 Training Delivery Skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario 2.2 Environmental program improvement plans are organized based on workplace policies and procedures* 2.3 Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 2.2. Mitigation Requirements	2.1 Presentation Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills 2.5 Training Delivery Skills 2.6 Cost-Benefit Analysis
3. Implement recommended improvements on environmental programs, policies and procedures	3.1. Approved improvements on <i>environmental work program initiatives</i> are promoted based on workplace policies and procedures 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures 3.3. Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures	3.1. Environmental Work Initiatives 3.2. Communication Strategies 3.3. Environmental inspection and Monitoring Techniques 3.4. Notification Requirements	3.1 Inspection Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices and Programs	May include: 1.1 Utilization of Energy, Water, Fuel 1.2 Segregation Practices 1.3 Waste Disposal and Reuse 1.4 Saving Resources 1.5 Waste Collection 1.6 Usage of Hazardous Materials 1.7 Chemical Application 1.8 Equipment Operation 1.9 Dewatering and Discharging 1.10 Surface Disturbance 1.11 Periodic Inspection 1.12 Resource Storage and Handling
2. Environmental Reference Guides	May include: 2.1 Air Emission and Ambient Air Quality Guidelines 2.2 Energy Conservation Guidelines 2.3 Wastewater and Ambient Water Quality Guidelines 2.4 Water Conservation Guidelines 2.5 Hazardous Materials Management 2.6 Waste Management 2.7 Noise 2.8 Contaminated Land 2.9 Cultural Conservation Guides
3. Environmental Work Program Initiatives	May include: 3.1 Low Energy Lighting 3.2 Water Reduction initiatives 3.3 Holding Employee Awareness event 3.4 Recycling Waste Materials 3.5 Unplugging power converters overnight 3.6 Tree-Planting 3.7 Wild-life conservation

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies*</p> <p>1.2. Evaluated current practices and standards based acceptable level of environmental work standards</p> <p>1.3. Organized environmental standard improvement plans based on workplace policies and procedures</p> <p>1.4. Presented environmental standard improvement plans based on workplace policies and procedures*</p> <p>1.5. Promoted approved environmental work initiatives based on workplace policies and procedures</p> <p>1.6. Evaluated the implementation of approved environmental improvements based on workplace policies and procedures</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Workplace/Assessment location</p> <p>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.3 Case studies/scenarios relating to environmental protection</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written/ Oral Examination</p> <p>3.2 Interview/Third Party Reports</p> <p>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</p> <p>3.4 Simulations and role-plays</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</p>

UNIT OF COMPETENCY : SUSTAIN ENTREPRENEURIAL SKILLS

UNIT CODE : 500311409

UNIT DESCRIPTOR : This unit covers the outcomes required to update and continue one’s professional development along entrepreneurship, including applying such growth in skills toward expanding the enterprise and developing its work force.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance one’s business skills	1.1 Entrepreneurial skills development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise 1.5 Networking and Linkaging skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their skills development and enhancement. 2.3 A culture of continuous improvement is fostered within the enterprise. 2.4 Innovations on the existing lines of products and services are encouraged	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3. Expand markets and clientele	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate internal controls . 3.3 Unnecessary or lower-priority expenses and purchases are avoided. 3.4 New markets and clients are identified based on current market trends	3.1 Basic cost-benefit analysis 3.2 Basic financial management 3.3 Basic financial accounting 3.4 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Entrepreneurial skills	May include: 1.1. Financial management skills 1.2. People management skills 1.3. Operations management skills 1.4. Business acumen
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management 3.4 Managing property, plant and equipment
4. Continuous improvement	May include: 4.1 Quality management systems (PDCA, ISO 9001, TQM, Six-Sigma, etc.) 4.2 Client feedback systems 4.3 Quality assurance/Quality control systems

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated enhancement of one’s entrepreneurial skills through performance of business, supervisor evaluation, worker and client testimony</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Interview guide for entrepreneurs, enterprise workers and third parties</p> <p>2.2 Materials and location relevant to the proposed activity and tasks</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through :</p> <p>3.1 Written report</p> <p>3.2 Written examination</p> <p>3.3 Demonstration/observation with oral questioning</p> <p>3.4 Portfolio assessment with interview</p> <p>3.5 Third-party report</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

COMMON COMPETENCIES

UNIT OF COMPETENCY : MAINTAIN HOSPITALITY INDUSTRY KNOWLEDGE

UNIT CODE : TRS141208

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to maintain hospitality industry knowledge in a range of settings within the hotel and travel industries workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek information on the hospitality industry	1.1 Sources of information on the hotel and travel industries are identified and accessed 1.2 Information on the hotel and travel industries to assist effective work performance within the industries are obtained 1.3 Specific information on relevant sector(s) of work are accessed and updated 1.4 Knowledge of the hotel and travel industries in the correct context to enhance quality of work performance are used 1.5 Information on other industries to enhance quality of work performance are obtained	1.1 Basic research 1.2 Sources of industry information 1.3 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 1.4 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process 1.5 Role of trade unions and employer groups in the industry 1.6 Environmental responsibilities of the industry, including waste	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Identifying sources of information

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		minimization and recycling 1.7 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff	
2. Source and apply information on legal and ethical issues for the hospitality industry	2.1 Information on <i>legal issues and ethical issues</i> to assist effective work performance are obtained 2.2 Information on legal ethical issues are reviewed and selected 2.3 Day-to-day hospitality industry activities are conducted in accordance with legal obligations and ethical industry practices	2.1 Basic research 2.2 Sources of Industry information 2.3 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 2.4 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process 2.5 Role of trade unions and employer groups in the industry 2.6 Environmental responsibilities of the industry, including waste	2.1 Questioning and communication skills 2.2 Analytical skills 2.3 Networking skills 2.4 Ability to research industry information sources 2.5 Obtaining information on legal and ethical issues

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		minimization and recycling 2.7 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff	
3. Update hospitality industry knowledge	3.1 A range of opportunities to update general knowledge of the hotel and travel industries are identified and used 3.2 Current <i>issues of concern</i> to the industries are monitored 3.3 Knowledge with customers and colleagues as appropriate and incorporate this into day-to-day work activities are shared and updated	3.1 Basic research 3.2 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 3.3 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process	3.1 Questioning and communication skills 3.2 Analytical skills 3.3 Research skills 3.4 Networking skills 3.5 Monitoring current issues of concern to the industries

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.4 Role of trade unions and employer groups in the industry 3.5 Environmental responsibilities of the industry, including waste minimization and recycling 3.6 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sources of information	May include: 1.1 Media 1.2 Reference books 1.3 Libraries 1.4 Unions 1.5 Industry associations 1.6 Industry journals 1.7 Internet 1.8 Information services 1.9 Personal observation and experience 1.10 Colleagues, supervisors and managers 1.11 Industry contacts, mentors and advisors.
2. Information	May include: 2.1 Different sectors of the hospitality industry, their inter-relationships and the services available in each sector 2.2 Relationships between tourism and hospitality 2.3 Relationships between the hospitality industry and other industries 2.4 Industry working conditions 2.5 Environmental issues and requirements 2.6 Industrial relations issues and major organisations 2.7 Career opportunities within the industry 2.8 The work ethic required to work in the industry 2.9 Industry expectations of staff 2.10 Quality assurance.
3. Other industries	May include: 3.1 Entertainment 3.2 Food production 3.3 Wine production 3.4 Recreation 3.5 Meetings and events 3.6 Retail

VARIABLE	RANGE
4. Legal issues	May include: 4.1 Consumer protection 4.2 Duty of care 4.3 Equal employment opportunity 4.4 Anti-discrimination 4.5 Workplace relations 4.6 Child sex tourism
5. Ethical issues	May include: 5.1 Confidentiality 5.2 Commission procedures 5.3 Overbooking 5.4 Pricing 5.5 Tipping 5.6 Familiarizations 5.7 Gifts and services free of charge 5.8 Product recommendations
6. Issues of concern	May include: 6.1 Government initiatives 6.2 Emerging markets 6.3 Environmental and social issues 6.4 Labour issues 6.5 Industry expansion or retraction

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to source industry information</p> <p>1.2 Demonstrated knowledge of the hospitality industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace</p> <p>1.3 Demonstrated ability in updating hospitality industry knowledge</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions Portfolio evidence</p> <p>3.4 Problem solving</p> <p>3.5 Role plays</p> <p>3.6 Third party reports completed by a supervisor</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : **PERFORM CHILD PROTECTION DUTIES RELEVANT TO THE TOURISM INDUSTRY**

UNIT CODE : **TRS141209**

UNIT DESCRIPTOR : This unit deals with skills and knowledge required to understand the issue of child sexual exploitation by tourists and apply simple protective measures which are applicable for staff working in the hotel and travel industries.

ELEMENT	PERFORMANCE CRITERIA Italicized <i>terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the issue of sexual exploitation of children by tourists	1.1 The problem of child sexual exploitation of children by tourists (otherwise known as child-sex tourism) is defined 1.2 The impact of child sexual exploitation on children, communities and the hotel and travel industries is described 1.3 Suspicious behaviours that may be exhibited by child sex tourists are identified	1.1 Basic research 1.2 Preventive measures for sexual exploitation of children by tourists 1.3 Child sexual exploitation in tourism destinations 1.4 Negative impact of child sexual exploitation in tourism destinations 1.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists 1.6 Rules, regulations, policies and laws to protect children from sexual exploitation by tourists	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Identifying suspicious behaviors exhibited by child sex tourist
2 Describe national, regional and international actions to prevent the sexual exploitation of children by tourists	2.1 The United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation are located and familiarized 2.2 The national, regional and international initiatives to prevent	2.1 Knowledge to communicate to stakeholders 2.2 Actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists. 2.3 Child sexual exploitation in tourism destinations	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Networking skills 2.5 Identifying reporting mechanisms

ELEMENT	PERFORMANCE CRITERIA Italicized <i>terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>the sexual exploitation of children by tourists are examined</p> <p>2.3 Reporting mechanisms if suspicious behaviour is observed are identified</p>	<p>2.4 Negative impact of child sexual exploitation in tourism destinations</p> <p>2.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists</p> <p>2.6 Awareness of conventions, rules, regulations, policies and laws to protect children from sexual exploitation by tourists</p>	
<p>3. Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists</p>	<p>3.1 A list of actions that can be taken by staff working in each labor division of the hotel and travel industries are prepared to prevent the sexual exploitation of children by tourists</p> <p>3.2 The best action that can be taken by a staff for particular situations in preventing the sexual exploitation of children by tourists are selected</p> <p>3.3 Participating in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations</p>	<p>3.1 Knowledge to communicate to stakeholders</p> <p>3.2 Actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists</p> <p>3.3 Child sexual exploitation in tourism destinations</p> <p>3.4 Negative impact of child sexual exploitation in tourism destinations</p> <p>3.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists</p> <p>3.6 Awareness of conventions, rules, regulations, policies laws to protect children from sexual exploitation by tourists</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Networking skills</p> <p>3.5 Preparing list of actions to prevent the sexual exploitation of children by tourists</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tourists	May include: 1.1 International tourists 1.2 Domestic tourists 1.3 Business travellers 1.4 Expatriates
2. Child sex tourism	May include: 2.1 Child sex tourism 2.2 Child pornography 2.3 Child prostitution 2.4 Child sexual abuse
3. Suspicious behaviours	May include: 3.1 Tourist taking local children to their hotel room, a restaurant/café/bar, a private place or an excursion/outing 3.2 Tourist being very affectionate with local children 3.3 Tourist touching local children inappropriately 3.4 Tourist giving excessive gifts or money to local children 3.5 Tourist asking hotel and travel staff where they can locate children for sex 3.6 Tourist leaves sexually explicit images of children in their hotel room, or views sexually explicit images of children at an internet café
4. UN Articles relating to the rights of all children to be safe from sexual exploitation	May include: Specific Articles in the United Nations Convention on the Rights of the Child which refer to child sexual abuse including Articles 19, 34 and 36
5. National, regional and international initiatives	May include: 5.1 Tourism policies and codes 5.2 Rules and regulations 5.3 Legal provisions, national legislation, extra-territorial legislation 5.4 Public education campaigns 5.5 Training for the hotel and travel industries
VARIABLE	RANGE
6. Reporting mechanisms	May include: 6.1 Reporting to line management at the place of employment 6.2 Local and national reporting hotline phone numbers 6.3 Local authorities 6.4 International police 6.5 Law enforcement websites 6.6 Non-government organizations
7. Actions	May include:

VARIABLE	RANGE
	<p>7.1 Being vigilant and aware of suspicious behaviour</p> <p>7.2 Reporting suspicious behaviour through the appropriate channels</p> <p>7.3 Establishing and implementing organizational policies to protect children in the hotel and travel industries</p> <p>7.4 Participating in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations</p> <p>7.5 Sharing information about child protection with family, friends and work colleagues</p>

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated understanding of the critical requirement to protect children from sexual exploitation by tourists 1.2 Demonstrated ability to articulate those behaviours which could be viewed as suspicious and awareness of appropriate reporting mechanisms 1.3 Demonstrated understanding of rules, regulations, legislation, policies and procedures which relate to the prevention of child sexual exploitation in tourism destinations 1.4 Demonstrated ability to outline actions that could be taken by tourism staff in particular labour divisions which could protect children from sexual exploitation by tourists
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Oral and written questions 3.2 Case studies 3.3 Observation of candidate performance 3.4 Simulation exercises and role plays 3.5 Problem solving 3.6 Third party reports completed by a supervisor 3.7 Project and assignment work
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **DEVELOP AND SUPERVISE OPERATIONAL APPROACHES**

UNIT CODE : **TRS141210**

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to develop and supervise operational approaches in a range of settings within the hotel industries.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate work roles	1.1 <i>Operational plans and objectives</i> to team members are identified, developed and communicated 1.2 Skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines are matched 1.3 Requirements of jobs and tasks clearly to team members are communicated	1.1 Different leadership styles and the characteristics of effective leadership 1.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 1.3 Role and theories of motivation and its application to different workplace contexts 1.4 Organizational structure and group dynamics 1.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 1.6 Performance appraisal systems and procedures 1.7 Principles of time management 1.8 Conflict management techniques	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Developing operational plans and objectives

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.9 Enterprise training requirements and processes	
2. Coordinate activities	2.1 Work plans that establish appropriate targets and task objectives are developed 2.2 Work activities to ensure completion of tasks are prioritized in accordance with work requirements 2.3 Training and learning opportunities into work activities are identified and incorporated 2.4 Clear supervisory and reporting responsibilities in line with organizational requirements are maintained	2.1 Different leadership styles and the characteristics of effective leadership 2.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 2.3 Role and theories of motivation and its application to different workplace contexts 2.4 Organizational structure and group dynamics 2.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 2.6 Performance appraisal systems and procedures 2.7 Principles of time management 2.8 Conflict management techniques 2.9 Enterprise training requirements and processes	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills 2.6 Developing work plans

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Maintain effective working relations	3.1 Problems with team members are recognized and addressed 3.2 Assistance of team members when difficulties arise to achieve allocated tasks are sought 3.3 Requirements of work activities using a participative approach are communicated 3.4 Disagreements and conflicts constructively using appropriate conflict management strategies are managed	3.1 Different leadership styles and the characteristics of effective leadership 3.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 3.3 Role and theories of motivation and its application to different workplace contexts 3.4 Organizational structure and group dynamics 3.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 3.6 Performance appraisal systems and procedures 3.7 Principles of time management 3.8 Conflict management techniques 3.9 Enterprise training requirements and processes	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Networking skills 3.5 Managing conflicts

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Provide feedback	4.1 Clear and constructive feedback to individuals to support achievement of outcomes are provided 4.2 Team and individual performances to ensure team members are able to achieve goals are monitored 4.3 Opportunity for individual development is identified 4.4 Clear supervisory and reporting responsibilities in line with organizational requirements are maintained	4.1 Feedback mechanism 4.2 Different leadership styles and the characteristics of effective leadership 4.3 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 4.4 Role and theories of motivation and its application to different workplace contexts 4.5 Organizational structure and group dynamics 4.6 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 4.7 Performance appraisal systems and procedures 4.8 Principles of time management 4.9 Conflict management techniques 4.10 Enterprise training requirements and processes	4.1 Questioning and communication skills 4.2 Research skills 4.3 Analytical skills 4.4 Providing feedback

RANGE OF VARIABLES

VARIABLE	RANGE
1. Operational plans and objectives	May include: 1.1 Sales targets 1.2 Performance targets for a particular project 1.3 Increased productivity 1.4 Meeting key performance indicators (KPI) 1.5 Short, medium or long-term goals
2. Team	May include: 2.1 Project-based 2.2 Permanent teams 2.3 Paid workers 2.4 Volunteers 2.5 Work role team 2.6 Peers 2.7 Subordinates
3. Work plans	May include: 3.1 Verbal work plans 3.2 Written work plans 3.3 Daily priorities 3.4 Weekly priorities 3.5 Regular duties and/or work tasks
4. Targets and task objectives	May include: 4.1 Sales targets 4.2 Promotional activities
5. Training and learning opportunities	May include: 5.1 Coaching 5.2 Mentoring 5.3 Structured on-the-job training 5.4 Opportunistic learning 5.5 Modelling
6. Problems	May include: 6.1 Conflicts in priorities 6.2 Resource constraints 6.3 Lack of information 6.4 Supplier delays 6.5 Differences in opinion 6.6 Interpersonal conflict 6.7 Hazardous events 6.8 Time constraints 6.9 Shortfalls in expected outcomes
7. Participative approach	May include: 7.1 Clarity of purpose, including vision, mission, goals 7.2 Communication 7.3 Collaboration 7.4 Building trust 7.5 Team involvement

VARIABLE	RANGE
8. Conflict management strategies	May include: 8.1 Assertiveness 8.2 Listening 8.3 Non-verbal communication 8.4 Language style 8.5 Problem solving 8.6 Negotiation 8.7 Mediation
9. Feedback	May include: 9.1 Performance 9.2 Service standards 9.3 Skills and knowledge 9.4 Progress
10. Opportunity for individual development	May include: 10.1 Internal training/professional development 10.2 External training/professional development 10.3 Change in job responsibilities 10.4 Opportunity for greater autonomy or responsibility 10.5 Formal promotion 10.6 Allocating responsibility for plans or objectives

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to supervise and instruct staff to achieve work activities 1.2 Demonstrated ability to delegate and allocate tasks 1.3 Demonstrated ability to assess and evaluate staff competency 1.4 Demonstrated ability to identify and provide training requirements 1.5 Demonstrated ability to plan and monitor ongoing training needs 1.6 Demonstrated ability to plan timesheets and timetables to meet deadlines 1.7 Demonstrated ability to achieve effective time management 1.8 Demonstrated ability to maintain safe workplace and environmentally responsible practices 1.9 Demonstrated ability to solve problems, such as staffing, resources 1.10 Demonstrated ability to communicate information and instructions, provided feedback and prepared reports and performance appraisals.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace that provides the candidate with an opportunity to demonstrate application of knowledge of leadership, motivation and teamwork principles in a specific travel and hotel industry context; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations.
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Third party reports completed by a supervisor 3.7 Project and assignment work
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : MANAGE QUALITY CUSTOMER SERVICE

UNIT CODE : TRS141211

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.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop approaches to enhance customer service quality	1.1 Information on customer needs, expectations and satisfaction levels is obtained using both informal and formal research . 1.2 Opportunities are provided for both customers and colleagues to provide feedback on products and services. 1.3 Changes in internal and external environments 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.	1.1 Communication techniques 1.2 Informal and formal research 1.3 Customer service relations 1.4 Actions that can be implemented by staff working in the hotel and travel industries 1.5 Quality customer service 1.6 Feedback mechanism	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Manage the delivery of quality service	2.1 Customer service standards and expectations are clearly communicated to colleagues. 2.2 Access to information on service standards and delivery is	2.1 Communication techniques 2.2 Customer service standards 2.3 Actions that can be implemented by staff working in the hotel and travel industries	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>provided to colleagues.</p> <p>2.3 Coaching is used to assist colleagues to deal with customer service issues and to take responsibility for service outcomes.</p> <p>2.4 Customer service in the workplace is monitored to ensure standards are met in accordance with enterprise policies and procedures.</p>	.	<p>information sources</p> <p>2.5 Identifying relevant information</p> <p>2.6 Compilation and classification of information and data</p> <p>2.7 Networking skills</p> <p>2.8 Monitoring customer service</p>
3. Monitor and adjust customer service	<p>3.1 Feedback is sought from customers on an ongoing basis and this is used to improve performance where applicable.</p> <p>3.2 Customer service problems are identified and adjustments to standards, systems and procedures are made to ensure continued service quality.</p> <p>3.3 New approaches are communicated to all those involved in service delivery within appropriate timeframes.</p>	<p>3.1 Communication techniques</p> <p>3.2 Customer service standards</p> <p>3.3 Actions that can be implemented by staff working in the hotel and travel industries</p> <p>3.4 Quality customer service</p> <p>3.5 Feedback mechanism</p> <p>3.6 Quality service principles and processes</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Identifying relevant information</p> <p>3.5 Networking skills</p> <p>3.6 Identifying customer service problems</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Informal and formal research	May include: 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: 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	May include: 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
4. Customer service issues	May include: 4.1 Response times 4.2 Service guarantees 4.3 Pricing guarantees 4.4 Product quality 4.5 Document presentation standards 4.6 Personal presentation standards 4.7 Complaint management

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to develop proactive approaches to the delivery and monitoring of quality customer service within a specific tourism/hospitality context</p> <p>2.1 Demonstrated knowledge of quality service principles and processes</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 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>2.2 Involvement of a team for which the candidate is leader</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Evaluation of projects managed by the candidate in conjunction with industry to enhance service delivery in a given operation</p> <p>3.2 Evaluation of projects managed by the candidate to create, market and deliver a tourism or hospitality service</p> <p>3.3 Case studies to assess specific service delivery issues in different workplace contexts</p> <p>3.4 Oral or written questions to assess knowledge of quality assurance concepts and principles</p> <p>3.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
4. Context of assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : MANAGE FINANCES WITHIN A BUDGET

UNIT CODE : TRS141212

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Allocate budget resources	1.1 Funds are allocated according to agreed priorities. 1.2 Changes in income and expenditure priorities are discussed with 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	1.1 Basic budget principles 1.2 Budget formulation 1.3 Financial information system 1.4 Managing finances within a budget 1.5 Importance of budget control 1.6 Enterprise control systems 1.7 Standards for organizational recordkeeping and audit requirements 1.8 Recordkeeping	1.1 Analytical skills 1.2 Networking skills 1.3 Allocating funds 1.4 Maintaining records
2. Monitor financial activities against budget	2.1 Actual income and expenditures are checked against <i>budget</i> and at regular intervals 2.2 Financial commitments are included in all documentation to ensure accurate monitoring	2.1 Basic budget principles 2.2 Budget formulation 2.3 Financial information system 2.4 Income and expenditures 2.5 Managing finances within a budget 2.6 Importance of budget control 2.7 Enterprise control systems	2.1 Analytical skills 2.2 Networking skills 2.3 Monitoring expenditures 2.4 Calculating profit/loss and cash flow

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Deviations are identified and reported according to company policy and significance of deviation 2.6 Options for more effective management of deviations are investigated 2.4 Colleagues are advised of budget status in relation to targets within agreed timeframes	2.8 Standards for organizational recordkeeping and audit requirements 2.9 Company policies and procedures 2.10 Significance of deviation 2.11 Budget monitoring	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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 Research 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	3.1 Basic budget principles 3.2 Research 3.3 Budget formulation 3.4 Financial information system 3.5 Income and expenditures 3.6 Managing finances within a budget 3.7 Importance of budget control 3.8 Enterprise control systems 3.9 Standards for organizational recordkeeping and audit requirements	3.1 Research skills 3.2 Analytical skills 3.3 Networking skills 3.4 Monitoring expenditures 3.5 Calculating profit/loss and cash flow 3.6 Restructuring/improving budget
4. Complete financial reports	4.1 All required financial reports are completed 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.	4.1 Basic budget principles 4.2 Basic Research 4.3 Budget formulation 4.4 Financial information system 4.5 Income and expenditures 4.6 Budget report preparation 4.7 Standards for organizational recordkeeping and audit requirements	4.1 Research skills 4.2 Analytical skills 4.3 Networking skills 4.4 Monitoring expenditures 4.5 Preparing budget report

RANGE OF VARIABLES

VARIABLE	RANGE
1. Budget	May include: 1.1 Cash budgets 1.2 Departmental budget 1.3 Wages budget 1.4 Project budget 1.5 Purchasing budget 1.6 Sales budget 1.7 Cashflow budget 1.8 Budget for a small business
2. Research	May include: 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: 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> <p>1.1 Demonstrated knowledge of basic budget principles and structures</p> <p>1.2 Knows budgeting terminology relevant to a specific industry context</p> <p>1.3 Demonstrated the ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance</p> <p>1.4 Demonstrated understanding of the main types of budget that apply in the specific enterprise or industry context</p>
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <p>2.1 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</p> <p>2.2 Use of figures and data that reflect the financial operating conditions of industry</p> <p>2.3 The requirement to evaluate options for improved budget performance</p>
<p>3. Methods of assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate</p> <p>3.2 Evaluation of reports produced by the candidate detailing the processes undertaken to manage finances within a budget</p> <p>3.3 Case studies and problem solving to assess application of the principles of budget management to different situations</p> <p>3.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PLAN AND IMPLEMENT A SERIES OF TRAINING EVENTS

UNIT CODE : TRS141213

UNIT DESCRIPTOR : This unit covers the knowledge, skills and behavior required to plan training events in response to identified workplace need and administer the implementation to optimise training effectiveness. This unit reflects a management function and not a trainer function and is likely to be applicable to an organization that has multiple workplaces/sites.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan a series of training events	1.1. Training needs are identified and verified 1.2. Training needs are identified and prioritized. 1.3. Resources available to support training events to address identified training need are determined 1.4. Training events that will address identified workplace training need are identified. 1.5. Availability of learners to attend and participate in identified training events are determined. 1.6. Stakeholders in planning activities are involved. 1.7. A schedule for implementing identified training events is developed. 1.8. An operational plan to support the implementation of identified training events is developed. 1.9. The implementation plan for training events with	1.1 Communication techniques 1.2 Enterprise policies and procedures 1.3 Training needs 1.4 Events planning	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Networking skills 1.6 Planning a training event

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	stakeholders is shared. 1.10. Identified learners to engage with established training events are encouraged		
2. Implement a series of training events	2.1 Identified support for learners to attend identified training events is provided 2.2 Resources for supervisors to maintain required service levels during identified training events are provided 2.3 Learners of attendance requirements as required by the organization are advised 2.4 Feedback from learners on individual training events is captured 2.5 Planned schedule of training events on the basis of feedback and other issues arising is modified 2.6 Training events to monitor and evaluate their implementation are attended 2.7 Contact with training event organizers/providers is maintained	2.1 Communication techniques 2.2 Enterprise policies and procedures 2.3 Events planning 2.4 Feedback mechanism	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills 2.6 Implementing a training event
3. Review planning and implementation of a series of training events	3.1 The impact of attendance at training event is evaluated 3.2 The value-for-money provided by engagement with	3.1 Communication techniques 3.2 Enterprise policies and procedures 3.3 Events planning 3.4 Preparation of report	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><i>training events</i> is assessed</p> <p>3.3 <i>Ways in which more cost-effective use of training events could be effected</i> are identified</p> <p>3.4 A <i>report on the use of training events</i> within the organization is prepared</p>		3.6 Preparing report

RANGE OF VARIABLES

VARIABLE	RANGE
1. Training needs	May include: <ol style="list-style-type: none"> 1.1 Reviewing the results of training needs analyses 1.2 Reviewing individual input, including requests for training, from staff, co-workers, customers, supervisors, managers and other relevant personnel 1.3 Reviewing business plans, directions and objectives 1.4 Reviewing existing qualifications, certificates, licenses held by staff 1.5 Reviewing changed workplace conditions necessitating staff training, including changes to equipment, procedures, legislation, layout, customer preferences 1.6 Clarifying training requirements by site, department, individual worker, workplace teams
2. Training needs are identified and prioritized	May include: <ol style="list-style-type: none"> 2.1 Matching training need against workplace demands, by site, department, individual worker, workplace teams 2.2 Factoring in legislated obligations 2.3 Determining existing competency levels to cater for anticipated demand 2.4 Determining costs associated with immediate and short-term training events to respond to urgent training needs 2.5 Identifying the impact of not responding immediately to urgent need 2.6 Identifying other priority activities that the organisation is required to accommodate 2.7 Integrating complementary imperatives and priorities 2.8 Identifying alternative short-term action, other than training events, that can be taken to address immediate priority needs
3. Resources	May include: <ol style="list-style-type: none"> 3.1 Time 3.2 Space/location and venues 3.3 Human resources 3.4 Financial resources 3.5 Physical resources 3.6 Network of contacts 3.7 Externally available training events
4. Training events	May include: <ol style="list-style-type: none"> 4.1 Traditional training sessions 4.2 Computer-based learning 4.3 Home study 4.4 Correspondence training and education 4.5 Conferences, seminars, meetings, exhibitions, trade presentations, workshops, symposiums 4.6 Training provided by suppliers, support industries, industry peak bodies and/or government agencies

VARIABLE	RANGE
	4.7 Generic training courses, including a series of training events, offered by external training providers 4.8 Field trips, experiential learning, visits to nominated businesses, sites or venues 4.9 Guest speakers 4.10 Demonstrations and talks by acknowledged subject specialists 4.11 Formal and informal learning opportunities relevant to identified need
5. Availability of learners to attend and participate	May include: 5.1 Interrogating existing staff rosters to identify flexibility available to accommodate staff absences and attendance at training events 5.2 Liaising with supervisors to identify alternative staff to back-fill those attending training events 5.3 Liaising with the financial department to calculate staffing costs associated with attendance at training events 5.4 Identifying peak and low trading times, days, periods
6. Stakeholders in planning activities	May include: 6.1 Discussing individual and group preferences for training events 6.2 Identifying individual and group barriers to attendance at training events 6.3 Identifying learner preferences for training events 6.4 Discussing training event options with supervisors, managers and learners 6.5 Explaining the need for the training events 6.6 Identifying the benefits that will flow from participation in training events 6.7 Describing the support available for those who engage with learning events, including travel allowances, payment of fees and charges, per diem allowances, payment for meals and accommodation, where applicable 6.8 Discussing time off to engage with training events, including necessary study, practice, and assessment as appropriate to individual training events
7. Schedule for implementing identified training events	May include: 7.1 Accommodating individual workplace operational needs to the greatest extent possible 7.2 Accommodating individual learner preferences to the greatest extent possible 7.3 Limiting training events and numbers attending to meet imposed budgetary and other operational constraints 7.4 Identifying specific days, dates, times and staff for individual training events at each location/venue 7.5 Coordinating the attendance of learners from multiple sites/departments at the one training event

VARIABLE	RANGE
	<p>7.6 Identifying relevant training events that will optimise learning while minimising expenditure, including the need to identify local venues and training events wherever possible</p> <p>7.7 Communicating a draft schedule to learners and management/supervisors</p> <p>7.8 Revising attendance at training events, on the basis of feedback received regarding the draft schedule, to the greatest extent possible commensurate with achieving the necessary training objectives</p>
8. Operational plan	<p>May include:</p> <p>8.1 Allocating responsibilities for actions within the plan, including delegation of authority and/or the establishment of revised scopes of authority</p> <p>8.2 Enrolling and/or registering learners in training events</p> <p>8.3 Supplying learners with confirmation of enrolment and/or registration, including details of the training event and any necessary preparations and/or pre-requisites that apply</p> <p>8.4 Developing a framework within which attendees at training events can pass on knowledge and skills learned to other staff in the workplace/organisation</p> <p>8.5 Authorising staff back-filling arrangements and extensions to labour budgets as appropriate</p> <p>8.6 Determining criteria to be used when evaluating post-participation in training events</p>
9. Implementation plan	<p>May include:</p> <p>9.1 Providing hard-copy information, such as letters to staff, notes in pay envelopes, posters in the workplace</p> <p>9.2 Mentioning the training events at staff meetings and briefings</p> <p>9.3 Using electronic communication facilities, including email, intranet and facsimiles</p> <p>9.4 Conducting training event-specific information sessions</p>
10. Support for learners to attend identified training events	<p>May include:</p> <p>10.1 Payment, or other arrangements, such as vehicles/per diems, for travel and accommodation</p> <p>10.2 Supply of pre-training event materials, such as pre-event reading matter</p> <p>10.3 Identification and/or confirmation of training event venue and attendance times, locations</p> <p>10.4 Clarification with learners regarding organisational expectations regarding the training event</p> <p>10.5 Provision of time to allow learners to prepare for, and travel to, the training event</p> <p>10.6 Changes to rosters</p>

VARIABLE	RANGE
11.Required resources for supervisors to maintain required service levels	May include: 11.1 Authorising and/or arranging for supplementary staff to replace learners who are attending training events 11.2 Modifying normal workloads to factor in the absence of traditional staffing levels 11.3 Revising workplace activities to accommodate reduced staff levels 11.4 Amending trading hours 11.5 Closing sites, where appropriate 11.6 Authorising the payment of overtime to normal staff to enable them to back-fill learners
12.Attendance requirements	May include: 12.1 Punctuality 12.2 Attendance for the duration of nominated aspects of the training event 12.3 Active participation in activities 12.4 Engagement with all aspects of the training event 12.5 Undertaking assessment that comprises part of the training event 12.6 Networking with other training event participant/s 12.7 Returning to work with copies of materials or resources provided at the training event 12.8 Focus on nominated training needs as applicable to individual learners, work sites, departments and/or the organisation as an overall entity 12.9 Being able to demonstrate/prove attendance at the training event 12.10 Completing an evaluation of the training event 12.11 Sharing knowledge, skills and attitudes learned at the training event with other staff
13.Feedback from learners	May include: 13.1 Written or verbal feedback 13.2 Compulsory feedback on all participation in training events 13.3 Comments on relevance of the training event content 13.4 Explanation of the extent to which learners believed the training event assisted in addressing identified training needs 13.5 Ensuring feedback represents a valid profile of learners who attended the training event 13.6 Discussing concerns with training event organizers
14.Planned schedule of training events	May include: 14.1 Adding extra learners to nominated training events 14.2 Reducing the number of learners initially identified as participants in training events

VARIABLE	RANGE
	<p>14.3 Asking training event organisers/providers to modify training events on the basis of feedback received, or changing workplace needs</p> <p>14.4 Seeking recompense from training event organisers/providers where the training event failed to deliver as promised</p> <p>14.5 Removing learners from generic training events and working with organisers/providers to create an organisation-specific training event</p> <p>14.6 Altering the style of training event with which learners will engage</p> <p>14.7 Discussing the potential to change facilitators used at training events where learners indicated this was an issue</p> <p>14.8 Advising training event organisers/providers regarding organisational needs/preferences regarding any aspect of the training event, including starting and finishing times, duration of training events, activities, assessment activities, catering arrangements, plenary sessions</p> <p>14.9 Discussing impact of proposed changes on operational issues with supervisors, staff, management, customers</p> <p>14.10 Communicating revisions to schedules to learners and relevant others</p>
15. Training events	<p>May include:</p> <p>15.1 Gathering first-hand opinion regarding applicability of the training event to identified needs, including evaluation of relevance, currency of ideas/information, presentation style and techniques used, value for money provided by the training event, evidence of appropriate planning by organisers/providers for the training event</p> <p>15.2 Monitoring the extent to which learners interacted with the training event</p> <p>15.3 Talking to learners to gain their immediate thoughts on the training event</p> <p>15.4 Monitoring the activities, presenters, trainers, resources used in the training event</p> <p>15.5 Actively networking with participants at the training event</p> <p>15.6 Capturing materials and resources provided at the training event for later use within the organisation</p> <p>15.7 Monitoring content delivered, and/or actions observed, at the training event with a view to using it and/or adapting it for organisational application at a later date</p> <p>15.8 Providing tangible support for learners who have attended the training event</p> <p>15.9 Reaching conclusions about future use of individual training events in addressing identified training needs</p>

VARIABLE	RANGE
	<p>15.10 Providing input to the training event to optimise the likelihood that the training event will meet the identified objectives for each event</p> <p>15.11 Recording learner participation in, and interaction with, the training event</p>
<p>16. Impact of attendance at training events</p>	<p>May include:</p> <p>16.1 Seeking input from all relevant stakeholders</p> <p>16.2 Comparing pre-training event workplace practice, operation, statistics with post-training event workplace practice, operation, statistics</p> <p>16.3 Focusing on the criteria that were identified as being central to evaluating participation in training events in the planning phase</p> <p>16.4 Comparing the outcomes of attending training events with participation in more standard/traditional training delivery</p>
<p>17. The value-for-money provided by engagement with training events</p>	<p>May include:</p> <p>17.1 Undertaking a cost-benefit analysis, including identification and quantification of hidden costs that were unknown prior to actual engagement with training events</p> <p>17.2 Comparing pre-engagement cost-benefit analysis figures with post-participation cost-benefit analysis, including identification of hidden costs that emerged when individual training events were attended</p> <p>17.3 Identifying alternative training that could have been provided at the same actual cost figure involved in participating in training events</p> <p>17.4 Obtaining positive and/or negative emotional issues experienced by learners as a result of engaging with training events</p>

VARIABLE	RANGE
18. Ways in which more cost-effective use of training events could be effected	May include: <ul style="list-style-type: none"> 18.1 Seeking group discounts for participation with future training events 18.2 Organizing internal training events and offering these events to internal learners and attendees from other organisations 18.3 Undertaking joint venture/cost sharing arrangements with others 18.4 Requiring learners to contribute to the cost of the training event, including free-of-charge provision of their time 18.5 Working with the organiser/provider to present a shorter duration training event 18.6 Developing a more structured internal approach to the sharing of knowledge and skills gained by learners at training events with other employees
19. Report on the use of training events	May include: <ul style="list-style-type: none"> 19.1 An outline and overview of the training events that were used, including rationale for the on-going use of training events 19.2 Identification of the costs involved and benefits that resulted 19.3 Identification of numbers of staff who engaged with training events 19.4 An overview of learners' evaluations of participation in training events 19.5 Comparative cost analysis of providing learner training using alternative means 19.6 Description of up-coming training events that have been identified as having the potential for future learners, including identification of training events that have already been committed to but not attended

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Understood host enterprise policies and procedures in regard to workplace training and assessment</p> <p>1.2 Demonstrated ability to plan an effective and practical series of at least eight training events for a nominated organization to enable twelve identified learners from multiple departments/sites to attain specified training objectives and outcomes relevant to the industry context in which the candidate is working, including:</p> <ul style="list-style-type: none"> • Identified and quantified the complete range of expenses involved • Described the training events, including organizers/providers, dates and times, content, nature of the activities within the training events, pre-event preparation that learners are expected to complete prior to attendance • Identified back-filling staffing requirements to enable release of learners to attend all the identified (8) training events • Prepared an operational plan to guide implementation of the identified training events, including resources allocation and development of criteria that will be used to evaluate the effectiveness of those training events <p>1.3 Demonstrated ability to implement a nominated series of training events, which may be the ones identified in the above assessment activity, by:</p> <ul style="list-style-type: none"> • Evaluated the effectiveness of the training events using pre-determined criteria, which may be the ones developed for the above assessment activity • Evaluated the extent of learner satisfaction with the training events • Determined: <ul style="list-style-type: none"> Whether or not continued engagement with previous training events is appropriate Whether the training events previously used should be replaced Whether the training events previously used should be modified in some way, and if so, how Possible suitable alternative to using a series of training events to provide workplace training <p>1.4 Determined the actual cost of using the identified training events, including all relevant expenses associated with travel, attendance, back-filling</p> <p>1.5 Provided a personal account of attendance at one nominated training event</p> <p>1.6 Developed a report outlining the relevant factors, including costs and benefits, alternatives, future training events</p>
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	relating to the use of training events for the organisation in question
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, Guidelines</p> <p>2.3 Tools and equipment</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work</p>
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : USE THE ASSESSMENT SYSTEM FOR TRAINING OUTCOMES

UNIT CODE : TRS141214

UNIT DESCRIPTOR : This unit covers the knowledge, skills and behavior required to manage an assessment system for employees within a work context

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate the assessment system	1.1 The <i>purpose of the assessment system</i> is defined 1.2 <i>Assessment system features and procedures to relevant stakeholders</i> is documented and circulated 1.3 <i>Procedures for keeping relevant stakeholders informed</i> about key features of the assessment system are established	1.1 Communication techniques 1.2 Assessment system features and procedures 1.3 Enterprise policies and procedures 1.4 Impact of assessment system for training outcomes	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Networking skills 1.6 Defining the purpose of assessment system
2. Provide support for enterprise assessors	2.1 Assessors meet <i>required competency standards</i> is verified 2.2 <i>Required training for assessors</i> is identified 2.3 <i>Moderation of assessments</i> is provided. 2.4 <i>Feedback to assessors</i> on their performance is provided 2.5 Networking amongst assessors is facilitated	2.1 Communication techniques 2.2 Assessment system features and procedures 2.3 Enterprise policies and procedures 2.4 Moderation of assessment 2.5 Requirements for assessors 2.6 Feedback mechanism	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills 2.6 Providing support for enterprise assessors
3. Manage the assessment	3.1 The <i>internal records required to support the assessment</i>	3.1 Communication techniques	3.1 Questioning and communication skills 3.2 Research skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
record keeping system	<p>system is identified and developed</p> <p>3.2 The requirements for completing the assessment records are described</p> <p>3.3 The assessment records are filed.</p> <p>3.4 The assessment record keeping system is reviewed and updated.</p>	<p>3.2 Assessment system features and procedures</p> <p>3.3 Enterprise policies and procedures</p> <p>3.4 Standards for organizational recordkeeping and audit requirements</p> <p>3.5 Requirements for completing the assessment records</p>	<p>3.3 Analytical skills</p> <p>3.4 Ability to research industry information sources</p> <p>3.5 Networking skills</p> <p>3.6 Updating the assessment record keeping system</p>
4. Maintain quality assurance procedures	<p>4.1 Quality assurance procedures for the assessment system are defined</p> <p>4.2 Internal audits of the assessment system are undertaken</p> <p>4.3 The results of quality assurance audits to improve the assessment system are used</p> <p>4.4 The applicability of the existing quality assurance procedures to the dynamic nature of the assessment system is reviewed</p>	<p>4.1 Communication techniques</p> <p>4.2 Assessment system features and procedures</p> <p>4.3 Enterprise policies and procedures</p> <p>4.4 Standards for organizational recordkeeping and audit requirements</p> <p>4.5 Quality assurance procedures</p>	<p>4.1 Questioning and communication skills</p> <p>4.2 Research skills</p> <p>4.3 Analytical skills</p> <p>4.4 Ability to research industry information sources</p> <p>4.5 Networking skills</p> <p>4.6 Defining the quality assurance procedures for the assessment system</p>
5. Report on the contribution made by the assessment system to enterprise training and performance	<p>5.1 The outcomes that the assessment system has produced are identified</p> <p>5.2 The assessment system is reviewed</p> <p>5.3 Recommendations for change to the assessment system are made</p>	<p>5.1 Communication techniques</p> <p>5.2 Assessment system features and procedures</p> <p>5.3 Enterprise policies and procedures</p> <p>5.4 Standards for organizational recordkeeping and audit requirements</p> <p>5.5 Quality assurance procedures</p>	<p>5.1 Questioning and communication skills</p> <p>5.2 Research skills</p> <p>5.3 Analytical skills</p> <p>5.4 Ability to research industry information sources</p> <p>5.5 Networking skills</p> <p>5.6 Reviewing the assessment system</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.4 A report is produced and circulated 5.5 The <i>existing assessment system</i> on the basis of responses to the report is revised	5.6 Preparation of report	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Purpose of the assessment system	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Recognizing current competencies 1.2 Identifying training needs of staff 1.3 Maintaining workplace skill levels 1.4 Diagnosing employee workplace performance 1.5 Classifying workers in relation to remuneration levels 1.6 Assisting in confirming staff competencies in relation to proposed promotion and/or job re-location 1.7 Issuing internal certificates/awards 1.8 Confirming progress in learning
2. Assessment system features and procedures	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Establishing minimum requirements for competencies and certification of assessors 2.2 Record keeping system requirements, including procedures and policies, and the development of supporting documentation 2.3 Timing and duration arrangements for assessments, including need to integrate assessment with operational issues while maintaining the flexibility and integrity of the internal training and assessment system 2.4 Allowable adjustments to assessments for participants, including language, literacy and innumeracy requirements and the inclusion of candidate assistants 2.5 Access and equity considerations 2.6 Legislated requirements of the host country in relation to employment, workplace safety, workplace licensing requirements and equal opportunity, where applicable 2.7 Arrangements for recognition of competencies gained via other training providers 2.8 Location of assessments, including in-house and external assessment, where applicable 2.9 Review and evaluation processes for assessment procedures 2.10 Enterprise policies and procedures related to assessment, including grievances, re-assessment and the relationship between competency and remuneration
3. Relevant stakeholders	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Trainers and assessors, including external trainers and assessors, where applicable 3.2 Team leaders, supervisors, managers and business owners 3.3 Training and assessment coordinators, where applicable 3.4 Candidates, including a representative sample of past candidates and existing learners 3.5 Technical experts, relative to specialist areas in which assessments are conducted

VARIABLE	RANGE
4. Procedures for keeping relevant stakeholders informed	May include: <ul style="list-style-type: none"> 4.1 Regular scheduled meetings specific to assessment issues, including the use of special meetings as the need dictates 4.2 Standing agenda item at all staff meetings regarding assessment issues 4.3 Preparation of a dedicated newsletter, either paper-based or electronic format 4.4 Development of an internal network of assessors
5. Required competency standards	May include: <ul style="list-style-type: none"> 5.1 Externally imposed accredited competency standards as required by training providers and other relevant agencies, where relevant 5.2 Internally described competencies, which may or may not include formal assessor qualifications 5.3 Currency of qualifications 5.4 Relevance of industry experience to the areas being assessed
6. Required training for assessors	May include: <ul style="list-style-type: none"> 6.1 Externally provided accredited training, including initial assessor training and identified additional training, where relevant 6.2 Provision of refresher training for assessors who have been identified as requiring such training 6.3 Providing gap training for assessors on the basis of identified need 6.4 Provision of job-specific training to enable assessors to assess areas with which they are not familiar
7. Moderation of assessments	May include: <ul style="list-style-type: none"> 7.1 Analysing results of assessments with a view to identifying issues that require attention 7.2 Developing a standard assessment matrix against which to conduct assessments 7.3 Confirming the material that will be counted as evidence for the purpose of making a decision regarding candidate competency 7.4 Confirming the operation of internal assessments against external requirements 7.5 Evaluating assessment methods and tools 7.6 Modifying existing assessment arrangements on the basis of valid conclusions reached as a result of the moderation process
8. Feedback to assessors	May include: <ul style="list-style-type: none"> 8.1 Analysing their assessments, including results and materials/tools as part of the assessment process 8.2 Developing feedback instruments for candidates to complete following assessments

VARIABLE	RANGE
	8.3 Providing observation sessions while assessors conduct assessments 8.4 Identifying specific foci for evaluation and feedback 8.5 Encouraging self-evaluation as part of the feedback process 8.6 Recognising effort and positive outcomes 8.7 Supporting assessors where feedback identifies negative outcomes
9. Internal records required to support the assessment system	May include: 9.1 Personal information relating to candidates 9.2 Evidence that required training has been delivered prior to assessment being attempted 9.3 Assessment tools and assessment items 9.4 Copies of relevant training curricula/training plans 9.5 Training rolls 9.6 Evidence captured as part of the assessment process 9.7 Documentation used to record the resources used and costs involved as part of the assessment process
10. The requirements for completing the assessment records	May include: 10.1 Explaining record keeping requirements to assessors 10.2 Providing examples of acceptable records 10.3 Monitoring the compilation of records completed by assessors on an on-going basis 10.4 Highlighting applicable time-related issues that apply to the completion, collection and forwarding of assessment records, including forwarding to internal locations 10.5 Defining the security and confidentiality arrangements that assessors must comply with
11. Assessment records	May include: 11.1 Creating a dedicated filing system for assessment records, such as paper-based, electronic or a combination of both 11.2 Complying with external requirements relating to filing of assessment records 11.3 Maintaining security and confidentiality of assessment records 11.4 Enabling easy access to existing records 11.5 Enabling easy up-dating of records and files 11.6 Integrating assessment records with training records in keeping with identified internal requirements 11.7 Establishing processes to enable validation of assessment records
12. Quality assurance procedures for the assessment system	May include: 12.1 Identification of relevant documentation 12.2 Establishment of relevant benchmarks

VARIABLE	RANGE
	<p>12.3 Identification of appropriate 'best practice' as it applies to the enterprise, including any externally imposed 'best practice' requirements</p> <p>12.4 Nomination of relevant timeframes, including timelines for remitting results, forwarding documentation, undertaking reviews, conducting audits</p> <p>12.5 Identification of specific quality assurance procedures that apply to assessments, including development of a formal quality assurance section dedicated to assessment and training, where appropriate</p> <p>12.6 Communication to assessors of the quality assurance requirements, including training relevant to the implementation of identified procedures</p>
13. Internal audits of the assessment system	<p>May include:</p> <p>13.1 Scheduling audits</p> <p>13.2 Defining the topics that will be addressed at each audit, including the possibility of cyclical audits and full audits</p> <p>13.3 Training staff in undertaking audits</p> <p>13.4 Allocating resources for the conduct of audits</p> <p>13.5 Designing and/or obtaining necessary documentation to record audit information/data</p> <p>13.6 Capturing audit information</p> <p>13.7 Ensuring captured data allows satisfactory analysis and evaluation of identified topics/areas, including the gathering of supplementary information as necessary</p>
14. The results of quality assurance audits	<p>May include:</p> <p>14.1 Ensuring recommendations for change are based on hard evidence</p> <p>14.2 Applying audit results to all aspects of the assessment system, including documentation and record keeping, assessment methods and tools, assessors, timing and duration of assessments, locations used for assessments</p> <p>14.3 Revising written policies and procedures to reflect changes, including confirming changes with management, and advising trainers and assessors as appropriate in relation to the changes.</p> <p>14.4 Identify the outcomes that the assessment system has produced may relate to:</p> <p>14.5 Aligning outcomes with identified purposes of the assessment system</p> <p>14.6 Quantifying the benefits that the assessment system has brought to the enterprise, including identification of competencies attained, certificates issued, examples of flexibility and options that assessment has provided to the business.</p>
15. Assessment system	<p>May include:</p>

VARIABLE	RANGE
	15.1 Comparing actual outcomes with identified key performance indicators established for the assessment system, where applicable 15.2 Reviewing performance of assessors 15.3 Reviewing effectiveness of assessment tools and methods 15.4 Detailing the expenses that were incurred in implementing the assessment system 15.5 Reviewing complaints and grievances lodged by candidates 15.6 Quantifying and evaluating the number of reassessments required 15.7 Integrating qualitative feedback from assessors and candidates on the operation of the assessment system
16. Recommendations for change	May include: 16.1 Continuing with the existing assessment system, including implementation of minor modifications to accommodate identified issues 16.2 Expanding the existing assessment system 16.3 Reducing the scope of the existing assessment system 16.4 Winding up the existing assessment system, including movement to total assessment service provision by external providers
17. Existing assessment system	May include: 17.1 Revising assessment-related policies and procedures 17.2 Revising assessment tools 17.3 Revising assessment times and locations 17.4 Communicating changes to the assessment system to relevant stakeholders, including the provision of training, as appropriate

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Understood host enterprise policies and procedures in regard to training and assessment</p> <p>1.2 Demonstrated ability to identify the purpose(s), features and procedures for a nominated assessment system</p> <p>1.3 Demonstrated ability to generate effective procedures to enable communication of key features of a nominated assessment system with relevant stakeholders</p> <p>1.4 Demonstrated ability to provide support for assessors in a nominated workplace context, including:</p> <ul style="list-style-type: none"> ▪ Verified assessors meet stated competency requirements ▪ Identified whether training assessors may need to attain required assessor competencies ▪ Arranged and supervised an identified moderation session of the candidate's choosing ▪ Provided verbal feedback to one assessor on their work-related assessment performance <p>1.5 Demonstrated ability to identify and develop appropriate, effective and comprehensive internal assessment records for a nominated workplace context, including:</p> <ul style="list-style-type: none"> ▪ Description of how assessors would be advised on how to complete and maintain such records ▪ Description of the filing system to be used by assessors to store such records <p>1.6 Demonstrated ability to identify and apply quality assurance procedures to a nominated workplace assessment system</p> <p>1.7 Demonstrated ability to prepare a comprehensive report that outlines the contribution that a nominated workplace assessment system has made to enterprise training and overall business performance</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines, tools and equipment.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation of practical candidate performance</p> <p>3.2 Oral and written questions</p> <p>3.3 Portfolio evidence, including copies of assessment and training policies and procedures, assessment tools, assessment records, feedback forms relating to assessment, samples of evidence captured, reports and recommendations on the assessment system</p> <p>3.4 Third party reports completed by a supervisor</p> <p>3.5 Project and assignment work</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : **MANAGE FOOD PRODUCTION OPERATIONS FOR CATERING**

UNIT CODE : **TRS512311**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to cook and present a variety of complex dishes in a range of settings within the hospitality industry workplace context

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare a range of complex dishes based on menu requirements and enterprise standards	1.1 Production/service of menu is <i>communicated with front of house staff</i> 1.2 <i>Special Ingredients</i> and <i>sustainable ingredients</i> , if appropriate, are used and determined with accurately calculated quantities according to recipes and specifications. 1.3 Conditions of ingredients are ensured to maintain the freshness and quality. 1.4 <i>Tools and equipment</i> that are <i>environmentally friendly</i> are selected and used to in accordance to menu requirements. 1.5 Work schedule and workflow plan are designed to maximize teamwork and efficiency. 1.6 A clear and complete <i>mise en place list</i> is prepared. 1.7 <i>Preparation techniques</i> for a variety of ingredients are identified	1.1 Food Production and Service requirements 1.2 Culinary terms and trade names for special and sustainable ingredients including market forms. 1.3 Recipe quantification and costing 1.4 Quality assurance for complex and specialty ingredients 1.5 Identification of tools and equipment, including proper use and maintenance 1.6 Principles of workflow planning and work scheduling 1.7 Principles of mis-en-place preparation 1.8 Preparation methods for a variety of complex and specialty ingredients 1.9 Purchasing, receiving and storage procedures for complex and specialty ingredients. 1.10 Waste minimization and	1.1 Technical skills to apply principles of food preparation, and sanitary, hygienic and safe work practices. 1.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace 1.3 Literacy skills sufficient to interpret varied information related to food preparation lists and standard recipes to determine food preparation requirements. 1.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for bulk cooking operations. 1.5 Problem-solving skills to evaluate quality of ingredients and finished dishes and make adjustments to

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>according to enterprise standards and recipe requirements.</p> <p>1.8 Appropriate purchasing, receiving, and storing procedures are established and correctly observed.</p> <p>1.9 Trimmings and wastage are minimized through appropriate preparation and handling.</p> <p>1.10 Thawing of frozen items are maintained in accordance enterprise standards.</p> <p>1.11 Selection of complex dishes are cooked using a variety of cooking methods and complex techniques appropriate for the dishes selected.</p> <p>1.12 Complex dishes are prepared in a logical manner and within industry realistic time frame.</p> <p>1.13 Sauces, garnishes, and accompaniments appropriate for the dishes are prepared.</p> <p>1.14 Workplace and food safety, sanitation and hygiene in-accordance with HACCP standards are applied.</p> <p>1.15 Complex dishes are kept at required storage or holding temperatures to maintain quality and</p>	<p>trimming utilization techniques</p> <p>1.11 Sanitary Thawing condition for frozen food and ingredients</p> <p>1.12 Principles of basic and modern cooking techniques</p> <p>1.13 Current trends in the preparation of complex hot dishes</p> <p>1.14 Varieties of complex hot dishes</p> <p>1.15 Details and characteristics of the varieties of complex hot dishes</p> <p>1.16 Industry standards and timeframe in preparing complex dishes</p> <p>1.17 Principles of sauce making</p> <p>1.18 Principles of food and flavor pairing.</p> <p>1.19 Principles of menu planning</p> <p>1.20 Garnish preparation and selection techniques.</p> <p>1.21 HACCP Standards in workplace safety, sanitation and hygiene</p> <p>1.22 Proper storage and holding guidelines for complex hot dishes</p> <p>1.23 Guidelines for reheating cold or frozen food</p>	<p>deal with quality shortfalls in bulk cooking.</p> <p>1.6 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>1.7 Self-management skills to manage own speed, timing and productivity</p> <p>1.8 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p> <p>1.9 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>1.10 Organizational skills and teamwork sufficient to coordinate bulk cooking.</p> <p>1.11 Technology skills to use the main features and functions of digital tools and equipment to complete work tasks and access information.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>freshness prior to service.</p> <p>1.16 Heating procedures of cold or frozen stored food are followed according to enterprise standards.</p>		
<p>2. Plate and present a range of complex dishes</p>	<p>2.1 A variety of complex dishes are presented according to plating and presentation requirement including ways of serving.</p> <p>2.2 Appropriate service wares or eco-friendly packaging are selected to suite the type and style of presentation for complex dishes.</p> <p>2.3 Dishes are portioned according to required service requirements and enterprise standards.</p> <p>2.4 Dishes are presented hygienically, logically and sequentially within required timeframe</p> <p>2.5 Dishes are evaluated and visually adjusted for presentation.</p>	<p>2.1 Principles of classical and modern plating presentation</p> <p>2.2 Different Service Styles</p> <p>2.3 Guidelines in plate and packaging selection</p> <p>2.4 Proper portion size and portioning allocation</p> <p>2.5 Proper sequence of menu service</p> <p>2.6 Criteria for product and presentation evaluation</p>	<p>2.1 Technical skills to apply principles plating presentation, and sanitary, hygienic and safe work practices.</p> <p>2.2 Numeracy skills to calculate the proper portions for bulk cooking operations.</p> <p>2.3 Problem-solving skills to evaluate quality of finished dishes and deal with quality shortfalls in bulk cooking.</p> <p>2.4 Planning skills to efficiently sequence the stages of food production.</p> <p>2.5 Self-management skills to manage own speed, timing and productivity</p> <p>2.6 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p>
<p>3. Store complex dishes</p>	<p>3.1 Fresh and/or cryovac items are stored according to enterprise standards</p> <p>3.2 Food items are stored in appropriate containers and are properly labeled according to sanitation and safety standards and FIFO procedures.</p>	<p>3.1 Storage principles for fresh and cryovac food</p> <p>3.2 Suitable containers for storing food</p> <p>3.3 Labelling requirements for storing food for foodservice</p> <p>3.4 Conditions for storage of food</p>	<p>3.1 Technical skills to apply principles of sanitary, hygienic and safe work practices.</p> <p>3.2 Literacy skills sufficient to prepare labels for storing food.</p> <p>3.3 Numeracy skills to determine cooking</p>

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	3.3 Storage conditions are ensured to maintain freshness and quality. 3.4 Economic viability of preparation and holding quantities are ensured.	3.5 Proper calculation of food for future use	requirements for future use. 3.4 Problem-solving skills to evaluate and deal with proper storage conditions and ensure quality. 3.5 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues. 3.6 Technology skills to use the main features and functions of storage equipment.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Communicated with front of house staff	May include: 1.1 Pre-serving briefing 1.2 Cooking timelines 1.3 Portion quantities 1.4 Specific dietary needs 1.5 Service styles
2. Special ingredients	May include: 2.1 Organic meats 2.2 Corn and/or grain fed animals 2.3 Free range poultry 2.4 Meats, poultry and game other than lamb, beef, pork and chicken 2.5 Offal and specialist meat products 2.6 Aged or Hanged Meat/Poultry/Game/Fish/Seafood 2.7 Preserved Meat/Poultry/Game/Fish/Seafood including Dried, Salted, Pickled and Hot and Cold Smoked 2.8 Unusual fish, shellfish and other foods from salt or fresh water 2.9 Fungi 2.10 Commodities from ethnic cuisines and cultural traditions 2.11 Aquatic plants, such as seaweeds 2.12 Specialist cheeses and dairy products 2.13 Bush foods and native ingredients 2.14 Acid (tartaric, Malic) 2.15 Agar agar 2.16 Albumin powder 2.17 Bromelain 2.18 Calcium Chloride 2.19 Calcium Lactate 2.20 Carrageenan (Kappa, Lambda, Lota) 2.21 Diastatic malt powder 2.22 Gums (guar, xanthan) 2.23 Lecithin 2.24 Monosodium glutamate 2.25 Insta Cure #1 2.26 Potato starch 2.27 Sodium citrate 2.28 Tapioca Maltodextrin powder 2.29 Vital wheat gluten 2.30 Whey protein Isolate 2.31 Wondra 2.32 Liquid Nitrogen 2.33 Maltodextrin 2.34 Sodium Alginate

VARIABLE	RANGE
3. Sustainable ingredients	Refers to ingredients that are produced and transported in a way that help to: <ul style="list-style-type: none"> 3.1 Limit global warming 3.2 Protect biodiversity and ecosystems 3.3 Respect natural resources and living world 3.4 Ensure fair and sufficient compensation as well as decent working conditions
4. Tools and equipment	May include: <ul style="list-style-type: none"> 4.1 Acetate sheets 4.2 Blow torch 4.3 Deep fryer/ pressure fryer 4.4 Dehydrators 4.5 Digital scales 4.6 Drum sieve and strainers 4.7 Electric, gas or induction stoves 4.8 Food processors, mixer, mincer, bowl choppers 4.9 Food storage containers 4.10 Grills (flat top, charcoal, barbeque) 4.11 Hand tools and utensils 4.12 Immersion blender\ 4.13 Injection (Food Grade) 4.14 Juicers 4.15 Microwave oven 4.16 Oven, conveyer oven and combination ovens 4.17 Plastic syringe and tubing 4.18 Poacher 4.19 Pots and Pans 4.20 Pressure cookers 4.21 Ring molds 4.22 Salamander or Broiler 4.23 Smokers 4.24 Sous vide immersion circulators 4.25 Sous vide water bath containers 4.26 Stand mixers 4.27 Steamers (pressure, atmospheric, and fish kettle) 4.28 Vacuum packing machines 4.29 Whipping siphons
5. Environmentally Friendly	May refer to tools and equipment that: <ul style="list-style-type: none"> 5.1 Minimize generation of wastage and emissions in all environmental media (air, soil, water) 5.2 Reduces usage of non-renewable resources, particularly by means of efficient use of energy using other natural resources (solar, wind, biomass, geothermal and biofuel) 5.3 Energy saving
6. Mise en place list	May include: <ul style="list-style-type: none"> 6.1 Tools and equipment 6.2 Prepared specialty stocks and sauces 6.3 Puree of fruits, vegetables, meats

VARIABLE	RANGE
	6.4 Herbs and spices 6.5 Vegetables, fruits 6.6 Nuts, pulses, grains 6.7 Meats, poultry, seafood 6.8 Pastas, noodles 6.9 Bread, rice, corn, wheat 6.10 Bakery ingredients
7. Preparation Techniques	May include: 7.1 De-boning 7.2 Stuffing 7.3 Filleting 7.4 Rolling and trussing 7.5 Baring or Larding 7.6 Marinating
8. Thawing	May include: 8.1 Refrigerator 8.2 Running water 8.3 Microwave oven
9. Complex Hot Dishes	May include: 9.1 Appetizers 9.1.1 Cold Appetizers 9.1.1.1 Cocktail Snacks 9.1.1.1.1 Canapés 9.1.1.1.2 Savories 9.1.1.1.3 Dips 9.1.1.2 Cocktails 9.1.1.3 Shellfish Appetizers 9.1.1.3.1 Fish Appetizers 9.1.1.3.2 Caviar. 9.1.1.3.3 Raw and Marinated Fish. 9.1.1.3.4 Smoked fish. 9.1.1.3.5 Fish Combinations. 9.1.1.4 Meat and Poultry Appetizers 9.1.1.4.1 Steak Tartare 9.1.1.4.2 Carpaccio. 9.1.1.5 Vegetable Appetizers 9.1.1.5.1 Salads 9.1.1.5.2 Relishes 9.1.1.5.3 Cooked Vegetables 9.1.1.6 Fruit Appetizers 9.1.1.7 Charcuterie, Terrines, Galantines 9.1.1.8 Cheese Platters 9.1.2 Hot Appetizers 9.1.2.1 Soups 9.1.2.2 Soufflés 9.1.2.3 Fritters/Beignets 9.1.2.4 Croquettes 9.1.2.5 Pastry and Dough Appetizers 9.1.2.5.1 Bouchees/Patty shells 9.1.2.5.2 Feuilletés/Puff pastry pillows

VARIABLE	RANGE
	<ul style="list-style-type: none"> 9.1.2.5.3 Quiches 9.1.2.5.4 Pizzettas 9.1.2.6 Dough Wrapped Appetizers <ul style="list-style-type: none"> 9.1.2.6.1 Rissoles/Turnovers 9.1.2.6.2 Filo-wrapped items 9.1.2.6.3 Egg Rolls/Spring Rolls 9.1.2.7 Canapes/Toasts <ul style="list-style-type: none"> 9.1.2.7.1 Bruschetta 9.1.2.7.2 Crostini 9.1.2.7.3 Croûtes 9.1.2.8 Vegetables & Mushroom Appetizers 9.1.2.9 Starch Appetizers 9.1.2.10 Egg Appetizers 9.1.2.11 Meat and Poultry Appetizers <ul style="list-style-type: none"> 9.1.2.11.1 Chicken Wings/Tenderloins 9.1.2.11.2 Brochettes, Skewers or Kebobs 9.1.2.11.3 Meatballs 9.1.2.11.4 Rumaki 9.2 Salads <ul style="list-style-type: none"> 9.2.1 Mixed/compound <ul style="list-style-type: none"> 9.2.1.1 Aida 9.2.1.2 Bagatelle 9.2.1.3 Cressoniere 9.2.1.4 Paloise 9.2.1.5 Lorette 9.2.1.6 Provençale 9.2.1.7 Saint Jean 9.2.2 Modern <ul style="list-style-type: none"> 9.2.2.1 Mesclun with Protein 9.2.2.2 Cold Mixed Seafood 9.2.3 Asian <ul style="list-style-type: none"> 9.2.3.1 Pomelo salad 9.2.3.2 Thai beef salad 9.2.3.3 Glass Noodle salad 9.3 Sandwiches <ul style="list-style-type: none"> 9.3.1 Bauru 9.3.2 Chivito 9.3.3 Falafel 9.3.4 Gatsby 9.3.5 Gyros 9.3.6 Hoagie 9.3.7 Panini 9.3.8 Shawarma 9.3.9 Wraps 9.3.10 Banh mi 9.3.11 Monte Cristo 9.3.12 Pan Bagna 9.3.13 Muffuletta 9.3.14 Philly Cheesesteak 9.4 Meat, poultry and game bird dishes

VARIABLE	RANGE
	<ul style="list-style-type: none"> 9.4.1 Salt Crusted Meat/Poultry/Game 9.4.2 Earth Oven Cooked Meat/Poultry/Game 9.4.3 Smoked Meat/Poultry/Game 9.4.4 Engastrated Meat/Poultry/Game 9.4.5 Texture Modified Meat/Poultry/Game 9.4.6 Techno-Emotive Meat/Poultry/Game 9.4.7 Sous Vide Meat/Poultry/Game 9.5 Fish and Seafood dishes <ul style="list-style-type: none"> 9.5.1 Salt Crusted Fish and Seafood 9.5.2 Earth Oven Cooked Fish and Seafood 9.5.3 Smoked or Preserved Fish and Seafood 9.5.4 Techno-Emotive Fish and Seafood 9.5.5 Texture Modified Fish and Seafood 9.5.6 Sous Vide Fish and Seafood 9.6 Farinaceous dishes <ul style="list-style-type: none"> 9.6.1 Specialty Polenta and Couscous 9.6.2 Specialty Potato Preparations 9.6.3 Specialty Fresh Pastas and Gnocchi 9.6.4 Heirloom Grains, Cereals Pulses and Rice 9.6.5 Specialty Noodles 9.6.6 Texture Modified Farinaceous Dishes 9.7 Vegetable Dishes <ul style="list-style-type: none"> 9.7.1 Braised/Stewed Vegetables 9.7.2 Vegetable Casserole 9.7.3 Vegetable Gratin 9.7.4 Stuffed Vegetables 9.7.5 Compressed Vegetables 9.7.6 Vegetable Confit 9.7.7 Texture Modified Vegetables 9.8 Egg dishes <ul style="list-style-type: none"> 9.8.1 Souffle Omelettes 9.8.2 Soufflés 9.8.3 Terrines 9.8.4 Oeufs Cocotte 9.8.5 Steamed Egg Dishes 9.8.6 Sous Vide Egg Dishes
10. Cooking Methods	<p>May include:</p> <ul style="list-style-type: none"> 10.1 Dry Heat Method <ul style="list-style-type: none"> 10.1.1 Roasting 10.1.2 Grilling 10.1.3 Broiling 10.1.4 Baking 10.1.5 Shallow/pan frying 10.1.6 Deep fat frying 10.2 Moist Heat Method <ul style="list-style-type: none"> 10.2.1 Boiling 10.2.2 Steaming 10.2.3 Poaching 10.2.4 Simmering

VARIABLE	RANGE
	10.3 Combination Heat Method 10.3.1 Braising 10.3.2 Stewing 10.4 Modern Method 10.4.1 Anti-griddling 10.4.2 Engastration 10.4.3 Flash Freezing 10.4.4 Sous Vide 10.4.5 Thermal Cooking 10.4.6 Molecular Cooking
11. Complex Techniques	May include: 11.1 Organic and Sustainable Sources 11.2 Chemical free diet / Living environment 11.3 Dry or Wet Aging (if applicable) 11.4 Modern flavor combinations 11.5 Sous vide 11.6 Emulsifying, Foaming, Gelation, Gelatinization and Spherification 11.7 Blast Chilling and Freezing 11.8 Dehydrating 11.9 Pickling
12. Sauces	May include: 12.1 Brown Sauce 12.1.1 Sauce Bordelaise 12.1.2 Sauce Bourignon 12.1.3 Sauce Diable 12.1.4 Sauce Piquant 12.1.5 Aux Fines Herbs 12.1.6 A'l Estragon 12.1.7 Sauce Madere 12.1.8 Sauce Perigueux 12.1.9 Sauce Robert 12.2 Béchamel 12.2.1 Sauce Mornay 12.2.2 Sauce Nantua 12.2.3 Sauce Hongroise 12.2.4 Sauce au Cari 12.2.5 Sauce aux Champignons 12.2.6 Sauce Estragon 12.2.7 Sauce Soubise 12.2.8 Sauce Supreme 12.3 Tomato Sauce 12.3.1 Sauce Provençale 12.3.2 Sauce Portugaise 12.3.3 Salsa Cruda 12.3.4 Sauce Arlesienne 12.3.5 Sauce Choron 12.3.6 Sauce Colbert 12.3.7 Sauce Tyrosine

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	<ul style="list-style-type: none"> 12.3.8 Sauce aux Poivre Vert 12.3.9 Sauce Pales 12.4 Hollandaise <ul style="list-style-type: none"> 12.4.1 Sauce aux Capres 12.4.2 Sauce Chantilly 12.4.3 Sauce Maltaise 12.4.4 Sauce Mikado 12.4.5 Sauce vin Blanc 12.5 Béarnaise <ul style="list-style-type: none"> 12.5.1 Sauce Arlesienne 12.5.2 Sauce Choron 12.5.3 Sauce Colbert, Foyot or Valois 12.5.4 Sauce aux Poivre Vert 12.5.5 Sauce Pales 12.5.6 Sauce Tyrosine 12.6 Veloute <ul style="list-style-type: none"> 12.6.1 Sauce Allemande 12.6.2 Sauce Supreme 12.6.3 Sauce Normande 12.6.4 Sauce Bercy 12.6.5 Sauce Cardinal 12.7 Complex Butter Sauce <ul style="list-style-type: none"> 12.7.1 Beurre Blanc 12.7.2 Beurre Noisette 12.7.3 Beurre Amandine 12.7.4 Beurre Grenobloise 12.7.5 Beurre Polonaise 12.8 Contemporary Sauces <ul style="list-style-type: none"> 12.8.1 Coulis. 12.8.2 Salsas, Relishes and Chutneys 12.8.3 Vegetable Essences and Sauces 12.8.4 Broths and Nage 12.8.5 Infused Oils and Vinaigrettes 12.8.6 Cream Reductions 12.8.7 Mayonnaise Based Sauces 12.8.8 Cold Sauces
13. Garnishes and accompaniments	<p>May include:</p> <ul style="list-style-type: none"> 13.1 Garnish <ul style="list-style-type: none"> 13.1.1 Herbs 13.1.2 Vegetables 13.1.3 Fruits 13.1.4 Nuts 13.1.5 Sliced or Crumbled Cheeses 13.2 Accompaniments <ul style="list-style-type: none"> 13.2.1 Starches 13.2.2 Grains 13.2.3 Bread 13.2.4 Salads 13.2.5 Pulses and Legumes

VARIABLE	RANGE
14. Heating Procedures	May include: 14.1 Microwave 14.2 Stove/range
15. Plating and presentation requirement	May include: 15.1 Appeal 15.2 Color and contrast 15.3 Temperature of food and service 15.4 Equipment 15.5 Classical and innovative arrangement styles
16. Ways of serving	May include: 16.1 Carve 16.2 Portions 16.3 Whole
17. Eco-friendly packaging	May refer to packaging that are produced to improve ecological and environmental impacts using the following methods: 17.1 Lightweighting 17.2 Recycled materials 17.3 Biodegradable plastics 17.4 Post-consumer recycled materials 17.5 Natural packaging 17.6 Reusable materials
18. Properly labeled	May include: 18.1 Date (expiry, cooking date) 18.2 Time 18.3 Portion (weights, yield) 18.4 Purpose 18.5 Nature (half cooked, puree etc.)

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Applied safe and accurate cutting and preparation techniques 1.2 Performed 'mise-en-place' 1.3 Prepared a range of complex hot dishes to enterprise standards 1.4 Cooked a wide variety of complex hot dishes to enterprise standards 1.5 Plated and presented variety of complex hot dishes to enterprise standard 1.6 Stored complex hot dishes following sanitation and safety standards, and FIFO procedures 1.7 Followed workplace safety practices and hygienic procedures in preparing complex dishes 1.8 Communicated effectively with others to ensure effective work operation
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to a fully-equipped operational commercial/institutional kitchen 2.2 Access to actual workplace standards, procedures, policies, and guidelines 2.3 Use of a variety of ingredients, including specialty and sustainable ingredients, to prepare a wide range of complex hot dishes.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation of practical candidate performance 3.2 Oral and written questions 3.3 Problem solving 3.4 Interview to gain insight on discipline practiced 3.5 Project and assignment work 3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group

UNIT OF COMPETENCY : **MANAGE BAKERY AND PATISSERIE OPERATIONS FOR CATERING**

UNIT CODE : **TRS512312**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to cook and present a variety of patisserie and bakery products for a catering within the hospitality industry workplace context

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare a range of complex desserts, bakery and patisserie goods for bulk production	1.1 Production/service of menu is communicated with front of house staff 1.2 Special Ingredients and sustainable ingredients , if appropriate, are used and determined with accurately calculated quantities according to recipes and specifications. 1.3 Conditions of ingredients are ensured to maintain the freshness and quality. 1.4 Tools and equipment that are environmentally friendly are selected and used to in accordance to menu requirements. 1.5 Work schedule and workflow plan are designed to maximize teamwork and efficiency. 1.6 A clear and complete mise en place list is prepared. 1.7 Preparation techniques for a variety of ingredients are identified according to enterprise standards	1.1 Food Production and Service requirements 1.2 Culinary terms and trade names for special and sustainable ingredients including market forms. 1.3 Recipe quantification and costing 1.4 Quality assurance for complex and specialty ingredients 1.5 Identification of tools and equipment, including proper use and maintenance 1.6 Principles of workflow planning and work scheduling 1.7 Principles of mise-en-place preparation 1.8 Preparation methods for a variety of complex and specialty ingredients 1.9 Purchasing, receiving and storage procedures for complex and specialty ingredients. 1.10 Waste minimization and trimming utilization techniques	1.1 Technical skills to apply principles of food preparation, and sanitary, hygienic and safe work practices. 1.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace 1.3 Literacy skills sufficient to interpret varied information related to food preparation lists and standard recipes to determine food preparation requirements. 1.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for bulk cooking operations. 1.5 Problem-solving skills to evaluate quality of ingredients and finished dishes and make adjustments to deal with quality

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	<p>and recipe requirements.</p> <p>1.8 Appropriate purchasing, receiving, and storing procedures are established and correctly observed.</p> <p>1.9 Trimmings and wastage are minimized through appropriate preparation and handling.</p> <p>1.10 Thawing of frozen items are maintained in accordance enterprise standards.</p> <p>1.11 Selection of complex desserts, bakery and patisserie products are prepared using a variety of baking and complex techniques appropriate for the dishes selected.</p> <p>1.12 Complex bakery and patisserie products are prepared to desired product characteristics, and baked to enterprise requirements and standards in a logical manner and within industry realistic time frame.</p> <p>1.13 Sweet sauces, filling, coating/icings, decorations/garnishes and accompaniments appropriate for the bakery and patisserie products are prepared.</p>	<p>1.11 Sanitary Thawing condition for frozen food and ingredients</p> <p>1.12 Principles of basic and modern cooking techniques</p> <p>1.13 Current trends in the preparation of complex desserts, bakery and patisserie goods</p> <p>1.14 Varieties of complex desserts, bakery and patisserie goods</p> <p>1.15 Details and Characteristics of the varieties of complex desserts, bakery and patisserie goods</p> <p>1.16 Industry standards and timeframe in preparing complex dishes</p> <p>1.17 Appropriate quality indicators and standards for bakery and patisserie products.</p> <p>1.18 Principles of sauce making</p> <p>1.19 Principles of food and flavor pairing.</p> <p>1.20 Principles of menu planning</p> <p>1.21 Garnish preparation and selection techniques.</p> <p>1.22 HACCP Standards in workplace safety,</p>	<p>shortfalls in bulk cooking.</p> <p>1.6 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>1.7 Self-management skills to manage own speed, timing and productivity</p> <p>1.8 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p> <p>1.9 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>1.10 Organizational skills and teamwork sufficient to coordinate bulk cooking.</p> <p>1.11 Technology skills to use the main features and functions of digital tools and equipment to complete work tasks and access information.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.14 Workplace and food safety, sanitation and hygiene in-accordance with HACCP standards are applied. 1.15 Complex desserts, bakery and patisserie products are kept at required storage or holding temperatures to maintain quality and freshness prior to service.	sanitation and hygiene 1.23 Proper storage and holding guidelines for complex desserts, bakery and patisserie goods	
2. Present a range of complex desserts, bakery and patisserie goods for catering	2.1 A variety of complex desserts, bakery and patisserie products are presented according to plating and presentation requirement including ways of serving . 2.2 Appropriate service equipment are selected to suite the type and style of presentation for complex dishes. 2.3 Complex desserts, bakery and patisserie products are portioned according to required service requirements and enterprise standards. 2.4 Dishes are presented hygienically, logically and sequentially within required timeframe 2.5 Dishes are evaluated and visually adjusted for presentation.	2.1 Principles of classical and modern plating presentation 2.2 Different Service Styles 2.3 Guidelines in plate selection and presentation 2.4 Proper portion size and portioning allocation based on service styles 2.5 Proper sequence of menu service 2.6 Criteria for product and presentation evaluation	2.1 Technical skills to apply principles plating presentation, and sanitary, hygienic and safe work practices. 2.2 Numeracy skills to calculate the proper portions for bulk cooking operations. 2.3 Problem-solving skills to evaluate quality of finished dishes and deal with quality shortfalls in bulk cooking. 2.4 Planning skills to efficiently sequence the stages of food production. 2.5 Self-management skills to manage own speed, timing and productivity 2.6 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments
3. Store complex bakery and patisserie goods	3.1 Desserts, bakery and patisserie products items are stored at correct temperature and conditions of storage .	3.1 Storage principles for different dessert products 3.2 Standards of packaging for desserts	3.1 Technical skills to apply principles of sanitary, hygienic and safe work practices.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.2 Suitable <i>eco-friendly packaging</i> are selected and used to preserve taste, appearance and quality</p> <p>3.3 Food items are stored in appropriate containers and are <i>properly labeled</i> according to sanitation and safety standards and FIFO procedures.</p> <p>3.4 Storage conditions are ensured to maintain freshness and quality.</p> <p>3.5 Economic viability of preparation and holding quantities are ensured.</p>	<p>3.3 Suitable containers for storing food</p> <p>3.4 Labelling requirements for storing food for foodservice</p> <p>3.5 Conditions for storage of food</p> <p>3.6 Proper calculation of food for future use</p>	<p>3.2 Literacy skills sufficient to prepare labels for storing food.</p> <p>3.3 Numeracy skills to determine cooking requirements for future use.</p> <p>3.4 Problem-solving skills to evaluate and deal with proper storage conditions and ensure quality.</p> <p>3.5 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>3.6 Technology skills to use the main features and functions of storage equipment.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Communicated with front of house staff	May include: 1.1 Pre-serving briefing 1.2 Cooking timelines 1.3 Portion quantities 1.4 Specific dietary needs 1.5 Service styles
2. Special ingredients	May include: 2.1 Organic produce, grains, flour, and flour products 2.2 Free range eggs 2.3 Specialist bakery ingredients 2.4 Preserved and freeze dried fruits 2.5 Exotic fruits 2.6 Heirloom flour and grains 2.7 Natural pre-ferments such as levain, biga and poolish 2.8 Commodities from ethnic cuisines and cultural traditions 2.9 Aquatic plants, such as seaweeds 2.10 Specialist cheeses and dairy products 2.11 Specialist chocolates and chocolate products 2.12 Dry ice and liquid nitrogen 2.13 Bush foods and native ingredients
3. Sustainable ingredients	Refers to ingredients that are produced and transported in a way that help to: 3.1 Limit global warming 3.2 Protect biodiversity and ecosystems 3.3 Respect natural resources and living world 3.4 Ensure fair and sufficient compensation as well as decent working conditions
4. Tools and equipment	May include: 4.1 Acetate sheets 4.2 Anti-Griddle 4.3 Blast chillers and freezers 4.4 Blow torch 4.5 Chocolate molds 4.6 Decorating combs and piping tips 4.7 Deep fryer/ pressure fryer 4.8 Dehydrators 4.9 Digital scales 4.10 Drum sieve and strainers 4.11 Electric, gas or induction stoves 4.12 Food processors, mixer, mincer, bowl choppers 4.13 Food storage containers 4.14 Hand tools and utensils 4.15 Ice cream and gelato machines 4.16 Ice shavers 4.17 Immersion blender

VARIABLE	RANGE
	4.18 Juicers 4.19 Microwave oven 4.20 Oven, conveyer oven and combination ovens 4.21 Plastic syringe and tubing 4.22 Pots and Pans 4.23 Ring molds 4.24 Salamander or Broiler 4.25 Silicone molds 4.26 Smokers 4.27 Sous vide immersion circulators 4.28 Sous vide water bath containers 4.29 Stand mixers 4.30 Steamers (pressure, atmospheric, and fish kettle) 4.31 Toaster 4.32 Vacuum packing machines 4.33 Whipping siphons
5. Environmentally Friendly	May refer to tools and equipment that: 5.1 Minimize generation of wastage and emissions in all environmental media (air, soil, water) 5.2 Reduces usage of non-renewable resources, particularly by means of efficient use of energy using other natural resources (solar, wind, biomass, geothermal and biofuel) 5.3 Energy saving
6. Mise en place list	May include: 6.1 Tools and equipment 6.2 Prepared specialty sauces 6.3 Puree of fruits, vegetables, meats 6.4 Herbs and spices 6.5 Vegetables, fruits 6.6 Nuts, pulses, grains 6.7 Bakery ingredients
7. Preparation Techniques	May include: 7.1 Mixing 7.2 Proofing 7.3 Stuffing 7.4 Rolling 7.5 Marinating 7.6 Steeping
8. Thawing	May include: 8.1 Refrigerator 8.2 Running water 8.3 Microwave oven
9. Desserts, Bakery and Patisserie products	May include: 9.1 Savory and sweet breakfast items 9.2 Specialty breakfast items 9.3 Lunch and dinner rolls 9.4 Sweet yeast dough 9.5 Quick breads

VARIABLE	RANGE
	9.6 Cookies
	9.7 Festive baking, specific to cultural feasts and celebrations
	9.8 Health and diet specific items, e.g. Gluten free, fat free
	9.9 Bread dough, including white, whole meal, whole grain and rye
	9.10 Shaped dough, including rolls, loaves and knots
	9.11 Yeast raised pastries, such as Danish, croissant, brioche, küchen, babas and savarins
	9.12 Short and sweet paste, including flans, tarts, fruit tartlets and quiche
	9.13 Scotch shortbread, including Viennese wafers, Linzer and other slices, and savoury and sweet pies.
	9.14 Choux paste, including éclairs, profiteroles, croquembouche and Saint Honoré
	9.15 Puff pastry, including mille feuille, palmiers, bouchées, cream, croissants, cream horns and pithiviers
	9.16 Filo/strudel
	9.17 Cakes, Gateaux, Torten and Entremet
	9.18 Hot desserts
	9.18.1 Soufflés
	9.18.2 Puddings
	9.18.3 Pies
	9.18.4 Custards
	9.18.5 Rice
	9.18.6 Crepes and Pancakes
	9.18.7 Omelets
	9.18.8 Fritters/Beignets
	9.18.9 Fruits
	9.19 Cold desserts
	9.19.1 Tarts
	9.19.2 Flans
	9.19.3 Soufflés
	9.19.4 Bavarois
	9.19.5 Mousses
	9.19.6 Fruits
	9.19.7 Charlotte
	9.19.8 Condé
	9.19.9 Crème caramel
	9.19.10 Fool
	9.19.11 Terrine
	9.20 Frozen Desserts
	9.20.1 Ice creams
	9.20.2 Parfaits
	9.20.3 Sundaes or Coupes
	9.20.4 Bombes

VARIABLE	RANGE
	9.20.5 Sorbets and Sherbets 9.20.6 Semifreddo 9.20.7 Gelato 9.20.8 Fruits 9.20.9 Granita 9.20.10 Frozen Yogurt 9.20.11 Frozen Mousses 9.20.12 Frozen Soufflés
10. Baking Techniques	May include: 10.1 Scaling ingredients 10.2 Chilling ingredients and work surfaces 10.3 Preparing and using types of yeast 10.4 Mixing Techniques: 10.4.1 Beating 10.4.2 Whisking 10.4.3 Folding 10.4.4 Rolling 10.4.5 Creaming 10.4.6 Kneading 10.5 Laminating 10.6 Incorporating fat. 10.7 Make up 10.8 Proofing 10.9 Cutting, shaping, moulding and panning 10.10 Baking 10.11 Preparing and using appropriate fillings and pre-bak finishes and decorations 10.12 Altitude Adjustments
11. Complex Techniques	May include: 11.1 Modern flavor combinations 11.2 Sous vide 11.3 Emulsifying, Foams, Gels and Spherification 11.4 Blast Chilling and Freezing 11.5 Dehydrating 11.6 Pickling
12. Sweet Sauces	May include: 12.1 Sugar syrups 12.2 Fruit syrups 12.3 Fruit purées, sauces and coulis 12.4 Chocolate-based sauces 12.5 Sabayon and zabaglione 12.6 Custards and cremes 12.7 Flavored butters and creams. 12.8 Caramel and Butterscotch 12.9 Starch thickened sauces
13. Filling, coating/icings and decorations/garnishes	May include: 13.1 Fillings/Coating/Icings 13.1.1 Chocolate

VARIABLE	RANGE
	<ul style="list-style-type: none"> 13.1.2 Creams such as wine cream and cheese cream 13.1.3 Glazes 13.1.4 Icings 13.1.5 Fruit sauces 13.1.6 Nuts and dried fruits 13.1.7 Jams 13.1.8 Mousses 13.1.9 Custards 13.1.10 Jellies 13.1.11 Meringue 13.1.12 Ganache 13.1.13 Savory fillings such as bacon, ham and cheese 13.1.14 Ready-made and pre-mixed 13.2 Garnish <ul style="list-style-type: none"> 13.2.1 Fresh, preserved, glazed or crystallized fruits 13.2.2 Biscuits 13.2.3 Herbs and edible flowers 13.2.4 Cocoa Powder 13.2.5 Chocolate motifs 13.2.6 Chocolate curls 13.2.7 Creams 13.2.8 Croquant 13.2.9 Glazes 13.2.10 Icing Sugar 13.2.11 Roasted nut slivers 13.2.12 Tuile 13.2.13 Spun sugar 13.2.14 Pulled sugar 13.2.15 Brandy snaps 13.2.16 Pralines 13.2.17 Nuts, seeds and dried fruits 13.2.18 Jams 13.2.19 Meringue 13.2.20 Ganache 13.2.21 Flavored and colored sugar 13.3 Accompaniments <ul style="list-style-type: none"> 13.3.1 Crème Chantilly 13.3.2 Ice Cream 13.3.3 Macaron
14. Heating Procedures	May include: <ul style="list-style-type: none"> 14.1 Microwave 14.2 Stove/range
15. Plating and presentation requirement	May include: <ul style="list-style-type: none"> 15.1 Appeal 15.2 Color and contrast 15.3 Temperature of food and service

VARIABLE	RANGE
	15.4 Equipment 15.5 Classical and innovative arrangement styles
16. Ways of serving	May include: 16.1 Portions 16.2 Whole 16.3 Bite Size Pieces 16.4 In Glass
17. Service equipment	May include: 17.1 Baskets 17.2 Ceramics 17.3 Glass 17.4 Crystal 17.5 Mirrors 17.6 Trays 17.7 Croquant stands 17.8 Sugar work stands 17.9 Chocolate stands 17.10 Display cabinets
18. Correct temperature and conditions of storage	May include: 18.1 Consideration of temperature, light and air exposure 18.2 Away from strong odors 18.3 Appropriate containers 18.4 Labelling 18.5 Cool room temperature 18.6 Cool room placement 18.7 Length of time in cool storage 18.8 Freezer temperature 18.9 Length of time in freezer storage. 18.10 Use of airtight containers 18.11 Display cabinets, including temperature-controlled cabinets to cool or warm
19. Eco-friendly packaging	May refer to packaging that are produced to improve ecological and environmental impacts using the following methods: 19.1 Lightweighting 19.2 Recycled materials 19.3 Biodegradable plastics 19.4 Post-consumer recycled materials 19.5 Natural packaging 19.6 Reusable materials
20. Properly labeled	May include: 20.1 Date (expiry, cooking date) 20.2 Time 20.3 Portion (weights, yield) 20.4 Purpose 20.5 Nature (half cooked, puree etc.)

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Applied safe and accurate preparation techniques 1.2 Performed 'mise-en-place' 1.3 Prepared a range of complex deserts and sweet sauces to enterprise standards 1.4 Baked and/or cooked a wide variety of complex desserts and sweet sauces to enterprise standards 1.5 Plated and presented variety of complex desserts with sweet sauces to enterprise standard 1.6 Stored complex desserts and sweet sauces following sanitation and safety standards, and FIFO procedures 1.7 Followed workplace safety practices and hygienic procedures in preparing complex appetizers, salads, and sandwiches. 1.8 Communicated effectively with others to ensure effective work operation
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to a fully-equipped operational commercial/institutional kitchen 2.2 Access to actual workplace standards, procedures, policies, and guidelines 2.3 Use of a variety of ingredients, including specialty and sustainable ingredients, to prepare a wide range of complex hot dishes.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation of practical candidate performance 3.2 Oral and written questions 3.3 Problem solving 3.4 Interview to gain insight on discipline practiced 3.5 Project and assignment work 3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group

UNIT OF COMPETENCY : SELECT CATERING SYSTEM

UNIT CODE : TRS512313

UNIT DESCRIPTOR : This unit covers the knowledge, and skills required to evaluate and select an integrated production, distribution and service catering system to meet the food production needs of a catering organization. It requires the ability to determine catering system requirements for the organization, evaluate operational aspects of different catering system and select a system, which suits the characteristics and needs of the organization.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish enterprise requirements for a catering system	1.1 Catering requirements are researched and reviewed taking into account all relevant factors 1.2 Enterprise constraints in selecting a system are identified.	1.1 Research topics on catering requirements 1.2 Factors affecting selection on appropriate catering systems 1.3 Operational constraints that affect selection of catering system	1.1 Research skills to determine the best catering system to use for different foodservice operations 1.2 Problem-solving skills to consider options and select the most appropriate option for a particular situation, 1.3 Literacy skills to assess published information on different catering systems
2. Evaluate and select the catering system	2.1 A range of alternative catering systems are identified. 2.2 Agreed enterprise requirements are evaluated for all stages of the food production process against systems. 2.3 The advantages and disadvantages of systems are considered in making recommendation .	2.1 Types of catering systems and their food production characteristics for different production methods 2.2 Comprehensive details of food production process, including: <ul style="list-style-type: none"> • Nutritional principles relating to each system • Storage and holding requirements • Requirements, regulations and legislation that impact on different 	2.1 Analyzation skills to obtain details and requirements of catering systems; present information that compares systems against criteria 2.2 Communication skills to advise client of options and make recommendations on systems 2.3 Planning and organization skills to develop new and revised systems and procedures to accommodate individual needs

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>systems, including OHS, hygiene codes, environmental impacts, sustainability, HACCP and storage issues</p> <p>2.3 Specific system to evaluate advantages and disadvantages of each catering system</p>	<p>2.4 Interpersonal skills to liaise with management and others to identify requirements for new or revised systems</p> <p>2.5 Numerical skills to record data</p> <p>2.6 Problem solving skills to resolve event issues as they arise, and select the appropriate catering system option for a particular foodservice operation</p> <p>2.7 Technological skills to use project management and planning software</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Research	May include: 1.1 Nature of Operation 1.2 Type of Menu 1.3 Production volume 1.4 Service areas 1.5 Storage and Holding Requirements 1.6 Nutritional and dietary requirements 1.7 Relevant timeframes 1.8 Available space 1.9 Customer requirements 1.10 Ingredients purchased 1.11 Enterprise practices and standards 1.12 Local authorities and requirements
2. Relevant factors	May include: 2.1 Type of menu and nutritional requirement 2.2 Production volume 2.3 Location of service points 2.4 Holding requirements 2.5 F&B cost control
3. Enterprise Constraints	May include: 3.1 Facilities, establishment size, and equipment 3.2 Operational issues 3.3 Financial resources 3.4 Human resources (current skills and training needs)
4. Catering system	May include: 4.1 Conventional System (Fresh Cook) 4.2 Ready-Prepared System 4.2.1 Cook chill 4.2.2 Cook freeze 4.3 Commissary System (Central Production System) 4.4 Assembly/Service System (Heat/Serve or Rethermalization)
5. Evaluate	May relate to: 5.1 Food production 5.2 System process 5.3 Staff, number, training 5.4 Installation, space 5.5 Maintenance.
6. Food production process	May include: 6.1 Receiving 6.2 Storing 6.3 Preparation 6.4 Preparation/cooking 6.5 Post-cooking storage 6.6 Re-thermalization where applicable 6.7 Serving

VARIABLE	RANGE
7. Recommendation	May include: 7.1 Organizational changes 7.2 Costs, including purchase, installation, labor 7.3 Quality control 7.4 Accessibility 7.5 Productivity.

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated the ability to assess and select catering system for specific catering operations 1.2 Demonstrated the ability to determine enterprise needs and constraints in selecting a system 1.3 Followed workplace safety practices and hygienic procedures 1.4 Communicated effectively with others to ensure effective work operation
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Project or work activities that allow the candidate to select system for specific workplace situations and needs 2.2 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment
<p>3 Method of Assessment</p>	<p>Competency may be assess through:</p> <ul style="list-style-type: none"> 3.1 Case studies to assess ability to select appropriate catering systems for a particular enterprise or context 3.2 Research project to select an appropriate catering system for an enterprise including research, costing, evaluation and recommendations 3.3 Evaluation of reports prepared by the candidate detailing the processes and challenges involved in the selection of a catering system 3.4 Written and oral question to test knowledge of advantages and limitation of various catering systems 3.5 Interview to gain insight on discipline practiced 3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate
<p>4 Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group

UNIT OF COMPETENCY : **DESIGN MENUS TO MEET SPECIFIC MARKET REQUIREMENTS**

UNIT CODE : **TRS512314**

UNIT DESCRIPTOR : This unit deals with the performance outcomes, skills and knowledge required to design profitable menus for all types of cuisines and food service styles. It requires the ability to identify target markets for the organization, design menus to meet market preferences, price menu items and to monitor and evaluate the success of menu performance.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and evaluate target market	1.1 Characteristics of the different markets within the vicinity are identified based on past and current operations and performance. 1.2 Target markets are identified based on review of the current market place and the nature and style of the operations 1.3 Preferences of key market are evaluated and matched with overall enterprise products and services	1.1 Basic characteristics of different markets in the foodservice industry 1.2 Potential target markets of different foodservice operations 1.3 Principles of SWOT Analysis to identify different market needs	1.1 Critical thinking skills to evaluate the food service preferences of target markets to meet market needs and preferences 1.2 Learning skills to continually source information on emerging food service trends and use this information to update menus to meet changing customer demands 1.3 Self-management skills to work within time constraints in a logical sequence. 1.4 Interpersonal skills to work cooperatively with other team members 1.5 Technology skills to use computer technology in understanding different market needs.
2. Evaluate market trends in food service	2.1 Information sources on market trends in food service are	2.1 Information on contemporary and emerging food service trends	2.1 Literacy skills and analyzation skills to read and interpret complex documents

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>identified and accessed</p> <p>2.2 Market trends are evaluated for relevance to the enterprise current and potential market</p>	<p>2.2 Target marketing and prospecting methods to identify areas for improvement</p>	<p>about food service trends, market statistics, customer profiles and market preferences</p> <p>2.2 Research skills to source information on customer profiles and preferences, current and emerging food service trends</p> <p>2.3 Communication skills to inquire needs of potential market.</p>
<p>3. Create menus based on market analysis and within budgetary constraints</p>	<p>3.1 Relevant market trends and market needs are incorporated into food service and menu planning</p> <p>3.2 Menus are developed taking into account resources and enterprise operational constraints or limitations</p> <p>3.3 Menus are constructed to meet budget and profitability targets</p> <p>3.4 Menus are developed taking into account requirements/ preferences</p>	<p>3.1 Major events and holidays that affect menu needs of a particular target group</p> <p>3.2 Principles of Menu Planning and Menu Design for different market groups</p> <p>3.3 Menu Costing and Menu Budgeting Technique</p> <p>3.4 Environmental Issues and Other Concerns</p>	<p>2.1 Technical skills to develop menus with appropriate product description</p> <p>2.2 Critical thinking skills to integrate market needs to menu development.</p> <p>2.3 Problem solving skills to consider all operational constraints and develop realistic menus</p> <p>2.4 Numeracy skills to work within budget, mark-ups and profitability</p> <p>2.5 Technology skills to use computers and software programs to cost and document menus</p> <p>2.6 Communication and negotiation skills to meet identified market requirements.</p>
<p>4. Monitor menu performance</p>	<p>4.1 Customer satisfaction with menu is monitored based on demand patterns and in consultation with customers and operational staff</p>	<p>4.1 Factors to consider in Menu Performance</p> <p>4.2 Principles of Menu Sales and Profit Performance Analysis</p>	<p>4.1 Management skills to monitor menu performance.</p> <p>4.2 Communication skills to share information with relevant stakeholders.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.2 Menu items are analyzed in terms of sales and profit performance 4.3 Menus are adjusted based on <i>feedback</i> and profitability	4.3 Principles of Menu Improvement	4.3 Numeracy skills to determine sales and profit performance. 4.4 Problem solving skills to identify and correct problems in menu performance. 4.5 Analytical skills to determine menu performance and adjust menu based on feedback and profitability.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Characteristics of the different markets	May be related to: 1.1 Cultural 1.2 Health/Dietary 1.3 Religious 1.4 Fads 1.5 Festivals
2. Target Markets	May be related to: 2.1 Infants/Children 2.2 Young people 2.3 Yuppies/Young professionals 2.4 Older people 2.5 Cultural or religious groups 2.6 Socio-economic groups 2.7 Prison population 2.8 Defense force 2.9 Athletes 2.10 Health care customers (young, senior and/or other guests with physical challenges) 2.11 Students
3. Market trends	May include: 3.1 Contemporary eating habits 3.2 Media influence 3.3 Cultural and ethnic influences 3.4 Seasonal and popular influences 3.5 Social influences
4. Market needs	May include: 4.1 Festivals 4.2 Special holidays (Valentine's Day, Mother's Day, Father's Day, etc.) 4.3 Cultural Events 4.4 Religious Events 4.5 Major Events
5. Menus	May include: 5.1 Table d'hôte 5.2 A la Carte 5.3 Set 5.4 Function 5.5 Buffet 5.6 Cyclical 5.7 Semi A la Carte 5.8 Degustation 5.9 Modern 5.10 Seasonal

VARIABLE	RANGE
6. Resources	May relate to: 6.1 Skill level of staff 6.2 Equipment 6.3 Storage 6.4 Location 6.5 Seasonality of products
7. Operational constraints	May include: 7.1 Kitchen equipment 7.2 Seasonal availability of ingredients 7.3 Skill level of kitchen staff 7.4 Suitability of dishes for the season
8. Budget	Should relate to: 8.1 Dish costing 8.2 Portion weights 8.3 Utilities 8.4 Special equipment 8.5 Labor costs 8.6 Sales percentages 8.7 Profit margins
9. Requirements	May relate to: 9.1 Function rooms 9.2 Outdoor catering 9.3 Marquee hire 9.4 Off site catering 9.5 Transportation.
10. Customer Satisfaction	May be related to: 10.1 Cost 10.2 Consultation 10.3 Feed back 10.4 Value for money 10.5 Nutritional status 10.6 Appetite
11. Feedback	May include: 11.1 Customer satisfaction 11.2 Customer surveys 11.3 Regular staff meeting involving menu discussion 11.4 Improvements suggested by: 11.4.1 Customers 11.4.2 Suppliers 11.4.3 Staff 11.4.4 Supervisors 11.4.5 Managers

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated the ability to conduct market research, identify current and emerging trends 1.2 Demonstrated the ability to cost menus and food items, calculate portion yields, determine profit margins and mark-ups develop menus within budgets 1.3 Prepared menus meeting the needs of a range of different target markets 1.4 Demonstrated the ability to design all types of menu 1.5 Followed workplace safety practices and hygienic procedures 1.6 Communicated effectively with others to ensure effective work operation
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment 2.2 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 2.3 Use of computer technology to research on current industry costing data and market trends information
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Review of menus prepared by candidate to meet the needs of different target groups and markets 3.2 Case studies to assess ability to develop menus to meet differing needs 3.3 Written and oral questions to test knowledge of market issues, current trends on food 3.4 Interview to gain insight on discipline practiced 3.5 Project and assignment work 3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group

UNIT OF COMPETENCY : DESIGN MEALS TO MEET SPECIAL DIETARY, RELIGIOUS AND CULTURAL REQUIREMENTS

UNIT CODE : TRS512315

UNIT DESCRIPTOR : This unit covers the preparation and cooking of foods to meet special dietary, religious 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>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Confirm special dietary, religious and cultural requirements	1.1 Dietary, religious and cultural food requirements are identified according to instructions from customers and relevant persons. 1.2 Menus in accordance with dietary, religious and cultural food requirements are designed 1.3 Health consequences of ignoring special dietary requirements of customer and common food allergens are considered 1.4 Recipes are modified according to specific diets and cultural requirements 1.5 Specialized ingredients are selected based on dietary and cultural food requirements 1.6 Suppliers are identified and selected for purchasing of products	1.1 Relevant persons to discuss dietary, religious and cultural food requirements 1.2 Main types and culinary characteristics of special dietary requirements. 1.3 Main types and culinary characteristics of religious and cultural diets. 1.4 Essential components of a balance diet to meet specific cultural needs 1.5 Principles and practices of nutrition and other special dietary requirements including: <ul style="list-style-type: none"> • Nutrients and their food sources • Influences on food choices • Food and beverage selection influences 	1.1 Communication skills to discuss and confirm dietary requirements with customers 1.2 Literacy skills to read and comprehend special dietary recipes and packaging labels 1.3 Numeracy skills to weigh and measure ingredients, and calculate portions 1.4 Organizational skill to efficiently sequence the stage of food preparation 1.5 Problem solving skills to consider, respond and adjust to special customer needs and request 1.6 Self management skills to manage own speed, timing and productivity 1.7 Technology skills to use food preparation and cooking equipment

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> • Food labeling and interpretation • Health implications of food choices • Role of good nutrition in avoiding dietary diseases <p>1.6 Health consequences of non-compliance with special dietary requirements</p> <p>1.7 Pointers on Recipe Modification for specific diets and cultural requirements</p> <p>1.8 Role and implications of using food additives and preservatives</p> <p>1.9 Principles of Recipe Adjustment including portions, weight and measurement quantities</p> <p>1.10 Essential, appropriate and specialized ingredients for dietary and cultural food requirements, their use and contraindications.</p> <p>1.11 Substitute ingredients used to produce dishes with special dietary recipes.</p>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.12 Ingredients suitable for meeting basic nutritional needs 1.13 Ingredients that cause common allergic reactions 1.14 Food additives and preservatives 1.15 Food labeling and interpretation 1.16 Criteria in supplier selection for specialized ingredients	
2. Prepare meals to satisfy nutritional and specific dietary, religious and cultural requirements	2.1 Special dietary and cultural food requirements are followed and communicated to team members. 2.2 Ingredients are selected to ensure optimum nutritional values. 2.3 Appropriate tools and equipment for specific diets and cultural needs are used. 2.4 Suitable preparation and cooking techniques to retain optimum nutritional values are applied 2.5 Foods are presented and served with appropriate garnishes and accompaniments are added to enhance service presentation	2.1 Standard operating procedures when preparing foods for dietary, religious and cultural requirements 2.2 Principles of preparing work schedules and workflow plan 2.3 Preparation and use of essential, appropriate and specialized ingredients for dietary and cultural requirements 2.4 Cultural and religious guidelines in the use of equipment and appropriate cooking techniques 2.5 Principles of cooking and their effect on nutrients, cultural diets and religious implications.	2.1 Communication skills to discuss and confirm dietary requirements 2.2 Read and comprehend special dietary recipes and packaging labels 2.3 Perform numeracy skills to calculate portions 2.4 Organizational skill to efficiently sequence the stage of food preparation 2.5 Problem solving skills to consider, respond and adjust to special customer needs and request 2.6 Practice Management skills for efficiency 2.7 Technology skills to use food preparation and cooking equipment

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.6 Presentation guidelines for religious and cultural foods 2.7 Appropriate garnishes and accompaniments for dietary and cultural foods 2.8 Service guidelines for religious and cultural requirements	
3. Store special dietary, religious and cultural dishes	3.1 Fresh and/or cryovac items are stored according to enterprise standards 3.2 Food items are stored in appropriate containers and are properly labeled according to sanitation and safety standards and FIFO procedures. 3.3 Storage conditions are ensured to maintain freshness and quality. 3.4 Economic viability of preparation and holding quantities are ensured	3.1 Storage principles for fresh and cryovac food 3.2 Suitable containers for storing food 3.3 Labelling requirements for storing food for foodservice 3.4 Conditions for storage of food 3.5 Proper calculation of food for future use	3.1 Technical skills to apply principles of sanitary, hygienic and safe work practices. 3.2 Literacy skills sufficient to prepare labels for storing food. 3.3 Numeracy skills to determine cooking requirements for future use. 3.4 Problem-solving skills to evaluate and deal with proper storage conditions and ensure quality. 3.5 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues. 3.6 Technology skills to use the main features and functions of storage equipment.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Customers	May include: 1.1 Infants 1.2 Children 1.3 Adolescents 1.4 Athletes 1.5 Health conscious customers 1.6 Foreign tourists 1.7 People from different socio-economic groups 1.8 People from specific religious and cultural groups and sects 1.9 Aged, ill, injured, and obese individuals 1.10 Customers with varying nutritional interests and needs
2. Relevant persons	May include: 2.9 Customers or family members 2.10 Service staff 2.11 Supervisors and managers 2.12 Dieticians and diet technicians 2.13 Health and medical personnel 2.14 Religious personnel
3 Dietary requirements	May include: 3.1 Diabetic 3.2 Contemporary eating regimes: 3.2.1 Detoxification 3.2.2 Liver cleansing 3.2.3 Macrobiotic 3.3 Exclusion for: 3.3.1 Common food allergens 3.3.2 Contraindications with medications 3.3.3 Food intolerance 3.4 Fluids 3.5 Food group preferences 3.6 Food restrictions 3.6.1 High/Low Calorie 3.6.2 Gluten free 3.6.3 Low gluten 3.6.4 Wheat free 3.6.5 High/Low carbohydrates 3.6.6 High/Low protein 3.6.7 High/Low fiber 3.6.8 Low cholesterol 3.6.9 Low fat 3.6.10 Modified sodium or potassium 3.6.11 Modified texture 3.7 Vegetarian

VARIABLE	RANGE
	3.7.1 Vegan 3.7.2 Lacto-Ovo Vegetarian 3.7.3 Lacto Vegetarian 3.7.4 Ovo Vegetarian 3.7.5 Pescetarian 3.7.6 Fruitarian 3.8 Nutritional requirements 3.9 Controlled Portion Size
4 Religious and Cultural food requirements	May include: 4.1 Halal 4.2 Hindu 4.3 Kosher 4.4 Vegetarian 4.5 Seventh Day Adventist 4.6 Christian 4.7 Buddhist
5 Design meals	May include: 5.1 Meat free 5.2 Poultry free 5.3 Seafood free 5.4 Dairy free 5.5 Alcohol free.
6 Modify recipes	May include: 6.1 Recipe knowledge 6.2 Substitutes 6.3 Texture 6.4 Flavor 6.5 Composition 6.6 Portion
7 Specialized Ingredients	May include: 7.1 Essential ingredients: 7.1.1 Grains 7.1.2 Dairy 7.1.3 Non-dairy 7.1.4 Nuts 7.1.5 Saturated fats 7.1.6 Textured vegetable protein 7.1.7 Prepared products, including baking powder, soy sauce and stocks 7.1.8 Meat varieties 7.1.9 Seafood varieties 7.2 Appropriate Ingredients may be related to: 7.2.1 Seasonal availability 7.2.2 Storage capacity 7.2.3 Menu styles 7.2.4 Quality and quantity 7.2.5 Cultural varieties 7.2.6 Convenience food products

VARIABLE	RANGE
	7.3 Specialized Ingredients: 7.3.1 Gluten free 7.3.2 Wheat free 7.3.3 Sugar free 7.3.4 Halal certified
8 Suppliers	Suppliers may be related to: 8.1 Local, regional and international supply 8.2 Delivery requirements 8.3 Cost, trading terms 8.4 Relationship 8.5 Product range/variety/specialty 8.6 Availability.
9 Tools and equipment	May include: 9.1 Acetate sheets 9.2 Blow torch 9.3 Deep fryer/ pressure fryer 9.4 Dehydrators 9.5 Digital scales 9.6 Drum sieve and strainers 9.7 Electric, gas or induction stoves 9.8 Food processors, mixer, mincer, bowl choppers 9.9 Food storage containers 9.10 Grills (flat top, charcoal, barbeque) 9.11 Hand tools and utensils 9.12 Immersion blender 9.13 Injection (Food Grade) 9.14 Juicers 9.15 Microwave oven 9.16 Oven, conveyer oven and combination ovens 9.17 Poacher 9.18 Pots and Pans 9.19 Pressure cookers 9.20 Ring molds 9.21 Salamander or Broiler 9.22 Smokers 9.23 Stand mixers 9.24 Steamers (pressure, atmospheric, and fish kettle) 9.25 Tools and equipment specific for Halal use only 9.26 Tools and equipment specific for Kosher use only
10 Preparation and cooking techniques	May include: 10.1 Preparation: 10.1.1 De-boning 10.1.2 Stuffing 10.1.3 Filleting 10.1.4 Rolling and trussing 10.1.5 Baring or Larding 10.1.6 Marinating 10.2 Dry Heat Method

VARIABLE	RANGE
	<ul style="list-style-type: none"> 10.2.1 Roasting 10.2.2 Grilling 10.2.3 Broiling 10.2.4 Baking 10.2.5 Shallow/pan frying 10.2.6 Deep fat frying 10.3 Moist Heat Method <ul style="list-style-type: none"> 10.3.1 Boiling 10.3.2 Steaming 10.3.3 Poaching 10.3.4 Simmering 10.4 Combination Heat Method <ul style="list-style-type: none"> 10.4.1 Braising 10.4.2 Stewing 10.5 Modern Method <ul style="list-style-type: none"> 10.5.1 Anti-griddling 10.5.2 Engastration 10.5.3 Flash Freezing 10.5.4 Sous Vide 10.5.5 Thermal Cooking
11 Present	<p>May include:</p> <ul style="list-style-type: none"> 11.1 Color 11.2 Height 11.3 Service and storage temperature 11.4 Classical and cultural 11.5 Neatly and attractively 11.6 Planning location 11.7 Ease of service
12 Serve	<p>Should include:</p> <ul style="list-style-type: none"> 12.1 Flavor blends 12.2 Time constraints 12.3 Cross contamination 12.4 Religious implications.
13 Garnishes and accompaniments	<p>May include:</p> <ul style="list-style-type: none"> 13.1 Garnishes: <ul style="list-style-type: none"> 12.1.1 Meat Flosses 12.1.2 Fried julienne of vegetables 12.1.3 Fresh herbs 12.1.4 Fried pasta 12.1.5 Foams and Gels 12.1.6 Infused oils 12.1.7 Clarified flavored butter 12.1.8 Sauces 13.2 Accompaniments: <ul style="list-style-type: none"> 13.2.1 Farinaceous dishes 13.2.2 Pasta 13.2.3 Bread

VARIABLE	RANGE
	13.2.4 Rice and grain 13.2.5 Potato
14 Service Presentation	May include: 14.1 Plated 14.2 Buffet 14.3 Family style 14.4 Pass around
15 Properly labeled	May include: 15.1 Date (expiry, cooking date) 15.2 Time 15.3 Portion (weights, yield) 15.4 Purpose 15.5 Nature (half cooked, puree etc.)

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Prepare menus to meet specific dietary, religious and cultural requirements</p> <p>1.2 Prepared meals to satisfy nutritional and specific dietary, religious requirements</p> <p>1.3 Stored special dietary, religious and cultural dishes</p> <p>1.4 Followed workplace safety practices and hygienic procedures in preparing menus specific to special dietary, religious and cultural requirements</p> <p>1.5 Communicated effectively with others to ensure effective work operation</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to a fully-equipped operational commercial/institutional kitchen</p> <p>2.2 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment</p> <p>2.3 Use of a variety of ingredients, including specialty and sustainable ingredients, to prepare a wide range of dishes to meet dietary, religious and cultural requirements.</p> <p>2.4 Industry-realistic ratios of kitchen staff to customers</p> <p>2.5 Recipes for special dietary requirements</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct observation of the candidate preparing dishes to meet special dietary or religious needs, and cultural preferential</p> <p>3.2 Sampling and evaluation of suitability and preparation of dishes to meet needs.</p> <p>3.3 Oral and written questions to assess knowledge of dietary constraints and consequences, resulting from cultural, preferential or medical needs.</p> <p>3.4 Problem solving</p> <p>3.5 Interview to gain insight on discipline practiced</p> <p>3.6 Project and assignment work</p> <p>3.7 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

UNIT OF COMPETENCY : PREPARE CATERING TENDERS

UNIT CODE : TRS512316

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to prepare tenders for catering contracts in a range of settings within the in the hotel industries workplace context. Tenders may relate to contracts for one-off events or for the longer term provision of catering services.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify tender requirements	1.1 <i>Contents of the tender brief</i> are interpreted and assessed in terms of the organization's capacity to meet stated requirements. 1.2 Key objectives and/or requirements of tender are clarified in consultation with management. 1.3 Fixed and variable <i>costing elements</i> are analyzed in consultation with management. 1.4 <i>Tendering criteria and condition</i> are identified and analyzed.	1.1 Common contents of a catering tender brief 1.2 Keys to consulting with upper management 1.3 Common fixed and variable costing elements when preparing catering tenders 1.4 Criteria and conditions in preparing a catering tender	1.1 Critical thinking skills to analyze event concept and develop, evaluate and analyze tender documentation to identify specific requirements and appropriate enterprise response 1.2 Planning and organizational skills to develop cohesive catering tenders and procedures for event catering 1.3 Communication skills to consult and liaise on catering requirements with customers and other stakeholders 1.4 Literacy skills to interpret event information and develop catering documentation and specification 1.5 Numeracy skills to work with catering numbers and event schedules.
2. Determine ability to meet tender requirements	2.1 Ability to provide catering service/s specified in tender is/are assessed.	2.1 Common catering services for different markets	2.1 Technical skills to produce a catering tender including costing, for an

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
and conditions	2.2 Viability of tendering for the provision of catering service/s are assessed. 2.3 Unique requirements of tender are identified.	2.2 Assessment criteria for determining viability of catering tenders 2.3 Unique requirements for different catering tenders	identified function/event, taking into consideration other catering control measures; demonstrating creativity in layout and ensuring accuracy in dish descriptions. 2.2 Critical thinking skills develop, evaluate and select catering options 2.3 Planning and organizational skills to develop cohesive operational plans and procedures for event catering 2.4 Communication skills to consult and liaise on catering requirements with customers and other stakeholders 2.5 Literacy skills to interpret event information and develop catering documentation and specifications 2.6 Numeracy skills to work with catering numbers and event schedule.
3. Estimate costs	3.1 Enterprise rate and/or costing schedules to establish costing are used. 3.2 Availability of labor, equipment, materials and other relevant items according to enterprise requirements are confirmed.	3.1 Rate and/or costing schedules used when preparing catering tenders 3.2 Labor, equipment, materials and others relevant items used for catering	3.3 Critical thinking skills to analyze event concept and develop, evaluate and deal with inability to access services or products or to work out least expensive options 3.4 Planning and organizational skills to develop cohesive operational plans and procedures for event catering

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			3.5 Communication skills to consult and liaise on catering requirements with customers and other stakeholders 3.6 Literacy skills to interpret event information and develop catering documentation and specifications 3.7 Numeracy skills to work with catering numbers and event schedules.
4. Prepare submission for management	4.1 Required resources and capacity with submission are outlined. 4.2 Proposed products and outcomes to meet tender requirements, including menus, food and beverage specifications, style of service, theme and décor are developed. 4.3 Cost estimate within submission are outlined. 4.4 Operational details within submission are outlined. 4.5 Proposed products and outcomes required to meet tender requirements are outlined. 4.6 Possible competitors are evaluated and appropriate strategies to address competitive issues are developed.	4.1 Common resources and capacity for submission in tender preparation 4.2 Development techniques for menus, food and beverage specifications, style of service, theme and décor 4.3 Estimating costs for catering tenders 4.4 Common operational details in catering tenders 4.5 Fulfilling proposed products and outcomes to meet tender requirements 4.6 Techniques and strategies in evaluation competitors and addressing issues.	4.1 Critical thinking skills to analyze event concept and develop, evaluate and select catering options 4.2 Planning and organizational skills to develop cohesive operational plans and procedures for event catering 4.3 Communication skills to conduct presentations for management 4.4 Literacy skills to interpret event information and develop catering documentation and specifications 4.5 Numeracy skills to work with catering numbers and event schedules.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Prepare tender documents	5.1 Tender documents within the designated timelines according to requirements of the brief are prepared. 5.2 Tender documents in a format that maximizes the use of presentation and promotional techniques are presented.	5.1 Principles of preparing catering tenders. 5.2 Presentation and promotional techniques for catering tenders	5.1 Critical thinking skills to analyze event concept and develop, evaluate and select catering options 5.2 Planning and organizational skills to develop cohesive operational plans and procedures for event catering 5.3 Communication skills to consult and liaise on catering requirements with customers and other stakeholders 5.4 Literacy skills to interpret event information and develop catering documentation and specifications 5.5 Numeracy skills to work with catering numbers and event schedules.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Contents of the tender brief	May include: 1.1 Services required 1.2 Style of service 1.3 Customers or audience 1.4 Budget requirements 1.5 Legal responsibilities of the contractor 1.6 Legal responsibilities of the principal 1.7 Operational and financial management requirements.
2. Costing elements	May be related to: 2.1 Food and beverage requirements 2.2 Transportation 2.3 Security 2.4 Staffing 2.5 Venue 2.6 Additional components requested by client.
3. Tendering criteria and conditions	May include: 3.1 Purpose of catering, e.g. In-flight, residential, health establishments, corrective services 3.2 Catering requirements, e.g. Lunch, dinner, in-home, light refreshments 3.3 Duration of contract specified in tender, e.g.; one-off event, on-going supply 3.4 Eligibility for submission of tender.
4. Viability	May include: 4.1 Competitive tendering process 4.2 Cost of tendering process 4.3 Likely profit 4.4 Prospect of winning the tender 4.5 Time constraints.
5. Rate and/or costing schedules	May relate to: 5.1 Labor rates 5.2 Standard equipment costs 5.3 Standard material costs 5.4 Standard service costs 5.5 Standard unit costs 5.6 Current commodity costs.
6. Submission	May include: 6.1 Written submission 6.2 Verbal presentation 6.3 Combination of written submission and verbal presentation to management.

VARIABLE	RANGE
7. Operational details	May relate to: 7.1 Staffing 7.2 Transport 7.3 Stock control 7.4 Security/emergency plan 7.5 Plans for recycling and correct and environmentally sound disposal of kitchen waste and hazardous substances. 7.6 Facilities management 7.7 Quality.
8. Products and outcomes	May be described in: 8.1 Menus 8.2 Food and beverage specifications 8.3 Service descriptions 8.4 Venue plans, e.g. Décor, decoration, theme.

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to identify factors which impact the planning and development of a tender response 1.2 Demonstrated ability to use enterprise costing schedules to produce a costing estimate 1.3 Demonstrated ability to consider a range of creative options. 1.1 Prepared a tender document for a specific commercial catering contract, including effective assessment of the brief, coordination of tender details, accurate and profitable costing and professional presentation 1.1 Followed workplace safety practices and hygienic procedures 1.2 Communicated effectively with others to ensure effective work operation
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment 2.2 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. 2.3 Access to and interaction with event industry suppliers. 2.4 Involvement of and interaction with an event principal or organizing group.
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Review of tenders prepared by candidate for a particular event or catering contract 3.2 Case studies to assess ability to develop options to meet differing tender briefs 3.3 Review of reports prepared by the candidate detailing the major issues and factors to be considered when preparing tenders for catering contracts 3.4 Written or oral questions to elicit further explanations on various aspects of preparing catering tenders. 3.5 Interview to gain insight on discipline practice 3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group

UNIT OF COMPETENCY : **PLAN AND MANAGE MENU-BASED CATERING FOR AN EVENT OR FUNCTION**

UNIT CODE : **TRS512317**

UNIT DESCRIPTOR : This unit covers the skills and knowledge required to to plan, write and manage menu-based food production in commercial food production environments for an event or function. It involves developing the catering concept and planning and developing an operational plan to meet requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify key objectives of an event	1.1 Key objectives of event are clarified in consultation with customer/s and/or key stakeholders . 1.2 Key information are identified and analyzed in consultation with customer/s and/or key stakeholders and other relevant parties . 1.3 Factors which might impact on the event are identified and analyzed.	1.1 Types of events which often require catering services 1.2 Key stakeholders to deal with in an event or function 1.3 Most common key information needed when planning an event or function 1.4 Relevant third-parties needed when staging and event or function 1.5 Common operational factors influencing catering for different venues	1.1 Critical thinking skills to analyze event concept and develop, evaluate and select catering options 1.2 Planning and organizational skills to develop cohesive operational plans and procedures for event catering 1.3 Communication skills to consult and liaise on catering requirements with customers and other stakeholders 1.4 Literacy skills to interpret event information and develop catering documentation and specification 1.5 Numeracy skills to work with catering numbers and event schedules. 1.6 Principles and practices of food safety for preparation, storage and transport of food
2. Plan and write menus for catering	2.1 Enterprise and/or clients requirements for menu/s are established.	2.1 Types of requirements when catering an event or function.	2.1 Technical skills to produce a nutritionally balanced menu, including costing, for

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.2 Menus for enterprise operations are developed based on requirements which includes consideration for ensuring menu balance, control of labor costs, optimizing product usage and plan for production schedules.</p> <p>2.3 Menu costing appropriate to the requirements and budget of the client are prepared.</p> <p>2.4 Finished/final menu based on client requirements and enterprise standards are produced.</p>	<p>2.2 Different types of catering menus</p> <p>2.3 Factors in enterprise operations when developing menus for catering.</p> <p>2.4 Common considerations when balancing a menu for a catering</p> <p>2.5 Considerations when controlling labor costs for an event or function</p> <p>2.6 Cost control measures to optimize product usage for a catering</p> <p>2.7 Common constraints when planning for production schedules</p> <p>2.8 Principles of Menu Costing and Budget preparation</p> <p>2.9 Principles of Menu Design</p>	<p>an identified function/event, taking into consideration other catering control measures; demonstrating creativity in layout and ensuring accuracy in dish descriptions.</p> <p>2.2 Critical thinking skills develop, evaluate and select catering options</p> <p>2.3 Planning and organizational skills to develop cohesive operational plans and procedures for event catering</p> <p>2.4 Communication skills to consult and liaise on catering requirements with customers and other stakeholders</p> <p>2.5 Literacy skills to interpret event information and develop catering documentation and specifications</p> <p>2.6 Numeracy skills to work with catering numbers and event schedule.</p> <p>2.7 Principles and practices of food safety for preparation, storage and transport of food</p>
<p>3. Prepare the catering for an event or function</p>	<p>3.1 The key elements for catering are identified and defined in consultation with stakeholders in accordance with organization standards, policies</p>	<p>3.1 Key elements for catering an event or function</p> <p>3.2 Catering options and styles for different types of events</p>	<p>3.1 Critical thinking skills to analyze event concept and develop, evaluate and select catering options</p> <p>3.2 Planning and organizational skills to develop cohesive operational plans and</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>and procedures and within acceptable time frames.</p> <p>3.2 Overall event concept, theme and format which reflects key objectives agreed upon with customer/s and/or key stakeholders are developed.</p> <p>3.3 Operational practicality and cohesiveness of the catering concept theme and format are verified through consultation and analysis.</p>	<p>3.3 Organizational constraints for catering events</p> <p>3.4 Features of different types of events, including event concept and theme, interrelationship between catering and other event aspects, and role and responsibilities of different event personnel</p> <p>3.5 Assessment for practicality and cohesiveness of event plans.</p>	<p>procedures for event catering</p> <p>3.3 Communication skills to consult and liaise on catering requirements with customers and other stakeholders</p> <p>3.4 Literacy skills to interpret event information and develop catering documentation and specifications</p> <p>3.5 Numeracy skills to work with catering numbers and event schedules.</p> <p>3.6 Principles and practices of food safety for preparation, storage and transport of food</p>
4. Prepare and implement an operational plan for the catering of an event or function	<p>4.1 Operational plan for the provision of catering and ancillary services is prepared including the identification of steps, activities and sequence.</p> <p>4.2 Risk management is incorporated in the operation plan.</p> <p>4.3 Details are reviewed, verified and approved with the client and relevant stakeholders.</p> <p>4.4 Written agreement are gained from customer/s and /or stakeholders.</p> <p>4.5 Accurate and complete information on the catering concept, operational</p>	<p>4.1 Typical formats for running order of different styles of events</p> <p>4.2 Space, equipment, and staffing requirements for different styles of catering and vary numbers</p> <p>4.3 Principles of Risk management for different events catering.</p> <p>4.4 A range of formats for and inclusions of Catering proposal</p> <p>4.5 Principles of preparing working proposal, quotations, catering tenders and catering contracts.</p> <p>4.6 Formats on operational plan to manage the delivery of catering for an event or function</p>	<p>4.1 Critical thinking skills to analyze event concept and develop, evaluate and select catering options</p> <p>4.2 Planning and organizational skills to develop cohesive operational plans and procedures for event catering</p> <p>4.3 Communication skills to consult and liaise on catering requirements with customers and other stakeholders</p> <p>4.4 Literacy skills to interpret event information and develop catering documentation and specifications</p> <p>4.5 Numeracy skills to work with catering numbers and event schedules.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>plans and Banquet Event are provided to all relevant stakeholders to ensure timely and effective planning and implementation.</p> <p>4.6 The catering plan for the event is implemented and monitored making adjustments as required.</p> <p>4.7 Feedback is obtained after the event and plans are reviewed to evaluate the degree to which it met objectives and customer requirements.</p>	<p>4.7 Knowledge on running and executing an event or function.</p> <p>4.8 Principles of preparing Event performance summary or Post-event report.</p>	<p>4.6 Principles and practices of food safety for preparation, storage and transport of food.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Event	May include: 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 Seminar
2. Key stakeholders	May include: 2.1 Event customer 2.2 Suppliers and contractors 2.3 Local community 2.4 Organizing committees 2.5 Local authorities 2.6 Colleagues 2.7 Entertainers 2.8 Staging contractors
3. Key information	May include: 3.1 Purpose 3.2 Concept 3.3 Style and theme 3.4 Date, time and venue 3.5 Catering requirements 3.6 Audience or market 3.7 Overall budget estimate 3.8 Size and number of guest/delegates 3.9 Location 3.10 Duration 3.11 Resource issues, e.g. spatial requirements of the site/venue, environmental conditions, budget 3.12 Purpose of function or event, e.g. wedding, convention, corporate function, ball, etc.
4. Relevant parties	May include: 4.1 Venue staff and management 4.2 Caterers 4.3 Security 4.4 Musicians 4.5 Florists 4.6 Decorators 4.7 Exhibitors 4.8 Contractors.

VARIABLE	RANGE
5. Factors	May include: 5.1 Resource availability, e.g. Human, financial, physical 5.2 Potential for attracting additional resources, e.g. Sponsorship, co-hosting 5.3 Lead time restrictions 5.4 Potential levels of participation and interest 5.5 Competitive environment 5.6 Timing and duration factors, e.g. Impact of public holidays and/or other public events 5.7 Potential contributors 5.8 Talent requirements 5.9 Climate 5.10 Access factors, e.g. Physical access, access times/availability, internal/external location 5.11 Marketing and promotional issues, e.g. Media coverage.
6. Requirements	May relate to: 6.1 A la carte 6.2 Buffet 6.3 Function 6.4 Room service 6.5 Pool side 6.6 Outdoor event 6.7 Weddings 6.8 Cultural events.
7. Menus	May relate to: 7.1 A la carte 7.2 Table d'hôte 7.3 Function 7.4 Room service 7.5 Buffet.
8. Enterprise operations	Should relate to : 8.1 Staff 8.2 Equipment 8.3 Ingredients 8.4 Storage 8.5 Clients/customers requirements.
9. Menu balance	May relate to: 9.1 Color 9.2 Texture 9.3 Flavors 9.4 Cooking methods 9.5 Ingredients 9.6 Temperature 9.7 Season 9.8 Nutritional value 9.9 Health requirements 9.10 Cultural requirements.

VARIABLE	RANGE
10. Labor costs	May be related to: 10.1 Rosters 10.2 Scheduling 10.3 Award conditions 10.4 Rates.
11. Product usage	May be related to: 11.1 Food ordering 11.2 Portion control 11.3 Yield testing 11.4 Standard recipes.
12. Production schedule	May be related to: 12.1 Menu constraints 12.2 Available equipment 12.3 Expertise of labor 12.4 Available time 12.5 Opening hours 12.6 Service periods.
13. Menu costing	Should include: 13.1 Food cost percentage 13.2 Yield testing 13.3 Staffing costs 13.4 Direct costs 13.5 Indirect costs
14. Finished/final menu	Should relate to: 14.1 Terminology 14.2 Spelling 14.3 Formatting 14.4 Language 14.5 Layout 14.6 Accuracy and honesty in dish descriptions.
15. Key elements for catering	May include: 15.1 Type of food 15.2 Style of service 15.3 Timing of service 15.4 Link between food and other aspects of the event e.g. speeches 15.5 Production and transport issues 15.6 Catering staff requirements 15.7 Liaison with others involved in the event 15.8 Seating arrangements 15.9 Venue decoration, e.g. Stage set up, design, props, decorations 15.10 Venue plan, e.g. Seating, lighting, stage set up 15.11 Technical effects, e.g. Sound, lighting, audio-visual
16. Organization standards, policies and procedures	May include: 16.1 Complaints procedures 16.2 Organizational standard report forms 16.3 Job descriptions 16.4 Code of ethics

VARIABLE	RANGE
	16.5 Quality systems, standards and guidelines.
17. Ancillary services	May include: 17.1 Theme and décor 17.2 Management of the event 17.3 Staffing 17.4 Logistics
18. Written agreement	May include: 18.1 Formal purchase order 18.2 Formal contracts 18.3 Letters of agreement 18.4 Memorandums of understanding.
19. Operational plans	May include: 19.1 Costing of components and total catering 19.2 Management 19.3 Staffing and contracting 19.4 Roles and responsibilities 19.5 Logistics and transport details 19.6 Resources e.g. venue, commodities, equipment, machinery, vehicles and staff 19.7 Security arrangements 19.8 Purchasing of food, materials and equipment 19.9 Production and distribution of food and beverage

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <p>1.2 Demonstrated the ability to plan catering which reflects event objectives, is operationally practical and which results in the achievement of objectives.</p> <p>1.3 Demonstrated knowledge of the creative options to be considered when developing for catering for an event.</p> <p>1.4 Demonstrated knowledge of issues and challenges associated with event catering.</p> <p>1.3 Followed workplace safety practices and hygienic procedures</p> <p>1.4 Communicated effectively with others to ensure effective work operation</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment</p> <p>2.2 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.</p> <p>2.3 Access to and interaction with event industry suppliers.</p> <p>2.4 Involvement of and interaction with an event principal or organizing group.</p>
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>3.1 Evaluation of the catering at an event where catering is coordinated by the candidate.</p> <p>3.2 Case studies to assess ability to develop catering concepts and plans for different types of event.</p> <p>3.3 Evaluation of reports prepared by the candidate detailing the planning processes undertaken for an event and highlighting particular challenges and issues.</p> <p>3.4 Written or oral questions to elicit further explanations on various aspects of planning.</p> <p>3.5 Interview to gain insight on discipline practice</p> <p>3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

UNIT OF COMPETENCY : MANAGE CATERING COSTS AND REVENUES

UNIT CODE : TRS512318

UNIT DESCRIPTOR : This unit covers the process required to enable an executive chef and operations manager to manage catering revenue and cost by using a system that tracks the performance of a food operation within an enterprise.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use financial record keeping technology	1.1 Computer systems to facilitate implementation of identified purchasing, ordering and financial controls are identified and used 1.2 Appropriate and effective software are identified and used as part of the computer system. 1.3 Catering cost and revenue objectives and requirements are identified and integrated into existing financial control system 1.4 Catering financial data is entered and manipulated into established control system	1.1 Computer Systems for purchasing, ordering and financial controls. 1.2 Knowledge to use appropriate software <ul style="list-style-type: none"> • Relevant database programs • Accounting Software • System-specific software 1.3 Management of catering revenue and cost centers 1.4 Relevant accounting knowledge to read and interpret figures <ul style="list-style-type: none"> • Update budget • Project figures and performance • Generate performance reports, income statements, labor reports, cost of goods sold, performance figures and percentages, profits and loss. 	1.1 Literacy and numeracy skills to identify financial information 1.2 Communication skills 1.3 Read and interpret financial data 1.4 Perform problem solving skills to reconcile figures 1.5 Computer skills to complete a range of formatting and layout task

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Create financial control system	<p>2.1 A financial control system specifically designed to record and track the performance of the catering department is developed.</p> <p>2.2 Financial data is entered into the catering computerized control system</p>	<p>2.1 General restaurant operational cost</p> <ul style="list-style-type: none"> • Purchasing • Receiving • Storage • Production • Service • Transport <p>2.2 Determine, analyze and input financial data in a timely manner, including:</p> <ul style="list-style-type: none"> • Cash and Credit Revenue • Cost of goods sold • Repairs, maintenance and item replacements according to accounting and allocation procedures • Tracking and recording of stocks 	<p>2.1 Literacy and numeracy skills to identify financial information</p> <p>2.2 Communication skills</p> <p>2.3 Read and interpret financial data</p> <p>2.4 Perform problem solving skills to reconcile figures</p> <p>2.5 Computer skills to complete a range of formatting and layout task</p>
3. Create production control system	<p>3.1 An effective production control system to record and track the performance of the catering department is developed.</p> <p>3.2 Production data is entered into the computerized catering control system</p>	<p>3.1 Food production control system</p> <ul style="list-style-type: none"> • Standard recipes • Production sheets • Quantity and quality criteria • Production schedules including workflow <p>3.2 Computer knowledge to input and track the following data:</p> <ul style="list-style-type: none"> • Labor cost • Sales 	<p>3.1 Literacy and numeracy skills to identify financial information</p> <p>3.2 Communication skills</p> <p>3.3 Read and interpret financial data</p> <p>3.4 Perform problem solving skills to reconcile figures</p> <p>3.5 Computer skills to complete a range of formatting and layout task</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> • Customer demand and preferences • Stock losses on product wastage 	
4. Respond to the outcomes produced by the established control systems	<p>4.1 Expenses deemed unacceptable are addressed with appropriate solutions</p> <p>4.2 Revenue figures deemed unacceptable are addressed with appropriate solutions</p> <p>4.3 Revised budget figures are negotiated with management to obtain desired profits</p>	<p>4.1 Addressing unnecessary expenditures</p> <p>4.2 Addressing unnecessary revenue</p> <p>4.3 Budget Fundamentals and Principles</p> <ul style="list-style-type: none"> • Preparation • Revision • Negotiation techniques 	<p>4.1 Literacy and numeracy skills to identify financial information</p> <p>4.2 Communication skills</p> <p>4.3 Read and interpret financial data</p> <p>4.4 Perform problem solving skills to reconcile figures</p> <p>4.5 Computer skills to complete a range of formatting and layout task</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Computer system and software	May include: 1.1 Specialist accounting software and packages 1.2 Relevant database programs 1.3 System-specific software recommended by system specialist
2. Cost and revenue objectives	Will only relate to enterprises and/or departments where suitable computer systems and software already exist.
3. Manipulate catering financial control	May include: 3.1 Updated budgets and regular updated budgets to reflect current actual versus projected figures and performance 3.2 Performance reports, including: <ul style="list-style-type: none"> • Income statements • Labor reports • Cost of goods sold • Department performance figures and percentages • Department profits and loss
4. Financial data	May include: 4.1 Revenue sales generated by department <ul style="list-style-type: none"> • Cash sales • Credit sales 4.2 Cost of goods sold incurred by the department 4.3 Repairs and maintenance 4.4 Replacements of items 4.5 Tracking and recording stock returned to suppliers for credit 4.6 Timely inputting of data
5. Production data	May include: 5.1 Food production controls: <ul style="list-style-type: none"> • Standard recipes • Production sheets • Quantity and quality criteria • Production schedules 5.2 Development of work flows to optimize production efficiency 5.3 Minimizing labor costs while maintaining production levels, required food standards and quality 5.4 Tracking sales to enable amendments to production quantities, changes to menu items and reflection of emerging customer demand and preferences

VARIABLE	RANGE
	5.5 Monitoring of stock losses, including losses in storage, damaged products that become unfit for sale and product wastage.
6. Actions to take to address expenses	May include: 6.1 Reduce serving sizes 6.2 Re-negotiate prices or change suppliers 6.3 Revise or limit menu 6.4 Use substitutes, including alternative products, pre-prepared and convenience foods 6.5 Reducing labor 6.6 Reduce wastage, which may include storage and security, enhance staff training, and revise ordering protocols 6.7 Verifying that only catering department costs are being allocated to the catering department budgets
7. Actions to take to address revenue figures	May include: 7.1 Verify that all catering department sales are being allocated to the catering department budgets 7.2 Increase selling prices 7.3 Secure legitimate revenue both for external and internal sources 7.4 Reduce and/or eliminate special deals, complimentary items and discounts 7.5 Enhancing or altering promotional activities
8. Negotiations with management	May include: 8.1 Present and explain evidence of trade, operations and performance 8.2 Identify and explain circumstances that have caused variances 8.3 Negotiate for revised revenue and expenditure performance targets

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Used financial keeping technology. 1.2 Created financial control system. 1.3 Created production control system. 1.4 Responded to outcomes produced by the established control systems. 1.5 Communicated effectively with others to ensure effective work operation
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Assessment must include the use of actual computerized system and software with real or simulated targets, budgets, and trading and operational figures and access to a workplace standards, policies and procedures, guidelines, tools and equipment.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case Studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio of evidence 3.5 Problem solving 3.6 Interview to gain insight on discipline practiced 3.7 Project and assignment work 3.8 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third party workplace reports of on-the-job performance by the candidate
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center or existing system to accurately and effectively monitor the financial performance of the catering department so that immediate action can be taken, where necessary , to bring performance back in-line with budgeted indications.

UNIT OF COMPETENCY : DEVELOP A FOOD SAFETY PROGRAM

UNIT CODE : TRS512319

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, prepare and served.

ELEMENT	PERFORMANCE CRITERIA Italicized terms are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Evaluate organizational needs for a food safety program	1.1 Type of enterprise/ establishment is determined 1.2 Organizational characteristics that impact on food safety are evaluated. 1.3 Potential food safety hazards or any particular issues or risk situations in food handling operations and processes are identified. 1.4 Existing product specifications are evaluated, product suppliers are identified and quality assurance specifications for foodstuff supplied are determined. 1.5 Existing policies and procedures and monitoring practices, including record keeping, are evaluated and the need for change or enhancement is assessed.	1.1 Types of foodservice operations and enterprises 1.2 Different organizational characteristics that impact food safety. 1.3 Common food safety hazards including identification of contaminant, contamination and potentially hazardous foods. 1.4 Evaluation methods for product specifications, supplier identification and quality assurance specifications. 1.5 Procedural system in the evaluation of a food safety program	1.1 Literacy skills to read and interpret complex materials describing regulatory requirements relating to food safety. 1.2 Critical thinking skills to consult and review food safety program 1.3 Communication skills to provide information to colleagues, and to question and listen in order to determine and clarify requirement 1.4 Numeracy skills to work with the concepts of measurement 1.5 Planning and organizing skills to coordinate and respond to multiple and interrelated operational challenges 1.6 Problem-solving skills to proactively identify and respond to systemic operational issues

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Develop a food safety program for a specific commercial catering enterprise	<p>2.1 Food safety program is designed to integrate regulatory requirements and standards into policies and procedures that suit the characteristics and needs of the enterprise in consultation with colleagues and stakeholders.</p> <p>2.2 Food production flow charts are developed and critical control points in the food production system are identified.</p> <p>2.3 Methods of control for critical points and hazards are established.</p> <p>2.4 Standard operational policies and procedures to support the food safety program including control procedures and corrective actions and measures, and contingency plans are developed or modified.</p> <p>2.5 Procedures for systematic monitoring of controls and associated record keeping are developed.</p> <p>2.6 Corrective action procedures for uncontrolled hazards are developed</p> <p>2.7 Product specifications covering food items prepared and sold are</p>	<p>2.1 Structure and development including HACCP and key features of federal and local food safety compliance requirements as they impact food safety program development, including:</p> <ul style="list-style-type: none"> • contents of national codes and standards that underpin regulatory requirements • components of a food safety program • local government food safety regulations and audit frequencies • consequences of failure to observe food safety policies and procedures <p>2.2 HACCP or other food safety system principles, procedures and processes as they apply to particular operations and different food types, including critical control points for the specific food production system</p> <p>2.3 Predetermined methods of controlling risks and hazards</p>	<p>2.1 Literacy skills to read and interpret complex materials describing regulatory requirements relating to food safety.</p> <p>2.2 Critical thinking skills to consult and review food safety program</p> <p>2.3 Communication skills to question and listen in order to determine and clarify requirement</p> <p>2.4 Numeracy skills to work with the concepts of measurement</p> <p>2.5 Planning and organizing skills to coordinate and respond to multiple and interrelated operational challenges</p> <p>2.6 Problem-solving skills to proactively identify and respond to systemic operational issues</p> <p>2.7 Technical skills to develop comprehensive food safety program inclusive of detailed policies procedures, product specifications, monitoring documents, and flow chart and format to suit special needs</p> <p>2.8 Critical thinking to allow for rational and logical evaluation of the food storage preparation, display, storage and service areas and to identify hazards, critical control points and determine suitable control</p>

	<p>developed or modified and recorded.</p> <p>2.8 Compliance of 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 Practical user-friendly recording system is established to document food safety performance</p> <p>2.11 Schedule for regular review of the food safety program is developed</p> <p>2.12 Food safety program are documented and provided to regulatory authorities as required.</p>	<p>2.4 Procedures and contingency plans on establishing policies and procedures for:</p> <ul style="list-style-type: none"> • time and temperature controls used in the storage, preparation, display, service and cooking, cooling and transporting of food • methods of food storage, production, display, service and cooking, cooling and transporting, especially, appropriate temperature levels for each of these processes • conditions for development of microbiological contamination • environmental conditions, including temperature controls, for storage • temperature danger zone and the two-hour and four-hour rule • equipment operating procedures, especially how to calibrate, use and clean a temperature probe and how to identify faults • choice and application of cleaning, sanitizing and 	
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		<p>pest control equipment and materials</p> <p>2.5 Procedures for monitoring application and deviations of controls of critical control points</p> <p>2.6 Principles of developing corrective actions for uncontrolled hazards.</p> <p>2.7 Best practices when creating new product specification and incorporating quality control points</p> <p>2.8 Mechanics for complying with regulatory requirements</p> <p>2.9 Training needs analysis in relation to food safety</p> <p>2.10 Principles of developing documentation procedures for food safety compliance</p> <p>2.11 Principles of developing scheduling of food safety program review</p> <p>2.12 Documenting compliance to food safety programs</p>	
3. Implement the food safety program	<p>3.1 Food safety programs, policies, procedures and product specifications are communicated to management and colleagues in the workplace, and display of appropriate signage and access to information are ensured.</p> <p>3.2 Training and mentoring related to the food safety program is organized</p>	<p>3.1 Consultative and communication mechanisms used by organizations to develop and implement procedural systems HACCP principles, concepts, procedures, and processes</p> <p>3.2 Organizing training and mentoring for food safety programs</p>	<p>3.1 Literacy skills to read and interpret complex materials describing regulatory requirements relating to food safety.</p> <p>3.2 Critical thinking skills to consult and review food safety program</p> <p>3.3 Communication skills to provide information to colleagues, and to question and listen in order to determine and clarify requirement</p>

	<p>3.3 Operational activities to ensure compliance to policies and procedures are monitored</p> <p>3.4 Response to incidents of uncontrolled food hazards are managed and implementation of corrective action procedures are overseen.</p> <p>3.5 Changes to practices that led to the food safety breach are made, and changes are documented, communicated and implemented.</p> <p>3.6 Food safety management documents are maintained.</p>	<p>3.3 Monitoring procedures to ensure compliance to food safety program</p> <p>3.4 Responding to incidents of deviations to food safety program and implementing corrective actions</p> <p>3.5 Implementing and communicating changes to food safety program</p> <p>3.6 Principles of maintain food safety management documents</p>	<p>3.4 Numeracy skills to work with the concepts of measurement</p> <p>3.5 Planning and organizing skills to coordinate and respond to multiple and interrelated operational challenges</p> <p>3.6 Problem-solving skills to proactively identify and respond to systemic operational issues</p> <p>3.7 Critical thinking skills to evaluate and respond to a range of strategic and operational factors that influence the food safety program</p> <p>3.8 Technical skills to implement comprehensive food safety program inclusive of detailed policies procedures, product specifications, monitoring documents, and flow chart</p> <p>3.9 Analytical skills to implement food safety program.</p>
<p>4. Participate in food safety audit</p>	<p>4.1 Audited food safety program as required by legislation is ensured.</p> <p>4.2 Food safety program audits are participated in and assistance to inspectors is provided.</p> <p>4.3 Records of food audits according to legislative requirements are retained.</p>	<p>4.1 Regulatory requirements for food safety audits</p> <p>4.2 Roles in food safety program audit</p> <p>4.3 Retaining records of food audit</p>	<p>4.1 Management skills to conduct food safety program audit.</p> <p>4.2 Critical thinking skills to review food safety program</p> <p>4.3 Communication skills to provide information to colleagues, auditors and inspectors.</p> <p>4.4 Planning and organizing skills to coordinate and respond to multiple and interrelated operational challenges</p> <p>4.5 Problem-solving skills to proactively identify deviations to food safety program.</p> <p>4.6 Critical thinking skills to evaluate and respond to a range of strategic</p>

			and operational factors that influence the food safety program 4.7 Analytical skills to review food safety program.
5. Evaluate and revise the food safety program	<p>5.1 Operation and results of the food safety program are monitored according to schedule and in consultation with colleagues and other stakeholders</p> <p>5.2 Scheduled review of operational policies, procedures, product specifications, monitoring systems, and record keeping methods are conducted and changes, revisions or additions required are identified.</p> <p>5.3 Test and/or measures to validate required safety standards are carried out.</p> <p>5.4 Food safety program is revised to incorporate amendments or additions</p> <p>5.5 Records are kept to tracking changes and amendments to the food safety programs and provided to regulatory authorities as required.</p> <p>5.6 Changes and of when they commence are communicated, and inclusion in production processes is monitored.</p> <p>5.7 Need for additional training based on evaluation of the program and changes to food safety practices is identified.</p>	<p>5.1 Monitoring procedures for operations and results of food safety programs</p> <p>5.2 Policies on the review of food safety programs</p> <p>5.3 Test and measures to validate required food safety controls</p> <p>5.4 Identifying required changes and incorporating amendments</p> <p>5.5 Record keeping for changes and amendments to food safety programs</p> <p>5.6 Different communication means to promulgate changes in food safety program</p> <p>5.7 Principles of Contingency management</p>	<p>5.1 Literacy skills to read and interpret complex materials relating to changes in food safety program</p> <p>5.2 Critical thinking skills to consult and review food safety program</p> <p>5.3 Communication skills to provide information to colleagues, and to question and listen in order to determine and clarify requirement</p> <p>5.4 Numeracy skills to work with the concepts of measurement</p> <p>5.5 Planning and organizing skills to coordinate and respond to multiple and interrelated operational challenges</p> <p>5.6 Problem-solving skills to proactively identify and respond to systemic operational issues</p> <p>5.7 Critical thinking skills to evaluate and respond to a range of strategic and operational factors that influence the food safety program</p> <p>5.8 Technical skills to develop comprehensive food safety program inclusive of detailed policies procedures, product specifications, monitoring documents, and flow chart and format to suit special needs</p>

			5.9 Analytical skills to review food safety program.
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Enterprise/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 force 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. Organizational characteristics	May include: 2.1 "At risk" client groups with a higher than average risk of harm from food contamination, such as: 2.1.1 Aged persons 2.1.2 Children or babies 2.1.3 People with immune deficiencies or allergies 2.1.4 Pregnant women 2.2 Size and nature of organization 2.3 Layout 2.4 Menu 2.5 Production 2.6 Equipment 2.7 Existing prerequisite programs 2.8 Food items prepared and sold 2.9 Facilities 2.10 Re-thermalization and service requirements
3. Food safety hazards	May include: 3.1 Actual or potential 3.2 Chemical 3.3 Environmental 3.4 Insects and vermin 3.5 Microbiological 3.6 Physical 3.7 Process-related where food is vulnerable to contamination: 3.7.1 Working in temperatures that promote the rapid growth of micro-organism 3.7.2 Displayed food

VARIABLE	RANGE
	3.7.3 Processes where food is required to be touched by hands 3.7.4 Requirements for re-thermalization or defrosting
4. Policies and procedures	May relate to: 4.1 Audit 4.2 Cleaning and sanitation 4.3 Communication 4.4 Contingency management 4.5 Corrective actions 4.6 Equipment maintenance 4.7 Evaluation 4.8 Food: 4.8.1 Supply 4.8.2 Receiving 4.8.3 Storage 4.8.4 Preparation 4.8.5 Display 4.8.6 Service 4.8.7 Disposal 4.9 Hazards: 4.9.1 Control methods for each critical point 4.9.2 Corrective actions 4.9.3 Systematic monitoring of hazard controls and record keeping 4.10 Personal considerations: 4.10.1 Dress 4.10.2 Hygiene 4.10.3 Protective equipment and clothing 4.11 Pest control 4.12 Record maintenance 4.13 Training.
5. Critical control points	May include: 5.1 Receiving 5.2 Storing 5.3 Preparing 5.4 Processing 5.5 Displaying 5.6 Packaging 5.7 Servicing 5.8 Transporting 5.9 Disposing
6. Standard operational policies and procedures	May include: 6.1 Food Flow procedures, including: 6.1.1 Purchasing from Reputable Vendors 6.1.2 Receiving Deliveries 6.1.3 Washing Fresh Fruits and Vegetables

VARIABLE	RANGE
	<ul style="list-style-type: none"> 6.1.4 Handling Ready to Eat Foods 6.1.5 Use of gloves 6.1.6 Thawing Frozen Foods 6.1.7 Date Marking Ready-to-Eat, Potentially Hazardous Foods 6.1.8 Storing in the Pantry 6.1.9 Cooking Potentially Hazardous Foods 6.1.10 Cooling Potentially Hazardous Foods 6.1.11 Reheating Potentially Hazardous Foods 6.1.12 Controlling Time and Temperature During Preparation 6.1.13 Holding Hot and Cold Potentially Hazardous Foods 6.1.14 Packing Foodstuff 6.1.15 Transporting Food to Remote Sites (Satellite Kitchens) 6.1.16 Serving Food 6.2 Procedures for maintaining records 6.3 Contingency plans, including: <ul style="list-style-type: none"> 6.3.1 Operating without Hot Water 6.3.2 Operating without Power 6.3.3 Handling a Food Recall 6.3.4 Reporting Food Borne Illness Claims 6.3.5 Segregating Damaged Goods 6.4 Pest control 6.5 Cleaning and sanitation programs, including: <ul style="list-style-type: none"> 6.5.1 Preventing Cross-Contamination 6.5.2 Storing and Using Chemicals 6.5.3 Cleaning and Sanitizing Food Contact Surfaces 6.5.4 Mixing Bleach Water Solution 6.5.5 Preventing Contamination at Food Bars 6.6 Equipment maintenance <ul style="list-style-type: none"> 6.6.1 Calibrating a Thermometer 6.7 Employee training in hygiene and food handling, including: <ul style="list-style-type: none"> 6.7.1 Personal Hygiene 6.7.2 Washing Hands 6.8 Maintenance of personal hygiene and suitable dress standards, including: <ul style="list-style-type: none"> 6.8.1 Employee Health Policy
7. Contingency plans	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Food poisoning 7.2 Customer complaints 7.3 Rejected food 7.4 Equipment breakdown 7.5 Faulty equipment

VARIABLE	RANGE
	7.6 Existence of pest and vermin
8. Monitoring of controls	May involve: 8.1 Bacterial swabs and counts 8.2 Checking and recording that food is stored in appropriate timeframes 8.3 Chemical tests 8.4 Monitoring and recording food temperatures 8.5 Monitoring and recording temperature of cold and hot storage equipment 8.6 Visual examination of food for quality review.
9. Incidents of uncontrolled food hazards	May include: 9.1 Customer complaints 9.2 Existence of pests and vermin 9.3 Food not under temperature control 9.4 Food poisoning 9.5 Misuse of single use items 9.6 Spoilt or contaminated food 9.7 Stocks of out-of-date foodstuffs 9.8 Unclean equipment.
10. Food safety management documents	May include: 10.1 Documented food safety program 10.2 Food flow diagrams 10.3 Hazard analysis table 10.4 Policies, procedures and product specifications 10.5 Receiving Logs 10.6 Food Production Records 10.6.1 Cooking Temperature Log 10.6.2 Reheating Temperature Log 10.6.3 End Point Cooking Temperature 10.6.4 Cooling Log 10.6.5 Hot and Cold Holding Log 10.7 Equipment Temperature Records 10.7.1 Freezer Temperature Log 10.7.2 Refrigerator Temperature Log 10.7.3 Dishwashing Water Temperature Log 10.7.4 Thermometer Calibration Chart 10.7.5 Storage Room Logs 10.8 Cleaning Logs 10.8.1 Bleach Solution Log 10.8.2 Food Contact Surfaces Cleaning and Sanitizing Log 10.9 Review Records 10.9.1 Record required by legislation 10.9.2 List of Suppliers 10.9.3 Food Safety Checklist 10.9.4 Manager's Checklist

VARIABLE	RANGE
	10.9.5 Customer complaint forms 10.9.6 Deviations to Food Safety Program 10.9.7 Food-Borne Illness Complaint Form 10.10 Training Logs 10.11 Corrective Action Records 10.11.1 Damaged or Discarded Product Log 10.12 Audit reports 10.13 Audit tables 10.14 Verification records.
11. Test and/or measures	May include: 11.1 Food quality reviews and test 11.2 Bacterial swabs and counts 11.3 Chemical test 11.4 Audit arrangements and programs 11.5 Analysis of and actions arising from critical incidents

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidences that the candidate: <ol style="list-style-type: none"> 1.1 Demonstrated ability to implement, monitor, evaluate and make ongoing improvements to complete food safety programs for a given service industry operation and in line with regulatory requirements. 1.2 Demonstrate ability to develop and document a comprehensive food safety program inclusive of policies, procedures, product specifications and monitoring of documents. 1.3 Demonstrate knowledge of food safety systems and options suitable for a service industry food preparation organization 1.5 Demonstrate ability to assess food safety program through projects and work activities 1.6 Followed workplace safety practices and hygienic procedures 1.7 Communicated effectively with others to ensure effective work operation
2. Resource Implications	The following resources should be provided: <ol style="list-style-type: none"> 2.1 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment 2.2 Project or work activities conducted over a period of time and which allow the candidate to establish and monitor a

	<p>food safety program for a particular cookery or catering workplace</p> <p>2.3 Involvement and interaction with a kitchen team</p>
3. Method of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Review of documentation related to food safety systems, including policies and procedures, audit summaries, and reports developed by the candidate</p> <p>3.2 Case studies to assess ability to develop systems to meet differing workplace needs, including responding to uncontrolled hazards</p> <p>3.3 Activities conducted in conjunction with industry to allow the candidate to develop systems for a real workplace</p> <p>3.4 written or oral questioning to assess knowledge of regulatory requirements and food safety systems, such as HACCP and their application to different situations</p> <p>3.5 Interview to gain insight on discipline practiced</p> <p>3.6 Project and assignment work</p> <p>3.7 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</p>
4. Context for Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

UNIT OF COMPETENCY : IMPLEMENT SAFETY, HEALTH, ENVIRONMENTAL, AND SUSTAINABLE POLICIES AND PROCEDURES

UNIT CODE : TRS512320

UNIT DESCRIPTOR : This unit describes the outcomes required to implement SHES policies and procedures on a site adhering to defined policies and procedures to ensure own safety and that of others, together with protection of the environment. The unit includes implementation of recognized environmental care principles.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply SHES practices	1.1 Aspects of sustainability are identified to analyze the workplace. 1.2 Procedures are analyzed for assessing compliance with SHES regulations, including sustainable building design . 1.3 Potential for change in aspects of the workplace environment are reviewed to enhance sustainability. 1.4 Applicable Occupational Health and Safety (OHS), environmental, legislative and organizational requirements relevant to the implementation of SHES policies and procedures are identified and followed.	1.1 Identifying factors in critical aspects of sustainability. 1.2 Aspects of sustainable building design. 1.3.1 Environmental protection requirements, including the safe disposal of waste material 1.3.2 Community issues in relation to the environment 1.4 Applicable legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for the implementation of SHE policies and procedures	1.1 Technical skills sufficient to follow legislative requirements and organizational policies and procedures associated with own role 1.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace and collaborate with others on practice development issues 1.3 Literacy skills sufficient to interpret varied information dealing with complex issues from a range of sources 1.4 Numeracy skills sufficient to investigate issues around financial viability of own practice

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>1.5 Information on environmental, sustainability and resource efficiency systems and procedures are collected, and input are sought from stakeholders, key personnel and specialists.</p> <p>1.6 Information from a range of sources are collected, analyzed and organized to provide information/advice and tools/resources for improvement opportunities.</p> <p>1.7 Communication with others is established and maintained in line with SHES requirements</p> <p>1.8 Tasks are performed in a safe manner and in line with legislative requirements and environmental care principles, organizational policies and procedures</p> <p>1.9 Duties, equipment and materials are organized in line with SHE requirements and organizational procedures</p>	<p>1.5 Organizational and site standards, requirements, policies and procedures for the implementation of SHE policies and procedures</p> <p>1.6 Different sources of information on sustainability, including technological sources.</p> <p>1.7 Established communication channels and protocols</p> <p>1.8 Principles of environmental care</p> <p>1.9 Intellectual property issues and legislation and how they impact on the operation of a professional practice</p> <p>1.10 Types of tools and equipment and procedures for their safe use and maintenance</p>	<p>1.5 Problem solving skills sufficient to identify problems, environmental issues</p> <p>1.6 Critical thinking to reflect on complex issues and make judgements and decisions about those issues</p> <p>1.7 Initiative and enterprise skills to develop new ideas for developing sustainable practice</p> <p>1.8 Learning and self-management skills to engage in and commit to an ongoing process of professional development and lifelong learning</p> <p>1.9 Analytical skills to set safety, health, environmental and sustainability targets, gather relevant information, identify and evaluate alternative approaches.</p> <p>1.10 Planning and organizing skills to develop and action strategies for overall practice development</p> <p>1.11 Technology skills to use the main features and functions of digital tools to complete work tasks and access information .</p>
2. Assess and control risks	2.1 SHES issues and hazards in the work area are detected, assessed and reported to	2.1 Environmental risks and hazard identification 2.2 Personnel responsible for ensuring proper	2.1 Technical skills sufficient to follow legislative requirements and organizational

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><i>appropriate personnel.</i></p> <p>2.2 Current practice is evaluated and <i>opportunities to enhance sustainability</i> are determined.</p> <p>2.3 Work practices and processes are analyzed to identify areas for improvement in relation to SHE issues and hazards.</p> <p>2.4 Changes to work practices and processes to improve SHE concerns are proposed, provided to appropriate personnel and acted on as directed.</p> <p>2.5 <i>Ethical dilemmas</i> of workplace sustainable practices are explored.</p> <p>2.6 Workplace procedures and work instructions are followed for <i>controlling risks and protecting the environment.</i></p> <p>2.7 Team members supervised and supported to identify possible areas for improved practices and resource efficiency in work area</p> <p>2.8 Alternative solutions to workplace SHES issues are evaluated.</p> <p>2.9 SHES, hazard, environmental or incident reports are completed in line with workplace</p>	<p>implementation of SHES policies</p> <p>2.3 Tools, techniques and strategies used by practitioners to build sustainable practice</p> <p>2.4 Principles of sustainability assessment and control of risks</p> <p>2.5 Sustainability problem identification and resolution strategies, and common faultfinding techniques</p> <p>2.6 Ethical dilemmas in applying sustainable practices</p> <p>2.7 Monitoring procedures for implementation of SHES practices</p> <p>2.8 Identification of improvement areas for workplace information on SHES practices.</p> <p>2.9 Evaluation procedures on the practices of SHES policies.</p> <p>2.10 Documentation procedures for workplace information on SHES practices.</p> <p>2.11 Management reporting of workplace SHES practices information.</p>	<p>policies and procedures</p> <p>2.2 Communication skills and interpersonal techniques sufficient to collaborate with others on practice development issues</p> <p>2.3 Literacy skills sufficient to accurately locate, record and report information, and interpret varied information dealing with complex issues from a range of sources</p> <p>2.4 Numeracy skills sufficient to estimate, measure and calculate time required to complete a task</p> <p>2.5 Problem solving skills sufficient to identify problems, environmental issues and equipment faults, and adjust to constraints and limitations</p> <p>2.6 Critical thinking to reflect on complex issues and make judgements and decisions about those issues</p> <p>2.7 Initiative and enterprise skills to develop new ideas for developing sustainable practice</p> <p>2.8 Learning and self-management skills to develop plans to manage routine and non-routine tasks for own work group with an awareness</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>procedures and legislation.</p> <p>2.10 Continuous improvement strategies are applied to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management</p>		<p>2.9 Analytical skills to set safety, health, environmental and sustainability targets, gather relevant information, identify and evaluate alternative approaches, and evaluate outcomes of decisions to identify opportunities for improvement.</p> <p>2.10 Planning and organizing skills to develop action strategies for overall practice development</p> <p>2.11 Technology skills to use the internet as a research tool.</p>
3. Follow emergency procedures	<p>3.1 In an emergency, appropriate personnel are identified and contacted</p> <p>3.2 Workplace procedures for dealing with own safety, safety of others, environmental incidents, accidents, and emergencies are followed within scope of responsibilities</p> <p>3.3 Emergency and evacuation procedures are practiced, recorded and implemented as required</p> <p>3.4 SHES procedures are recorded and reported in line with workplace procedures</p>	<p>3.1 Contact persons in cases of emergency</p> <p>3.2 Emergency procedures during safety, environmental incidents and accidents.</p> <p>3.3 Principles of handling emergency drills, including documentation and implementation procedures.</p> <p>3.4 Documentation and reporting procedures for workplace emergency practices.</p>	<p>3.1 Technical skills sufficient to follow emergency procedures</p> <p>3.2 Communication skills to collaborate with appropriate personnel in cases of emergency</p> <p>3.3 Literacy skills sufficient to record and report emergency information</p> <p>3.4 Numeracy skills sufficient to estimate, measure and calculate time required during emergency procedures</p> <p>3.5 Critical thinking skills sufficient to identify problems and demonstrate appropriate response during emergency procedures</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			<p>3.6 Self-management skills to manage routine and non-routine emergency practice.</p> <p>3.7 Planning and organizing skills to develop an action plan in cases of emergency</p>
4. Implement environmental procedures	<p>4.1 Organizational environmental goals are identified and assessed.</p> <p>4.2 Implement and integrate environmental and resource efficiency improvement plans, including waste management, water conservation strategies and sustainable cleaning practices for own work group with day-to-day and other operational activities</p> <p>4.3 Training and operational controls are implemented in line with workplace procedures</p> <p>4.4 Environmental measures and impact on the environment are monitored and corrective action taken as required in line with workplace procedures.</p> <p>4.5 Document and communicate outcomes to report on efficiency targets</p>	<p>4.1 Sustainable environmental practices</p> <p>4.2 Implementation strategies for practicing sustainable environmental procedures</p> <p>4.3 Training and operational controls in the implementation of sustainable environmental procedures</p> <p>4.4 Environmental impacts and environmental sustainable systems</p> <p>4.5 Documentation and reporting procedures in the implementation of sustainable practice.</p>	<p>4.1 Technical skills sufficient to follow legislative requirements and organizational policies and procedures</p> <p>4.2 Communication skills and interpersonal techniques sufficient to collaborate with others on practice development issues</p> <p>4.3 Literacy skills sufficient to accurately locate, record and report information, and interpret varied information dealing with complex issues from a range of sources</p> <p>4.4 Numeracy skills sufficient to estimate, measure and calculate time required to complete a task</p> <p>4.5 Problem solving skills sufficient to identify problems, environmental issues and equipment faults and demonstrate appropriate response procedures, and</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	to key personnel and stakeholders.		adjust to constraints and limitations 4.6 Critical thinking to reflect on complex issues and make judgements and decisions about those issues 4.7 Initiative and enterprise skills to develop new ideas for developing sustainable practice 4.8 Learning and self-management skills to develop plans to manage routine and non-routine tasks for own work group with an awareness 4.9 Analytical skills to set safety, health, environmental and sustainability targets, gather relevant information, identify and evaluate alternative approaches, and evaluate outcomes of decisions to identify opportunities for improvement. 4.10 Planning and organizing skills to develop and action strategies for overall practice development 4.11 Technology skills to use the main features and functions of digital tools to complete work tasks and access information
5. Promote engagement with safety, health, environmental	5.1 Ongoing collaboration are engaged with peers and others	5.1 Collaboration techniques in promoting sustainability.	5.1 Technical skills sufficient to follow sustainability policies and procedures

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
and sustainability policies and procedures	<p>5.2 Equitable participation in sustainable practices that integrate the service delivery systems from all stakeholders is encouraged.</p> <p>5.3 Proper application of procedures that support engagement is encouraged.</p> <p>5.4 Accurate information targeted to stakeholder interests/needs are presented.</p> <p>5.5 Achievements are identified and promoted throughout the organization</p> <p>5.6 Successful strategies are promoted and participants are rewarded where possible</p> <p>5.7 New efficiency targets are set and investigated, and new tools and strategies are applied.</p>	<p>5.2 Factors that contribute to lack of engagement, discrimination and poor participation in the workplace</p> <p>5.3 Techniques to encourage participation, communication and respect in the workplace</p> <p>5.4 Procedures for information dissemination on environmental sustainable practice.</p> <p>5.5 Identification of achievements in sustainable practice</p> <p>5.6 Organizational processes for implementing initiatives</p> <p>5.7 Amending procedures and making recommendations for target setting.</p>	<p>5.2 Communication skills and interpersonal techniques sufficient to collaborate with others on sustainability practice</p> <p>5.3 Literacy skills sufficient to record and report information, and interpret varied information.</p> <p>5.4 Numeracy skills sufficient to estimate and calculate time required to complete a task</p> <p>5.5 Problem solving skills sufficient to promote successful strategies in environmental issues</p> <p>5.6 Critical thinking to reflect on complex issues and make judgements and decisions about those issues</p> <p>5.7 Initiative skills to promote sustainable practice</p> <p>5.8 Learning and self-management skills to engage in the commitment to promote sustainable practice.</p> <p>5.9 Analytical skills to achieve sustainability targets, gather relevant information, identify and evaluate alternative.</p> <p>5.10 Planning and organizing skills to develop and action strategies for overall practice development</p> <p>5.11 Technology skills to use the main features</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are Elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			and functions of digital tools to complete work tasks.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Aspects of Sustainability	May include: 1.1 Environmental aspects 1.2 Social aspects 1.3 Economic aspects
2. Sustainable Building Design	May include: 2.1 Use of recycled materials 2.2 Integration of environment saving features, e.g. solar power 2.3 Use of natural light and existing natural surrounds for shade and exploratory activities
3. Aspects of the workplace environment	May include: 3.1 Building and associated structural aspects 3.2 Waste disposal practices 3.3 Water conservation practices 3.4 Maintenance and cleaning practices 3.5 Use of waste, natural and/or recycled materials in programs 3.6 Expressed values and role modelling behaviors
4. OHS requirements:	May include: 4.1 Personal protective equipment and clothing 4.2 Safety equipment 4.3 First aid equipment 4.4 Firefighting equipment 4.5 Hazard and risk control 4.6 Fatigue management 4.7 Elimination of hazardous materials and substances 4.8 Safe forest practices including required actions relating to forest fire 4.9 Manual handling including shifting, lifting and carrying 4.10 Machine guarding
5. Environmental requirements	May include: 5.1 Legislation 5.2 Organizational policies and procedures 5.3 Workplace practices
6. Legislative requirements:	May include: 6.1 Award and enterprise agreements 6.2 Industrial relations 6.3 Philippine Standards 6.4 Confidentiality and privacy 6.5 OHS 6.6 The environment 6.7 Equal opportunity 6.8 Anti-discrimination 6.9 Relevant industry codes of practice 6.10 Duty of care 6.11 Heritage and traditional land owner issues
7. Organizational requirements	May include: 7.1 Legal 7.2 Organizational and site guidelines 7.3 Policies and procedures relating to own role and responsibility 7.4 Quality assurance

VARIABLE	RANGE
	7.5 Procedural manuals 7.6 Quality and continuous improvement processes and standards 7.7 OHS, emergency and evacuation procedures 7.8 Ethical standards 7.9 Recording and reporting requirements 7.10 Equipment use and maintenance and storage requirements 7.11 Environmental management requirements (waste disposal, recycling and re-use guidelines)
8. SHES	Must include: 8.1 Policy set by governments, local authorities, regulatory bodies or organizations to care for people and the environment 8.2 Ensuring a safe and productive workplace while protecting the natural environment and supporting its sustainability 8.3 Using effective communication and education
9. Communication may include:	May include: 9.1 Verbal and non-verbal language 9.2 Constructive feedback 9.3 Active listening 9.4 Questioning to clarify and confirm understanding 9.5 Use of positive, confident and cooperative language 9.6 Use of language and concepts appropriate to individual social and cultural differences 9.7 Control of tone of voice and body language
10. Environmental care principles	Must include environmental policy which ensures: 10.1 Compliance, improvement (where required to reflect environmental policy) and prevention 10.2 Continuous cycle of planning, implementing, monitoring, reviewing and improving environmental practices and systems
11. SHES Issues and Hazards	May include: 11.1 Chemical spills 11.2 Gases 11.3 Liquids under pressure 11.4 Moving machinery and equipment 11.5 Hazardous materials 11.6 Work at heights 11.7 High temperatures 11.8 Noise 11.9 Dust 11.10 Vapors 11.11 Fires 11.12 Protrusions 11.13 Sharp equipment 11.14 Overhanging beams 11.15 Traffic 11.16 Potential of equipment use and unsafe work practices to adversely impact on the environment 11.17 Inappropriate storing of materials and equipment 11.18 Blocked or no access and exit
12. Appropriate personnel	May include: 12.1 Safety officers 12.2 Supervisors

VARIABLE	RANGE
	12.3 Suppliers 12.4 Clients 12.5 Colleagues 12.6 Managers 12.7 Environmental officers
13. Opportunities to enhance sustainability	May include: 13.1 Additional safety measures in work space 13.2 Adopting new technology as a habit 13.3 Establishing new networks 13.4 Greater collaboration with others 13.5 Further study and skill development 13.6 Identifying philanthropic opportunities 13.7 Improved marketing and promotion 13.8 Effective financial management systems 13.9 Seeking assistance from experts
14. Ethical dilemmas	May include: 14.1 Budget constraints 14.2 Decision-making responsibility 14.3 Health concerns related to reuse of some materials 14.4 Career expectations may conflict with sustainable practices
15. Controlling risks and protecting the environment	Must ensure: 15.1 Own safety and safety of others takes priority over 15.2 Environmental protection
16. Records and reports	May include: 16.1 OHS policies and procedures 16.2 Quality outcomes 16.3 Hazards 16.4 Incidents 16.5 Equipment malfunctions And may be: 16.6 Manual 16.7 Using a computer-based system or another appropriate organizational communication system
17. Environmental goals	Must include: 17.1 Environmental sustainability considerations and actions for operational and activity interface 17.2 Material, energy (including renewable energy) and other resource use 17.3 Minimize and control harmful substances, emissions and waste generation in all environmental media (air, soil, water) 17.4 Product and service use 17.5 Accident prevention 17.6 Practices that use materials and energy efficiently and effectively in terms of environmental sustainability 17.7 Waste management, recycling and re-use outcomes that are environmentally effective, efficient and safe 17.8 Further development of the circular economy, that means avoiding of waste, reusing and recycling of waste materials as well as closing of regional material circles as far as possible 17.9 Absolute reduction of usage of non-renewable resources, particularly by means of efficient use of energy, raw materials

VARIABLE	RANGE
	<p>and other natural resources (solar, wind, biomass, geo thermal and biofuel)</p> <p>17.10 Continuous substitution of non-renewable resources by sustainably produced renewable resources;</p> <p>17.11 Long-term switch to an energy system based on renewable energies;</p> <p>17.12 Land and infrastructure interaction including conservation or restoration of biodiversity as well as eco-systems and their performances.</p> <p>17.13 Increase the effective and efficient use of energy, water and other natural resources</p> <p>17.14 Foster safe and responsible production in order to create a win-win-situation: saving energy and resources as well as reducing emissions on the on-hand side and saving money due to cost reductions on the other.</p> <p>17.15 Reduction of the intensity of greenhouse gas emissions;</p> <p>17.16 Awareness raising on green growth.</p>
18. Waste Management Strategies	<p>May include:</p> <p>18.1 Paper, plastic and metal recycling</p> <p>18.2 Composting</p> <p>18.3 Worm farming</p>
19. Water Conservation Strategies	<p>May include:</p> <p>19.1 Installing water saving devices</p> <p>19.2 Water tanks</p> <p>19.3 Monitored and/or timed water use</p>
20. Sustainable Cleaning Practices	<p>May include:</p> <p>20.1 Limiting water waste</p> <p>20.2 Using environment friendly products</p> <p>20.3 Disposing of waste with first consideration being to potential for recycling</p>
21. Training	<p>May include:</p> <p>21.1 In-house or external training programs</p> <p>21.2 One-on-one supervision</p> <p>21.3 Programs that maintain up-to-date knowledge of legislative changes</p>
22. Operational controls	<p>May include:</p> <p>22.1 Control of air emissions</p> <p>22.2 Solid and hazardous wastes</p> <p>22.3 Contamination of land</p> <p>22.4 Noise</p> <p>22.5 Odor</p> <p>22.6 Dust</p> <p>22.7 Traffic</p> <p>22.8 Water discharges</p> <p>22.9 Energy use</p> <p>22.10 Raw material and resource use</p> <p>22.11 Hazardous material storage and handling</p>
23. Environmental measures	<p>May include:</p> <p>23.1 Environmental and energy efficiency improvement plans (including the use of renewable energy)</p> <p>23.2 Workplace waste management systems</p>

VARIABLE	RANGE
	23.3 Reducing emissions of greenhouse gases 23.4 Reducing use of non-renewable resources 23.5 Reducing chemical use 23.6 Supply chain management such as choosing suppliers with environmental sustainability (and methods to monitor and improve their environmental performance) as part of their charter 23.7 Holistically managing wood waste 23.8 Applying carbon footprint strategies in foodservice operations
24. Impact	May include: 24.1 Assessment of actual outcome or potential outcome 24.2 Beneficial or damaging 24.3 Magnitude or degree 24.4 Frequency 24.5 Likelihood 24.6 Duration 24.7 Geographic area 24.8 Which aspects of the environment it affects 24.9 Is it regulated 24.10 Who is involved 24.11 Any consequences for other aspects of the 24.12 Environment 24.13 Potential for escalation
25. Corrective action:	Refers to: 25.1 Actions that supports environmental sustainability
26. Collaboration	May involve: 26.1 Engaging in professional networks 26.2 Participating in a community of practice 26.3 Sharing ideas and information 26.4 Working on joint projects.
27. Sustainable practices	May include: 27.1 Recycling materials 27.2 Using environment friendly products in activities and cleaning 27.3 Limiting the use of power and water 27.4 Regeneration of natural environments where possible

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Followed applicable legislative and regulatory requirements and codes of practice relevant to the implementation of SHES policies and procedures 1.2 Followed organizational policies and procedures relevant to the implementation of SHES policies and procedures 1.3 Assessed and controlled risks to improve SHEs policies and procedures. 1.4 Followed organizational policies and procedures in cases of emergencies. 1.5 Implemented the control of environmental measures within the organization 1.6 Promoted engagement of stakeholders with SHES policies and procedures. 1.7 Observed hygiene and safe work practices 1.8 Communicated effectively with others to ensure effective work operation
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to a fully-equipped operational commercial/institutional kitchen 2.2 Access to actual workplace standards, procedures, policies, and guidelines 2.3 Use of materials and equipment relevant to undertaking implementation of safety, health, environmental, and sustainability policies and procedures.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation of practical candidate performance 3.2 Oral and written questions 3.3 Problem solving 3.4 Interview to gain insight on discipline practiced 3.5 Project and assignment work 3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group

SECTION 3 TRAINING STANDARDS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV**.

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification.

3.1 CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.

Course Title: FOOD PRODUCTION (PROFESSIONAL COOKERY) NC Level: NC IV

Nominal Training Duration: **47 Hrs. (Basic)**
 190 Hrs. (Common)
 465 Hrs. (Core)
 702 Hrs.
 160 Hrs. – Supervised Industry Learning (SIL)
 862 -Total

Course Description:

This course is designed to enhance the knowledge, skills, behavior and motivations of a food production professional to be competent in team leading or supervision in a professional catering and food production operation in accordance with industry standards. As a manager of a food production kitchen, the professional will also reinforce competencies to plan and manage menus for specific market requirements, special dietary, religious and cultural requirements, catering events and functions, bakery and patisserie production, as well as preparing catering tenders, monitor costs and revenues, and implement and develop programs related to safety, health, environment, food safety and sustainability.

**BASIC COMPETENCIES
(47 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1. Utilize specialized communication skills	1.1 Meet common and specific communication needs of clients and colleagues	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ➤ Communication process ➤ Dynamics of groups and different styles of group leadership • Identify different approaches to meet the needs of clients and colleagues 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	1 Hour
	1.2. Contribute to the development of communication strategies	<ul style="list-style-type: none"> • Apply communication skills to fulfill job roles as specified by the organization • Apply communication techniques in communicating with clients and colleagues <ul style="list-style-type: none"> ➤ Active listening ➤ Feedback ➤ Interpretation ➤ Role boundaries setting ➤ Negotiation ➤ Establishing empathy • Describe strategies for internal and external dissemination of information 	<ul style="list-style-type: none"> • Demonstration • Group discussion 	<ul style="list-style-type: none"> • Observation • Oral evaluation 	1 Hour
	1.3. Deliver a technical presentation	<ul style="list-style-type: none"> • Enhance the presentation using appropriate media • Deliver a clear and sequential presentation within given time 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 Hour
	1.4 Represent the organization	<ul style="list-style-type: none"> • Describe criteria for a good presentation • Prepare presentation material for internal or external forums to promote the organization 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	1.5 Facilitate group discussion	<ul style="list-style-type: none"> • Gather relevant information • Apply values in facilitating differences in views 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 Hour
	1.6 Conduct interview	<ul style="list-style-type: none"> • Describe communication strategies employed in interview situations • Conduct interview • Apply organizations procedure in maintaining records of interviews • Use questioning, listening and nonverbal communication techniques to client groups 	<ul style="list-style-type: none"> • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Observation 	1 Hour
2. Develop and lead teams	2.1 Foster individual growth	<ul style="list-style-type: none"> • Discussion on Team Leadership and expectation from team leaders • Case study on learning and development needs of team members • Discussion on organizational requirements from team members • Role play on coaching and mentoring • Discussion on preparation of team members development plan • Role Play on providing feedback on performance 	<ul style="list-style-type: none"> • Observation • Lecture/ Discussion • Case Study • Role Play • Role Play • Case Study • Written Test 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study ▪ Written Test 	2 Hours
	2.2 Foster individual and team growth	<ul style="list-style-type: none"> • Discussion on learning and development program goal setting • Preparation of learning and development program goals • Discussion on learning delivery methods • Role play on the different learning delivery methods • Discussion on workplace learning opportunities • Role play on coaching and mentoring 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.3 Monitor and evaluate workplace learning	<ul style="list-style-type: none"> • Discussion on the different levels of learning evaluation. • Discussion on the different methods used to evaluate learning • Develop reporting system for monitoring of performance attributed to learning programs • Gathering of information to evaluate individual performance attributed to learning programs • Case study on modification of learning plan based on performance 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	2 Hours
	2.4 Develop team commitment and cooperation	<ul style="list-style-type: none"> • Discussion on team commitment and cooperation and its impact to attainment of goals • Play games on team commitment and cooperation • Discussion on team dynamics and its relation to team performance • Play games on team dynamics and performance • Development of career plans 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	1 Hour
	2.5 Facilitate accomplishment of team goals	<ul style="list-style-type: none"> • Perform team building activities towards improving communication among team members, goal setting and improving performance • Case studies involving collaborative activities to improve attainment of group goals 	<ul style="list-style-type: none"> • Group Activity • Case Study 	<ul style="list-style-type: none"> • Role Play • Case Study • Observation 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
3. Perform higher-order thinking processes and apply techniques in the workplace	3.1 Evaluate effectiveness and efficiency of the workplace systems, processes and procedures	<ul style="list-style-type: none"> • Examine current systems, standards, procedures and protocols in the workplace • Discuss different methods of critical and appreciative inquiry and their relevance to different situations • Form habit of asking questions and taking responsibility for answers • Appreciate importance of why questions for individuals, businesses and communities • Use range of analytical techniques • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	3.2 Foster the habit of critical inquiry and curiosity in the workplace	<ul style="list-style-type: none"> • Discuss different methods of critical and appreciative inquiry and their relevance to different situations • Form habit of asking questions and taking responsibility for answers • Appreciate importance of why questions for individuals, businesses and communities • Use range of analytical techniques, growth mindset and positive communication strategies • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures • Discuss insights on workplace effectiveness and efficiency 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour
	3.3 Develop practical action plans for improving workplace conditions	<ul style="list-style-type: none"> • Use range of analytical techniques, growth mindset and positive communication strategies in developing action plans for efficiency and effectiveness • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures • Discuss concepts creative negotiation skills, change management and improvement strategies 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test • Project-based learning 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
4. Contribute to the practice of social justice in the workplace	4.1 Update self on local, national and global trends/ issues in the workplace	<ul style="list-style-type: none"> • Explain the local, national and global systems and structures • Discuss issues affecting interaction and connectedness of communities at local, national and global levels • Explain underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right) • Monitor trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms • Analyze trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity • Engage in discourse about the local, national and global issues 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination (Essay) • Role Playing 	1 Hour
	4.2 Relate local and global trends to workplace context	<ul style="list-style-type: none"> • Discuss the different levels of human identity according to Amber Mayer (2015) • Explain different communities people belong to and how these are connected • Recognize cultural differences and respect for cultural diversity • Recognize differences and commonalities among people • Demonstrate attitudes of empathy, solidarity and respect for diversity • Connect local issues to global trends, and vice versa. 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination (Essay) 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	4.3 Engage and take actions on workplace issues and concerns	<ul style="list-style-type: none"> • Identify the actions that can be taken individually and collectively • Describe ethically responsible behaviour • Explain the importance and benefits of civic engagement • Employ appropriate actions to address workplace issues involving national and global trends • Show concern and willingness to take part in the development efforts to discuss workplace issues and concerns • Apply the attitude of “thinking globally and acting locally” in the workplace 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination (Essay) • Role Playing 	1 Hour
5. Manage innovative work instructions	5.1 Review and analyze existing workplace practices	<ul style="list-style-type: none"> • Show mastery of basic management concepts according to Gallup, nine dimensions of innovative practices and climate; and different types of innovation • Contextualize innovation to different variables in the organization • Review current organizational practices where innovation is contextualized 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	5.2 Examine opportunities for continuous improvement and innovation of practices in the workplace	<ul style="list-style-type: none"> • Show mastery of the determinants of innovative behaviors and principles of innovation • Review current organizational practices where innovation is contextualized • Evaluate innovative practices in the organization • Assess innovative behaviors for promoting innovation and learning in the workplace 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<p>strengths and virtues applied</p> <ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 Hour
	5.3 Implement innovative ways in the conduct of usual workplace practices	<ul style="list-style-type: none"> • Show mastery of the determinants of innovative behaviors, principles of innovation; and dimensions of innovation climate and strategies and techniques for implementing innovation in the workplace • Evaluate impact of innovative practices in the organization • Demonstrate skills in managing changes in the workplace 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on- 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
				the-job performance. <ul style="list-style-type: none"> Standardized assessment of character strengths and virtues applied 	
6. Manage and evaluate usage of information	6.1 Review information needs and sources	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Kinds of information Information evaluation issues Information storage requirements and methods Analysing record information Identification of information sources 	<ul style="list-style-type: none"> Lecture Group Discussion Hands on Demonstration Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 Hours
	6.2 Collect and analyze information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Information collection and collation Relevant trends and developments Collection of information Analyzation of information 	<ul style="list-style-type: none"> Lecture Group Discussion Hands on Demonstration Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 Hours
	6.3 Use management information systems	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Management information systems Available technology in information management Advance strategies for customer service excellence Use of available technology in information management 	<ul style="list-style-type: none"> Lecture Group Discussion Hands on Demonstration Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 Hours
	6.4 Report and disseminate analyzed information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Reporting procedures of the organisation Analysis and display techniques Using management information systems to store and retrieve data 	<ul style="list-style-type: none"> Lecture Group Discussion Hands on Demonstration Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
7. Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures	7.1 Assess Occupational Safety and Health (OSH) practices and programs	<ul style="list-style-type: none"> • Case Study in evaluating current OSH programs effectiveness • Practice auditing the workplace 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	2 Hours
	7.2 Recommend OSH program improvement initiatives	<ul style="list-style-type: none"> • Writing and Presenting Action Plans to improve OSH compliance in the workplace and/or increase effectiveness of OSH Programs 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	4 Hours
	7.3 Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	<ul style="list-style-type: none"> • Role play in increasing the OSH awareness • Measuring the impact of the new OHS program or initiative 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	2 Hours
8. Lead towards improvement of environmental work programs, policies and procedures	8.1 Assess environmental work practices and programs	<ul style="list-style-type: none"> • Discussion of Green structural change and retraining needs <ul style="list-style-type: none"> - What is green structural change and where is it happening - Workforce restructuring and adjustment - Employment effects of Environment - Sectors most affected by green restructuring - Retraining and skills upgrading - Effective and equitable restructuring: Good practices and 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<p>programs by public and private sector actors</p> <ul style="list-style-type: none"> • Perform Impact Assessment • Discussions of Gender Implications 			
	8.2 Recommend environmental program improvement initiatives	<ul style="list-style-type: none"> • Practicing Leadership skills: The biggest challenge in transition to a low-carbon economy or environment friendly activities • Practicing Basic Business planning • Opportunities Management - Identification of low-carbon and Resource scarcity risks • Perform Cost–benefit Analysis 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 Hour
	8.3 Implement recommended improvements on environmental programs, policies and procedures	<ul style="list-style-type: none"> • Practicing Environmental Awareness Raising (Communication/ Implementation campaigns) • Teaching and training personnel - necessary skills and methods to impart environmental knowledge, to create awareness and to react flexibly to ever-changing labor market needs. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 Hour
9. Sustain entrepreneurial skills	9.1 Enhance one's business skills	<ul style="list-style-type: none"> • Discussion on entrepreneurial skills • Identifying market trends • Case studies on new technologies, products and processes • Practice gathering information on new trends 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case study • Group work 	<ul style="list-style-type: none"> • Written Report • Case problem 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	9.2 Manage entrepreneurial practices	<ul style="list-style-type: none"> • Discussion on continuous improvement • Presentation of plans for continuous improvement • Evaluation of new products and services 	<ul style="list-style-type: none"> • Lecture discussion • Group work 	<ul style="list-style-type: none"> • Written Report • Case problem 	1 Hour
	9.3 Expand markets and clientele	<ul style="list-style-type: none"> • Prepare business plan and proposal 	<ul style="list-style-type: none"> • Lecture discussion • Group work 	<ul style="list-style-type: none"> • Portfolio 	1 Hour

**COMMON COMPETENCIES
(190 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Maintain hospitality industry knowledge	1.1 Seek information on the hospitality industry	<ul style="list-style-type: none"> • Identify and access sources of information on the hotel and travel industries, appropriately and correctly • Obtain information on the hotel and travel industries to assist effective work performance within the industries • Access and update specific information on relevant sector(s) of work • Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance • Obtain information on other industries to enhance quality of work performance 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	5 Hours
	1.2 Source and apply information on legal and ethical issues for the hospitality industry	<ul style="list-style-type: none"> • Obtain information on legal issues and ethical issues to assist effective work performance • Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	5 Hours
	1.3 Update hospitality industry knowledge	<ul style="list-style-type: none"> • Identify and use a range of opportunities to update general knowledge of the hotel and travel industries • Monitor current issues of concern to the industries • Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
2. Perform child protection duties relevant to the tourism industry	2.1 Identify the issue of sexual exploitation of children by tourists	<ul style="list-style-type: none"> Define the problem of child sexual exploitation of children by tourists (otherwise known as child-sex tourism) Describe the impact of child sexual exploitation on children, communities and the hotel and travel industries Identify suspicious behaviors that may be exhibited by child sex tourists 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	5 Hours
	2.2 Describe national, regional and international actions to prevent the sexual exploitation of children by tourists	<ul style="list-style-type: none"> Locate and become familiar with the United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation Examine national, regional and international initiatives to prevent the sexual exploitation of children by tourists Identify reporting mechanisms if suspicious behaviors is observed 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	5 Hours
	2.3 Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists	<ul style="list-style-type: none"> Prepare a list of actions that can be taken by staff working in each labor division of the hotel and travel industries to prevent the sexual exploitation of children by tourists Select the best action to take by a staff for particular situations in preventing the sexual exploitation of children by tourists Participate in national and regional campaigns to promote greater public awareness and action to prevent child 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	5 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		sexual exploitation in tourism destinations			
3. Develop and supervise operational approaches	3.1 Communicate work roles	<ul style="list-style-type: none"> Identify, develop and communicate operational plans and objectives to team members <ul style="list-style-type: none"> Match skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines Communicate requirements of jobs and tasks clearly to team members 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	10 Hours
	3.2 Coordinate activities	<ul style="list-style-type: none"> Develop work plans that establish appropriate targets and task objectives <ul style="list-style-type: none"> Prioritize work activities to ensure completion of tasks in accordance with work requirements Identify and incorporate training and learning opportunities into work activities Maintain clear supervisory and reporting responsibilities in line with organizational requirements 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	10 Hours
	3.3 Maintain effective working relations	<ul style="list-style-type: none"> Recognize and address problems with team members <ul style="list-style-type: none"> Seek assistance of team members when difficulties arise to achieve allocated tasks. Communicate requirements of work activities using a participative approach Manage disagreements and conflicts constructively using appropriate conflict management strategies 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	3.4 Provide feedback	<ul style="list-style-type: none"> • Provide clear, constructive feedback to individuals to support achievement of outcomes <ul style="list-style-type: none"> • Monitor team and individual performances to ensure team members are able to achieve goals • Identify opportunity for individual development • Maintain clear supervisory and reporting responsibilities in line with organizational requirements 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	10 Hours
4. Manage quality customer service	4.1 Develop approaches to enhance customer service quality	<ul style="list-style-type: none"> • Identify options to improve service levels 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	6 Hours
	4.2 Manage the delivery of quality service	<ul style="list-style-type: none"> • Assist colleagues to meet and exceed customer service standards by providing appropriate professional development 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	4 Hours
	4.3 Monitor and adjust customer service	<ul style="list-style-type: none"> • Compare systems, records and reporting procedures in order to identify and report on any changes in customer satisfaction • Evaluate and report on customer service evaluation outcomes to designated groups or individuals 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	5 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
5. Manage finances within a budget	5.1 Allocate budget resources	<ul style="list-style-type: none"> Funds are allocated according to agreed priorities. Changes in income and expenditure priorities are discussed with appropriate colleagues prior to implementation All relevant personnel are consulted and informed in relation to resource decisions Awareness of the importance of budget control is promoted Detailed records of resource allocation are maintained in accordance with enterprise control systems. 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	6 Hours
	5.2 Monitor financial activities against budget	<ul style="list-style-type: none"> Actual income and expenditure are checked against budgets accurately and at regular intervals. Financial commitments are included in all documentation to ensure accurate monitoring. Deviations are identified and reported according to company policy and significance of deviation. Appropriate options for more effective management of deviations are investigated. Appropriate colleagues are advised of budget status in relation to targets within agreed timeframes. 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	5.3 Identify and evaluate options for improved budget performance	<ul style="list-style-type: none"> Existing costs and resources are assessed and areas for improvement are identified. Desired outcomes are discussed with relevant colleagues. Appropriate <i>research</i> is conducted to investigate new approaches. Benefits and disadvantages of new approaches are defined and clearly communicated. Impacts on customer service levels and colleagues are considered when developing new approaches. Recommendations are presented clearly and logically to the appropriate person/ department. 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	5 Hours
	5.4 Complete financial reports	<ul style="list-style-type: none"> All required financial reports are completed accurately and within designated timelines. Clear and concise information are produced to enable informed decision-making. Reports are promptly forwarded to the appropriate person/department. 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	5 Hours
6. Plan and implement a	6.1 Plan a series of training events	<ul style="list-style-type: none"> Verify identified training need Prioritize identified training need 	<ul style="list-style-type: none"> Discussion Demonstration Lecture 	<ul style="list-style-type: none"> Observation Demonstration 	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
series of training events		<ul style="list-style-type: none"> • Determine resources available to support training events to address identified training need • Identify training events that will address identified workplace training need • Determine availability of learners to attend and participate in identified training events • Involve stakeholders in planning activities • Develop a schedule for implementing identified training events • Develop an operational plan to support the implementation of identified training events • Share the implementation plan for training events with stakeholders • Encourage identified learners to engage with established training events 	<ul style="list-style-type: none"> • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	
	6.2 Implement a series of training events	<ul style="list-style-type: none"> • Provide identified support for learners to attend identified training events. • Provide required resources for supervisors to maintain required service levels during identified training events • Advise learners of attendance requirements as required by the organization • Capture feedback from learners on individual training events. • Modify planned schedule of training events on the basis of feedback and other issues arising • Attend training events to monitor and evaluate their implementation 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> Maintain contact with training event organizers/providers 			
	6.3 Review planning and implementation of a series of training events	<ul style="list-style-type: none"> Evaluate the impact of attendance at training event. Assess the value-for-money provided by engagement with training events Identify ways in which more cost-effective use of training events could be effected Prepare a report on the use of training events within the organization 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	10 Hours
7. Use the assessment system for training outcomes	7.1 Communicate the assessment system	<ul style="list-style-type: none"> Define the purpose of the assessment system Document and circulate assessment system features and procedures to relevant stakeholders Establish procedures for keeping relevant stakeholders informed about key features of the assessment system 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	7.2 Provide support for enterprise assessors	<ul style="list-style-type: none"> • Verify assessors meet required competency standards • Identify required training for assessors • Provide for moderation of assessments • Provide feedback to assessors on their performance • Facilitate networking amongst assessors 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 Hours
	7.3 Manage the assessment record keeping system	<ul style="list-style-type: none"> • Identify and develop the internal records required to support the assessment system • Describe the requirements for completing the assessment records • File the assessment records • Review and up-date the assessment record keeping system 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 Hours
	7.4 Maintain quality assurance procedures	<ul style="list-style-type: none"> • Define quality assurance procedures for the assessment system • Undertake internal audits of the assessment system 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination 	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Use the results of quality assurance audits to improve the assessment system • Review the applicability of the existing quality assurance procedures to the dynamic nature of the assessment system 	<ul style="list-style-type: none"> • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Oral Examination • Practical Examination • Interview • Oral Questioning 	
	7.5 Report on the contribution made by the assessment system to enterprise training and performance	<ul style="list-style-type: none"> • Identify the outcomes that the assessment system has produced • Review the assessment system • Make recommendations for change to the assessment system • Produce and circulate a report • Revise the existing assessment system on the basis of responses to the report 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 Hours

**CORE COMPETENCIES
(465 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Manage food production operations for catering	1.1 Prepare a range of complex dishes based on menu requirements and enterprise standards	Discuss: <ul style="list-style-type: none"> • Food production and service requirements • Culinary terms and trade names for special and sustainable ingredients including market forms. • Recipe quantification and costing • Quality assurance for complex and specialty ingredients • Identification of tools and equipment, including proper use and maintenance • Principles of workflow planning and work scheduling • Principles of mis-en-place preparation • Preparation methods for a variety of complex and specialty ingredients • Purchasing, receiving and storage procedures for complex and specialty ingredients. • Waste minimization and trimming utilization techniques • Sanitary Thawing condition for frozen food and ingredients • Principles of basic and modern cooking techniques • Current trends in the preparation of complex hot dishes • Varieties of complex hot dishes • Details and characteristics of the varieties of complex hot dishes 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	40 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Industry standards and timeframe in preparing complex dishes • Principles of sauce making • Principles of food and flavor pairing. • Principles of menu planning • Garnish preparation and selection techniques. • HACCP Standards in workplace safety, sanitation and hygiene • Proper storage and holding guidelines for complex hot dishes • Guidelines for reheating cold or frozen food <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Production/service of menu is communicated with front of house staff • Special Ingredients and sustainable ingredients, if appropriate, are used and determined with accurately calculated quantities according to recipes and specifications. • Conditions of ingredients are ensured to maintain the freshness and quality. • Tools and equipment that are environmentally friendly are selected and used to in accordance to menu requirements. • Work schedule and workflow plan are designed to maximize teamwork and efficiency. • A clear and complete mise en place list is prepared. 			

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Preparation techniques for a variety of ingredients are identified according to enterprise standards and recipe requirements. • Appropriate purchasing, receiving, and storing procedures are established and correctly observed. • Trimmings and wastage are minimized through appropriate preparation and handling. • Thawing of frozen items are maintained in accordance enterprise standards. • Selection of complex dishes are cooked using a variety of cooking methods and complex techniques appropriate for the dishes selected. • Complex dishes are prepared in a logical manner and within industry realistic time frame. • Sauces, garnishes, and accompaniments appropriate for the dishes are prepared. • Workplace and food safety, sanitation and hygiene in accordance with HACCP standards are applied. • Complex dishes are kept at required storage or holding temperatures to maintain quality and freshness prior to service. • Heating procedures of cold or frozen stored food are followed according to enterprise 			
	1.2 Plate and present a range of	Discuss: <ul style="list-style-type: none"> • Principles of classical and modern plating presentation 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture 	<ul style="list-style-type: none"> • Observation • Demonstration 	30 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	complex dishes	<ul style="list-style-type: none"> • Different Service Styles • Guidelines in plate and packaging selection • Proper portion size and portioning allocation • Proper sequence of menu service • Criteria for product and presentation evaluation <p>Demonstrate how:</p> <ul style="list-style-type: none"> • A variety of complex dishes are presented according to plating and presentation requirement including ways of serving. • Appropriate service wares or eco-friendly packaging are selected to suite the type and style of presentation for complex dishes. • Dishes are portioned according to required service requirements and enterprise standards. • Dishes are presented hygienically, logically and sequentially within required timeframe • Dishes are evaluated and visually adjusted for presentation. 	<ul style="list-style-type: none"> • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	
	1.3 Store complex dishes	<p>Discuss:</p> <ul style="list-style-type: none"> • Storage principles for fresh and cryovac food • Suitable containers for storing food • Labelling requirements for storing food for foodservice • Conditions for storage of food • Proper calculation of food for future use 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination 	15 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		Demonstrate how: <ul style="list-style-type: none"> • Fresh and/or cryovac items are stored according to enterprise standards • Food items are stored in appropriate containers and are properly labeled according to sanitation and safety standards and FIFO procedures. • Storage conditions are ensured to maintain freshness and quality. • Economic viability of preparation and holding quantities are ensured. 	<ul style="list-style-type: none"> • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Interview • Oral Questioning 	
2. Manage bakery and patisserie operations for catering	2.1 Prepare a range of complex desserts, bakery and patisserie goods for bulk production	Discuss: <ul style="list-style-type: none"> • Food production and service requirements • Culinary terms and trade names for special and sustainable ingredients including market forms. • Recipe quantification and costing • Quality assurance for complex and specialty ingredients • Identification of tools and equipment, including proper use and maintenance • Principles of workflow planning and work scheduling • Principles of mise-en-place preparation • Preparation methods for a variety of complex and specialty ingredients • Purchasing, receiving and storage procedures for complex and specialty ingredients. • Waste minimization and trimming utilization techniques 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	20 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Sanitary thawing condition for frozen food and ingredients • Principles of basic and modern cooking techniques • Current trends in the preparation of complex desserts, bakery and patisserie goods • Varieties of complex desserts, bakery and patisserie goods • Details and Characteristics of the varieties of complex desserts, bakery and patisserie goods • Industry standards and timeframe in preparing complex dishes • Appropriate quality indicators and standards for bakery and patisserie products. • Principles of sauce making • Principles of food and flavor pairing. • Principles of menu planning • Garnish preparation and selection techniques. • HACCP Standards in workplace safety, sanitation and hygiene • Proper storage and holding guidelines for complex desserts, bakery and patisserie goods <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Production/service of menu is communicated with front of house staff • Special Ingredients and sustainable ingredients, if appropriate, are used and determined with accurately calculated 			

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<p>quantities according to recipes and specifications.</p> <ul style="list-style-type: none"> • Conditions of ingredients are ensured to maintain the freshness and quality. • Tools and equipment that are environmentally friendly are selected and used to in accordance to menu requirements. • Work schedule and workflow plan are designed to maximize teamwork and efficiency. • A clear and complete mise en place list is prepared. • Preparation techniques for a variety of ingredients are identified according to enterprise standards and recipe requirements. • Appropriate purchasing, receiving, and storing procedures are established and correctly observed. • Trimmings and wastage are minimized through appropriate preparation and handling. • Thawing of frozen items are maintained in accordance enterprise standards. • Selection of complex desserts, bakery and patisserie products are prepared using a variety of baking techniques and complex techniques appropriate for the dishes selected. • Complex bakery and patisserie products are prepared to desired product characteristics, and baked to enterprise requirements and standards in a logical 			

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<p>manner and within industry realistic time frame.</p> <ul style="list-style-type: none"> • Sweet sauces, filling, coating/icings, decorations/ garnishes and accompaniments appropriate for the bakery and patisserie products are prepared. • Workplace and food safety, sanitation and hygiene in accordance with HACCP standards are applied. • Complex desserts, bakery and patisserie products are kept at required storage or holding temperatures to maintain quality and freshness prior to service. 			
	<p>2.2 Present a range of complex desserts, bakery and patisserie goods for catering</p>	<p>Discuss:</p> <ul style="list-style-type: none"> • Principles of classical and modern plating presentation • Different Service Styles • Guidelines in plate selection and presentation • Proper portion size and portioning allocation based on service styles • Proper sequence of menu service • Criteria for product and presentation evaluation <p>Demonstrate how:</p> <ul style="list-style-type: none"> • A variety of complex desserts, bakery and patisserie products are presented according to plating and presentation requirement including ways of serving. • Appropriate service equipment are selected to suite the type and style of presentation for complex dishes. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	<p>10 hours</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Complex desserts, bakery and patisserie products are portioned according to required service requirements and enterprise standards. • Dishes are presented hygienically, logically and sequentially within required timeframe • Dishes are evaluated and visually adjusted for presentation. 			
	2.3 Store complex bakery and patisserie goods	<p>Discuss:</p> <ul style="list-style-type: none"> • Storage principles for different dessert products • Standards of packaging for desserts • Suitable containers for storing food • Labelling requirements for storing food for foodservice • Conditions for storage of food • Proper calculation of food for future use <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Desserts, bakery and patisserie products items are stored at correct temperature and conditions of storage. • Suitable eco-friendly packaging are selected and used to preserve taste, appearance and quality • Food items are stored in appropriate containers and are properly labeled according to sanitation and safety standards and FIFO procedures. • Storage conditions are ensured to maintain freshness and quality. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> Economic viability of preparation and holding quantities are ensured. 			
3. Select catering system	3.1 Establish enterprise requirements for a catering system	<p>Discuss:</p> <ul style="list-style-type: none"> Research topics on catering requirements Factors affecting selection on appropriate catering systems Operational constraints that affect selection of catering system <p>Demonstrate how:</p> <ul style="list-style-type: none"> Catering requirements are researched and reviewed taking into account all relevant factors Enterprise constraints in selecting a system are identified. 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	20 hours
	3.2 Evaluate and select the catering system	<p>Discuss:</p> <ul style="list-style-type: none"> Types of catering systems and their food production characteristics for different production methods Comprehensive details of food production process, including: Nutritional principles relating to each system Storage and holding requirements Requirements, regulations and legislation that impact on different systems, including OHS, hygiene codes, environmental impacts, sustainability, HACCP and storage issues Specific system to evaluate advantages and disadvantages of each catering system 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	15 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		Demonstrate how: <ul style="list-style-type: none"> • A range of alternative catering systems are identified. • Agreed enterprise requirements are evaluated for all stages of the food production process against systems. • The advantages and disadvantages of systems are considered in making recommendation. 			
4. Design menus to meet specific market requirements	4.1 Identify and evaluate target market	Discuss: <ul style="list-style-type: none"> • Basic characteristics of different markets in the foodservice industry • Potential target markets of different foodservice operations • Principles of SWOT Analysis to identify different market needs Demonstrate how: <ul style="list-style-type: none"> • Characteristics of the different markets within the vicinity are identified based on past and current operations and performance. • Target markets are identified based on review of the current market place and the nature and style of the operations • Preferences of key market are evaluated and matched with overall enterprise products and services 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours
	4.2 Evaluate market trends in food service	Discuss: <ul style="list-style-type: none"> • Information on contemporary and emerging food service trends • Target marketing and prospecting methods to identify areas for improvement 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		Demonstrate how: <ul style="list-style-type: none"> Information sources on market trends in food service are identified and accessed Market trends are evaluated for relevance to the enterprise current and potential market 	<ul style="list-style-type: none"> Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Practical Examination Interview Oral Questioning 	
	4.3 Create menus based on market analysis and within budgetary constraints	Discuss: <ul style="list-style-type: none"> Major events and holidays that affect menu needs of a particular target group Principles of Menu Planning and Menu Design for different market groups Menu Costing and Menu Budgeting Technique Environmental Issues and Other Concerns Demonstrate how: <ul style="list-style-type: none"> Relevant market trends and market needs are incorporated into food service and menu planning Menus are developed taking into account resources and enterprise operational constraints or limitations Menus are constructed to meet budget and profitability targets Menus are developed taking into account requirements/ preferences 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	10 hours
	4.4 Monitor menu performance	Discuss: <ul style="list-style-type: none"> Factors to consider in Menu Performance 	<ul style="list-style-type: none"> Discussion Demonstration Lecture 	<ul style="list-style-type: none"> Observation Demonstration 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Principles of Menu Sales and Profit Performance Analysis • Principles of Menu Improvement <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Customer satisfaction with menu is monitored based on demand patterns and in consultation with customers and operational staff • Menu items are analyzed in terms of sales and profit performance • Menus are adjusted based based on feedback and profitability 	<ul style="list-style-type: none"> • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	
5. Design meals to meet special dietary, religious and cultural requirements	5.1 Confirm special dietary, religious and cultural requirements	<p>Discuss:</p> <ul style="list-style-type: none"> • Relevant persons to discuss dietary, religious and cultural food requirements • Main types and culinary characteristics of special dietary requirements. • Main types and culinary characteristics of religious and cultural diets. • Essential components of a balance diet to meet specific cultural needs • Principles and practices of nutrition and other special dietary requirements including: <ul style="list-style-type: none"> • Nutrients and their food sources • Influences on food choices • Food and beverage selection influences • Food labeling and interpretation • Health implications of food choices • Role of good nutrition in avoiding dietary diseases • Health consequences of non-compliance with special dietary requirements 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	20 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Pointers on Recipe Modification for specific diets and cultural requirements • Role and implications of using food additives and preservatives • Principles of Recipe Adjustment including portions, weight and measurement quantities • Essential, appropriate and specialized ingredients for dietary and cultural food requirements, their use and contraindications. • Substitute ingredients used to produce dishes with special dietary recipes. • Ingredients suitable for meeting basic nutritional needs • Ingredients that cause common allergic reactions • Food additives and preservatives • Food labeling and interpretation • Criteria in supplier selection for specialized ingredients <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Dietary, religious and cultural food requirements are identified according to instructions from customers and relevant persons. • Menus in accordance with dietary, religious and cultural food requirements are designed • Health consequences of ignoring special dietary requirements of customer and common food allergens are considered • Recipes are modified and according to specific diets and cultural requirements 			

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Specialized ingredients are selected based on dietary and cultural food requirements • Suppliers are identified and selected for purchasing of products 			
	5.2 Prepare meals to satisfy nutritional and specific dietary, religious and cultural requirements	<p>Discuss:</p> <ul style="list-style-type: none"> • Standard operating procedures when preparing foods for dietary, religious and cultural requirements • Principles of preparing work schedules and workflow plan • Preparation and use of essential, appropriate and specialized ingredients for dietary and cultural requirements • Cultural and religious guidelines in the use of equipment and appropriate cooking techniques • Principles of cooking and their effect on nutrients, cultural diets and religious implications. • Presentation guidelines for religious and cultural foods • Appropriate garnishes and accompaniments for dietary and cultural foods • Service guidelines for religious and cultural requirements <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Special dietary and cultural food requirements are followed and communicated to team members. • Ingredients are selected to ensure optimum nutritional values. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	70 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Appropriate tools and equipment for specific diets and cultural needs are used. • Suitable preparation and cooking techniques to retain optimum nutritional values are applied • Foods are presented and served with appropriate garnishes and accompaniments are added to enhance service presentation 			
	5.3 Store special dietary, religious and cultural dishes	<p>Discuss:</p> <ul style="list-style-type: none"> • Storage principles for fresh and cryovac food • Suitable containers for storing food • Labelling requirements for storing food for foodservice • Conditions for storage of food • Proper calculation of food for future use <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Fresh and/or cryovac items are stored according to enterprise standards • Food items are stored in appropriate containers and are properly labeled according to sanitation and safety standards and FIFO procedures. • Storage conditions are ensured to maintain freshness and quality. • Economic viability of preparation and holding quantities are ensured 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours
6. Prepare catering tenders	6.1 Identify tender requirements	<p>Discuss:</p> <ul style="list-style-type: none"> • Common contents of a catering tender brief 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture 	<ul style="list-style-type: none"> • Observation • Demonstration 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Keys to consulting with upper management • Common fixed and variable costing elements when preparing catering tenders • Criteria and conditions in preparing a catering tender <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Contents of the tender brief are interpreted and assessed in terms of the organization's capacity to meet stated requirements. • Key objectives and/or requirements of tender are clarified in consultation with management. • Fixed and variable costing elements are analyzed in consultation with management. • Tendering criteria and condition are identified and analyzed. 	<ul style="list-style-type: none"> • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	
	6.2 Determine ability to meet tender requirements and conditions	<p>Discuss:</p> <ul style="list-style-type: none"> • Common catering services for different markets • Assessment criteria for determining viability of catering tenders • Unique requirements for different catering tenders <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Ability to provide catering service/s specified in tender is/are assessed. • Viability of tendering for the provision of catering service/s are assessed. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> Unique requirements of tender are identified. 	<ul style="list-style-type: none"> Group reporting 		
	6.3 Estimate costs	<p>Discuss:</p> <ul style="list-style-type: none"> Rate and/or costing schedules used when preparing catering tenders Labor, equipment, materials and others relevant items used for catering <p>Demonstrate how:</p> <ul style="list-style-type: none"> Enterprise rate and/or costing schedules to establish costing are used. Availability of labor, equipment, materials and other relevant items according to enterprise requirements are confirmed. 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	10 hours
	6.4 Prepare submission for management	<p>Discuss:</p> <ul style="list-style-type: none"> Common resources and capacity for submission in tender preparation Development techniques for menus, food and beverage specifications, style of service, theme and décor Estimating costs for catering tenders Common operational details in catering tenders Fulfilling proposed products and outcomes to meet tender requirements Techniques and strategies in evaluation competitors and addressing issues. <p>Demonstrate how:</p>	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Required resources and capacity with submission are outlined. • Proposed products and outcomes to meet tender requirements, including menus, food and beverage specifications, style of service, theme and décor are developed. • Cost estimate within submission are outlined. • Operational details within submission are outlined. • Proposed products and outcomes required to meet tender requirements are outlined. • Possible competitors are evaluated and appropriate strategies to address competitive issues are developed. 			
	6.5 Prepare tender documents	<p>Discuss:</p> <ul style="list-style-type: none"> • Principles of preparing catering tenders. • Presentation and promotional techniques for catering tenders <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Tender documents within the designated timelines according to requirements of the brief are prepared. • Tender documents in a format that maximizes the use of presentation and promotional techniques are presented. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
7. Plan and manage menu-based catering for an event or function	7.1 Identify key objectives of an event	<p>Discuss:</p> <ul style="list-style-type: none"> • Types of events which often require catering services • Key stakeholders to deal with in an event or function • Most common key information needed when planning an event or function • Relevant third-parties needed when staging and event or function • Common operational factors influencing catering for different venues <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Key objectives of event are clarified in consultation with customer/s and/or key stakeholders. • Key information are identified and analyzed in consultation with customer/s and/or key stakeholders and other relevant parties. • Factors which might impact on the event are identified and analyzed. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours
	7.2 Plan and write menus for catering	<p>Discuss:</p> <ul style="list-style-type: none"> • Types of requirements when catering an event or function. • Different types of catering menus • Factors in enterprise operations when developing menus for catering. • Common considerations when balancing a menu for a catering • Considerations when controlling labor costs for an event or function • Cost control measures to optimize product usage for a catering 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Common constraints when planning for production schedules • Principles of Menu Costing and Budget preparation • Principles of Menu Design <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Enterprise and/or clients requirements for menu/s are established. • Menus for enterprise operations are developed based on requirements which includes consideration for ensuring menu balance, control of labor costs, optimizing product usage and plan for production schedules. • Menu costing appropriate to the requirements and budget of the client are prepared. • Finished/final menu based on client requirements and enterprise standards are produced. 	<ul style="list-style-type: none"> • Self-paced handouts or module • Group reporting 		
	7.3 Prepare the catering for an event or function	<p>Discuss:</p> <ul style="list-style-type: none"> • Key elements for catering an event or function • Catering options and styles for different types of events • Organizational constraints for catering events • Features of different types of events, including event concept and theme, interrelationship between catering and other event aspects, and role and responsibilities of different event personnel 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Assessment for practicality and cohesiveness of event plans. <p>Demonstrate how:</p> <ul style="list-style-type: none"> • The key elements for catering are identified and defined in consultation with stakeholders in accordance with organization standards, policies and procedures and within acceptable time frames. • Overall event concept, theme and format which reflects key objectives agreed upon with customer/s and/or key stakeholders are developed. • Operational practicality and cohesiveness of the catering concept theme and format are verified through consultation and analysis. 	<ul style="list-style-type: none"> • Group reporting 		
	7.4 Prepare and implement an operational plan for the catering of an event or function	<p>Discuss:</p> <ul style="list-style-type: none"> • Typical formats for running order of different styles of events • Space, equipment, and staffing requirements for different styles of catering and vary numbers • Principles of Risk management for different events catering. • A range of formats for and inclusions of Catering proposal • Principles of preparing working proposal, quotations, catering tenders and catering contracts. • Formats on operational plan to manage the delivery of catering for an event or function 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Knowledge on running and executing an event or function. • Principles of preparing Event performance summary or Post-event report. <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Operational plan for the provision of catering and ancillary services is prepared including the identification of steps, activities and sequence. • Risk management is incorporated in the operation plan. • Details are reviewed, verified and approved with the client and relevant stakeholders. • Written agreement are gained from customer/s and /or stakeholders. • Accurate and complete information on the catering concept, operational plans and Banquet Event are provided to all relevant stakeholders to ensure timely and effective planning and implementation. • The catering plan for the event is implemented and monitored making adjustments as required. • Feedback is obtained after the event and plans are reviewed to evaluate the degree to which it met objectives and customer requirements. 			
8. Monitor catering costs and revenues	8.1 Use financial record	<p>Discuss:</p> <ul style="list-style-type: none"> • Computer systems for purchasing, ordering and financial controls. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture 	<ul style="list-style-type: none"> • Observation • Demonstration 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	keeping technology	<ul style="list-style-type: none"> • Knowledge to use appropriate software • Relevant database programs • Accounting Software • System-specific software • Management of catering revenue and cost centers • Relevant accounting knowledge to read and interpret figures • Update budget • Project figures and performance • Generate performance reports, income statements, labor reports, cost of goods sold, performance figures and percentages, profits and loss <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Computer systems to facilitate implementation of identified purchasing, ordering and financial controls are identified and used • Appropriate and effective software are identified and used as part of the computer system. • Catering cost and revenue objectives and requirements are identified and integrated into existing financial control system • Catering financial data is entered and manipulated into established control system 	<ul style="list-style-type: none"> • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	
	8.2 Create financial control system	<p>Discuss:</p> <ul style="list-style-type: none"> • General restaurant operational cost <ul style="list-style-type: none"> ▪ Purchasing ▪ Receiving ▪ Storage 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> ▪ Production ▪ Service ▪ Transport • Determine, analyze and input financial data in a timely manner, including: <ul style="list-style-type: none"> ▪ Cash and Credit Revenue ▪ Cost of goods sold ▪ Repairs, maintenance and item replacements according to accounting and allocation procedures ▪ Tracking and recording of stocks <p>Demonstrate how:</p> <ul style="list-style-type: none"> • A financial control system specifically designed to record and track the performance of the catering department is developed. • Financial data is entered into the catering computerized control system 	<ul style="list-style-type: none"> • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Oral Examination • Practical Examination • Interview • Oral Questioning 	
	8.3 Create production control system	<p>Discuss:</p> <ul style="list-style-type: none"> • Food production control system <ul style="list-style-type: none"> ▪ Standard recipes ▪ Production sheets ▪ Quantity and quality criteria ▪ Production schedules including workflow • Computer knowledge to input and track the following data: <ul style="list-style-type: none"> ▪ Labor cost ▪ Sales ▪ Customer demand and preferences ▪ Stock losses on product wastage <p>Demonstrate how:</p>	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Effective production control system to record and track the performance of the catering department is developed. • Production data is entered into the computerized catering control system 			
	8.4 Respond to the outcomes produced by the established control systems	<p>Discuss:</p> <ul style="list-style-type: none"> • Addressing unnecessary expenditures • Addressing unnecessary revenue • Budget • Fundamentals and Principles • Preparation • Revision • Negotiation techniques <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Expenses deemed unacceptable are addressed with appropriate solutions • Revenue figures deemed unacceptable are addressed with appropriate solutions • Revised budget figures are negotiated with management to obtain desired profits 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours
9. Develop a food safety program	9.1 Evaluate organizational needs for a food safety program	<p>Discuss:</p> <ul style="list-style-type: none"> • Types of foodservice operations and enterprises • Different organizational characteristics that impact food safety. • Common food safety hazards including identification of contaminant, contamination and potentially hazardous foods. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Evaluation methods for product specifications, supplier identification and quality assurance specifications. • Procedural system in the evaluation of a food safety program <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Type of enterprise/ establishment is determined • Organizational characteristics that impact on food safety are evaluated. • Potential food safety hazards or any particular issues or risk situations in food handling operations and processes are identified. • Existing product specifications are evaluated, product suppliers are identified and quality assurance specifications for foodstuff supplied are determined. • Existing policies and procedures and monitoring practices, including record keeping, are evaluated and the need for change or enhancement is assessed. 	<ul style="list-style-type: none"> • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Oral Questioning 	
	9.2 Develop a food safety program for a specific commercial catering enterprise	<p>Discuss:</p> <ul style="list-style-type: none"> • Structure and development including HACCP and key features of federal and local food safety compliance requirements as they impact food safety program development, including: <ul style="list-style-type: none"> ▪ contents of national codes and standards that underpin regulatory requirements ▪ components of a food safety program 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> ▪ local government food safety regulations and audit frequencies ▪ consequences of failure to observe food safety policies and procedures • HACCP or other food safety system principles, procedures and processes as they apply to particular operations and different food types, including critical control points for the specific food production system • Predetermined methods of controlling risks and hazards • Procedures and contingency plans on establishing policies and procedures for: <ul style="list-style-type: none"> ▪ time and temperature controls used in the storage, preparation, display, service and cooking, cooling and transporting of food ▪ methods of food storage, production, display, service and cooking, cooling and transporting, especially, appropriate temperature levels for each of these processes ▪ conditions for development of microbiological contamination ▪ environmental conditions, including temperature controls, for storage ▪ temperature danger zone and the two-hour and four-hour rule ▪ equipment operating procedures, especially how to calibrate, use and clean a temperature probe and how to identify faults 	<ul style="list-style-type: none"> • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Oral Questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> ▪ choice and application of cleaning, sanitizing and pest control equipment and materials • Procedures for monitoring application and deviations of controls of critical control points • Principles of developing corrective actions for uncontrolled hazards. • Best practices when creating new product specification and incorporating quality control points • Mechanics for complying with regulatory requirements • Training needs analysis in relation to food safety • Principles of developing documentation procedures for food safety compliance • Principles of developing scheduling of food safety program review • Documenting compliance to food safety programs <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Food safety program is designed to integrate regulatory requirements and standards into policies and procedures that suit the characteristics and needs of the enterprise in consultation with colleagues and stakeholders. • Food production flow charts are developed and critical control points in the food production system are identified. • Methods of control for critical points and hazards are established. 			

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Standard operational policies and procedures to support the food safety program including control procedures and corrective actions and measures, and contingency plans are developed or modified. • Procedures for systematic monitoring of controls and associated record keeping are developed. • Corrective action procedures for uncontrolled hazards are developed • Product specifications covering food items prepared and sold are developed or modified and recorded. • Compliance of food safety program with regulatory requirements and standards is ensured • Training needs are identified, and a training plan or program is developed based on needs. • Practical user-friendly recording system is established to document food safety performance • Schedule for regular review of the food safety program is developed • Food safety program are documented and provided to regulatory authorities as required. 			
	9.3 Implement the food safety program	<p>Discuss:</p> <ul style="list-style-type: none"> • Consultative and communication mechanisms used by organizations to develop and implement procedural systems HACCP principles, concepts, procedures, and processes 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Organizing training and mentoring for food safety programs • Monitoring procedures to ensure compliance to food safety program • Responding to incidents of deviations to food safety program and implementing corrective actions • Implementing and communicating changes to food safety program • Principles of maintain food safety management documents <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Food safety programs, policies, procedures and product specifications are communicated to management and colleagues in the workplace, and display of appropriate signage and access to information are ensured. • Training and mentoring related to the food safety program is organized • Operational activities to ensure compliance to policies and procedures are monitored • Response to incidents of uncontrolled food hazards are managed and implementation of corrective action procedures are overseen. • Changes to practices that led to the food safety breach are made, and changes are documented, communicated and implemented. • Food safety management documents are maintained. 	<ul style="list-style-type: none"> • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Practical Examination • Interview • Oral Questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	9.4 Participate in food safety audit	<p>Discuss:</p> <ul style="list-style-type: none"> • Regulatory requirements for food safety audits • Roles in food safety program audit • Retaining records of food audit <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Audited food safety program as required by legislation is ensured. • Food safety program audits are participated in and assistance to inspectors is provided. • Records of food audits according to legislative requirements are retained. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours
	9.5 Evaluate and revise the food safety program	<p>Discuss:</p> <ul style="list-style-type: none"> • Monitoring procedures for operations and results of food safety programs • Policies on the review of food safety programs • Test and measures to validate required food safety controls • Identifying required changes and incorporating amendments • Record keeping for changes and amendments to food safety programs • Different communication means to promulgate changes in food safety program • Principles of contingency management <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Operation and results of the food safety program are monitored according to 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<p>schedule and in consultation with colleagues and other stakeholders</p> <ul style="list-style-type: none"> • Scheduled review of operational policies, procedures, product specifications, monitoring systems, and record keeping methods are conducted and changes, revisions or additions required are identified. • Test and/or measures to validate required safety standards are carried out. • Food safety program is revised to incorporate amendments or additions • Records are kept to tracking changes and amendments to the food safety programs and provided to regulatory authorities as required. • Changes and of when they commence are communicated, and inclusion in production processes is monitored. • Need for additional training based on evaluation of the program and changes to food safety practices is identified. 			
10. Implement safety, health, environmental , and sustainable policies and procedures	10.1 Apply SHES practices	<p>Discuss:</p> <ul style="list-style-type: none"> • Identifying factors in critical aspects of sustainability. • Aspects of sustainable building design. • Environmental protection requirements, including the safe disposal of waste material • Community issues in relation to the environment • Applicable legislation, regulations, standards, codes of practice and 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<p>established safe practices relevant to the full range of processes for the implementation of SHE policies and procedures</p> <ul style="list-style-type: none"> • Organizational and site standards, requirements, policies and procedures for the implementation of SHE policies and procedures • Different sources of information on sustainability, including technological sources. • Established communication channels and protocols • Principles of environmental care • Intellectual property issues and legislation and how they impact on the operation of a professional practice • Types of tools and equipment and procedures for their safe use and maintenance <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Aspects of sustainability are identified to analyze the workplace. • Procedures are analyzed for assessing compliance with SHES regulations, including sustainable building design. • Potential for change in aspects of the workplace environment are reviewed to enhance sustainability. • Applicable Occupational Health and Safety (OHS), environmental, legislative and organizational requirements relevant to the implementation of SHES policies 	<ul style="list-style-type: none"> • Self-paced handouts or module • Group reporting 		

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<p>and procedures are identified and followed.</p> <ul style="list-style-type: none"> • Information on environmental, sustainability and resource efficiency systems and procedures are collected, and input are sought from stakeholders, key personnel and specialists. • Information are collected, analyzed and organized from a range of sources to provide information/advice and tools/resources for improvement opportunities. • Communication with others is established and maintained in line with SHES requirements • Tasks are performed in a safe manner and in line with legislative requirements and environmental care principles, organizational policies and procedures • Duties, equipment and materials are organized in line with SHE requirements and organizational procedures 			
	10.2 Assess and control risks	<p>Discuss:</p> <ul style="list-style-type: none"> • Environmental risks and hazard identification • Personnel responsible for ensuring proper implementation of SHES policies • Tools, techniques and strategies used by practitioners to build sustainable practice • Principles of sustainability assessment and control of risks • Sustainability problem identification and resolution strategies, and common faultfinding techniques 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Ethical dilemmas in applying sustainable practices • Monitoring procedures for implementation of SHES practices • Identification of improvement areas for workplace information on SHES practices. • Evaluation procedures on the practices of SHES policies. • Documentation procedures for workplace information on SHES practices. • Management reporting of workplace SHES practices information. <p>Demonstrate how:</p> <ul style="list-style-type: none"> • SHES issues and hazards in the work area are detected, assessed and reported to appropriate personnel. • Current practice are evaluated and opportunities to enhance sustainability are determined. • Work practices and processes are analyzed to identify areas for improvement in relation to SHE issues and hazards. • Changes to work practices and processes to improve SHE concerns are proposed, provided to appropriate personnel and acted on as directed. • Ethical dilemmas of workplace sustainable practices are explored • Workplace procedures and work instructions are followed for controlling risks and protecting the environment. 	<ul style="list-style-type: none"> • Self-paced handouts or module • Group reporting 		

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Team members are supervised and supported to identify possible areas for improved practices and resource efficiency in work area • Alternative solutions to workplace SHES issues are evaluated. • SHES, hazard, environmental or incident reports are completed in line with workplace procedures and legislation. • Continuous improvement strategies are applied to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 			
	10.3 Follow emergency procedures	<p>Discuss:</p> <ul style="list-style-type: none"> • Contact persons in cases of emergency • Emergency procedures during safety, environmental incidents and accidents. • Principles of handling emergency drills, including documentation and implementation procedures. • Documentation and reporting procedures for workplace emergency practices. <p>Demonstrate how:</p> <ul style="list-style-type: none"> • In an emergency, appropriate personnel are identified and contacted • Workplace procedures for dealing with own safety, safety of others, environmental incidents, accidents, and emergencies are followed within scope of responsibilities 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Emergency and evacuation procedures are practiced, recorded and implemented as required • SHES procedures are recorded and reported in line with workplace procedures 			
	10.4 Implement environmental procedures	<p>Discuss:</p> <ul style="list-style-type: none"> • Sustainable environmental practices • Implementation strategies for practicing sustainable environmental procedures • Training and operational controls in the implementation of sustainable environmental procedures • Environmental impacts and environmental sustainable systems • Documentation and reporting procedures in the implementation of sustainable practice. <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Organizational environmental goals are identified and assessed. • Implement and integrate environmental and resource efficiency improvement plans, including waste management, water conservation strategies and sustainable cleaning practices for own work group with day-to-day and other operational activities • Training and operational controls are implemented in line with workplace procedures • Environmental measures and impact on the environment are monitored and 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<p>corrective action taken as required in line with workplace procedures.</p> <ul style="list-style-type: none"> • Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders. 			
	<p>10.5 Promote engagement with safety, health, environmental and sustainability policies and procedures</p>	<ul style="list-style-type: none"> • Discuss: • Collaboration techniques in promoting sustainability. • Factors that contribute to lack of engagement, discrimination and poor participation in the workplace • Techniques to encourage participation, communication and respect in the workplace • Procedures for information dissemination on environmental sustainable practice. • Identification of achievements in sustainable practice • Organizational processes for implementing initiatives • Amending procedures and making recommendations for target setting. <p>Demonstrate how:</p> <ul style="list-style-type: none"> • Ongoing collaboration with peers and others are engaged. • Equitable participation is encouraged in sustainable practices that integrate the service delivery systems from all stakeholders • Proper application of procedures that support engagement are encouraged. • Accurate information targeted to stakeholder interests/needs are presented 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	<p>5 hours</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Achievements are identified and promoted throughout the organization • Successful strategies are promoted and participants are rewarded where possible. • New efficiency targets are set and investigated and new tools and strategies are applied. 			

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
 - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
 - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
 - c. Training can be done in an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
 - d. Assessment is based on the collection of evidence of the performance of work to the industry required standards;
 - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
 - f. Training program allows for recognition of prior learning (RPL) of current competencies;
 - g. Training completion is based on satisfactory performance of all specified competencies.
2. 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 and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:
 - 2.1. Institution- Based Training:
 - Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
 - 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, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

- The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-based Training - where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

- Formal Apprentices – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship is based on a training (and working) agreement between an apprentice and a master craft person wherein the agreement may be written or oral and the master crafts person commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one-and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced crafts person

2.3 Community-Based

- Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training programs (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

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

- must be competent in FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III qualification gained through training or experience or certification
- can communicate in advance English in both oral and written form;
- can perform advance mathematical computation;
- must be a holder of a Health Certificate (free of Hepatitis or any communicable disease)

3.4 LIST OF TOOLS AND EQUIPMENT PROFESSIONAL COOKERY (FOOD PRODUCTION) – NC IV

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for **FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV** are as follows:

OFFICE EQUIPMENT		LABORATORY EQUIPMENT		HEAVY KITCHEN EQUIPMENT	
QTY		QTY		QTY	
3 units	Computer with Internet Connection	5 units	Four-burner gas range w/ oven	1 unit	Air Conditioner
1 unit	Air Conditioner	1 unit	Deck Oven (4-Tray Capacity)	1 unit	Emergency light
1 pc	Directional Signage/s for each room	1 unit	Stainless Commercial Upright Freezer, 20 cu. ft	1 unit	Demo Table with Overhead Mirror
1 unit	Emergency Light	1 unit	Stainless Commercial Upright Chiller, 20 cu. ft	5 units	Preparation table (Approx. 45" X 28")
1 unit	Telephone	1 unit	Deep fat fryer (4 L-capacity)	1 unit	Bain-Marie Table with 4 compartments
1 unit	Colored Printer	5 unit	Exhaust hood	2 units	Condiment cabinet
		1 unit	Meat grinder	1 unit	Utility cart
		1 unit	Meat Chopper/ Vertical Cutting Machine	1 unit	Three Compartment Washing sink
1 unit	LCD Projector	3 units	High pressure burner	2 units	Handwashing Sink
1 unit	Video Player	1 unit	Low pressure burner	1 unit	Soak sink
1 unit	Flip chart	2 units	Pressure cooker - small	2 unit	Utility shelving
1 unit	White board	2 units	Pressure cooker – medium	10 units	Stainless steel rack (5 shelves)
25 pcs	Marker	1 unit	Food Processor		
25 pcs	Pencil	1 unit	Microwave oven		FACILITIES
2 rms	Bond paper	1 unit	Griddle – small		Workshop
		1 unit	Meat slicer – small		Laboratory
		2 units	Counter Top Mixer (5 qt)		Audio-Visual Room
		5 units	Electric Mixer, Hand Held		Lecture Room
		1 unit	Salamander		Storage/Stock Room
		1 unit	Griller		Research Room/Library
		3 unit	Blender/Osterizer		
HAND TOOLS		HAND TOOLS		CUTTING TOOLS AND IMPLEMENTS	
5 pcs	Brush, Basting	20 pcs	Mixing Bowl – S/S, 18 cm	10 pcs	Green Chopping Board
1 pc	Chinois – large	10 pcs	Mixing Bowl – S/S, 20 cm	1 pc	Green Chopping Board (for Halal only)
3 pcs	Chinois – medium	10 pcs	Mixing Bowl – S/S, 22 cm	5 pcs	Yellow Chopping Board
3 pcs	Chinois – small	10 pcs	Mixing Bowl – S/S, 28 cm	1 pc	Yellow Chopping Board (for Halal only)
3 pcs	Colander – medium	5 pcs	Mixing Bowl – S/S, 30 cm	5 pcs	Blue Chopping Board
3 pcs	Colander – small	5 pcs	Mixing Bowl – S/S, 36 cm	1 pc	Blue Chopping Board (for Halal only)
5 pcs	Cooling Rack	5 pcs	Scoop # 6 (5 oz.)	5 pcs	Brown Chopping Board

5 pcs	Digital Weighing scale – 5 kilos, 1g increment	5 pcs	Scoop #10 (3 oz.)	1 pc	Brown Chopping Board (for Halal only)
2 pcs	Egg Slicer	5 pcs	Scoop #16 (2 oz.)	5 pcs	White Chopping Board
2 pcs	Funnel – medium	5 pcs	Scoop #30 (1 oz.)	1 pc	White Chopping Board (for Halal only)
5 pcs	Funnel – small	5 pcs	Scoop #8 (4 oz.)	5 pcs	Chef's knife 8"
3 pcs	Grater, Box Type	3 pcs	Drum Sieve	5 pcs	Chef's knife 10"
3 pcs	Grater, Hand-held	5 pcs	Skimmer, Fine	1 unit	S/S Mandolin
5 pcs	Kitchen fork	5 pcs	Skimmer, Spider	5 pcs	Filleting knife
5 pcs	Kitchen spoon – perforated	5 pcs	Spatula, Grill (3" X 6")	5 pcs	Carving knife
5 pcs	Kitchen spoon – slotted	5 pcs	Spatula, Offset Metal	3 pcs	Whetstone/Sharpening Stone
5 pcs	Kitchen spoon – solid	5 pcs	Spatula, Straight Metal	5 pcs	Knife Storage Block (Wood)
3 pcs	Ladle 1 oz.	10 pcs	Spatula, Silicone/Heat-Resistant	3 pcs	Bread knife
3 pcs	Ladle 3 oz.	5 pcs	Spatula, Wooden	5 pcs	Boning knife
3 pcs	Ladle 6 oz.	5 pcs	Squeeze Bottle – 100 ml	3 pcs	Clam/Oyster knife
5 pcs	Ladle 8 oz.	5 pcs	Squeeze Bottle – 250 ml	3 pcs	Cleaver
3 pcs	Ladle 12 oz.	5 pcs	Squeeze Bottle – 500 ml	5 pcs	Scimitar/Butcher knife
5 pcs	Liquid Measuring Pitcher – 1 Liter	3 pcs	Strainer, medium	5 pcs	Can opener
5 pcs	Liquid Measuring Pitcher – 500 ml	3 pcs	Strainer, small	5 pcs	Paring knife
5 pcs	Liquid Measuring Pitcher – 250 ml	5 pcs	Tongs – 12 in.	1 unit	Food Mill
5 sets	Measuring cup	5 pcs	Tongs – 8 in.	5 pcs	Kitchen shears
5 sets	Measuring spoon	5 doz.	Utility Bowl, 3.5 in.	2 pcs	Apple corer
5 pcs	Meat Mallet	2 pcs	Weighing scale – 5 kgs.	5 pcs	Peelers
3 pcs	Mortar and Pestle	3 pcs	Wire Skimmer, small	5 pcs	Microplane Zester
5 pcs	Parisienne scoop	5 pcs	Wire whisk – 8 in.	2 pcs	Fish Scaler
3 pcs	Potato Masher	5 pcs	Wire whisk – 10 in.	5 pcs	Honing Steel
5 pcs	Rolling Pin – 14 in.	5 pcs	Wire whisk – 12 in.	3 pcs	Carving fork
20 pcs	Mixing Bowl – Stainless Steel, 15 cm	5 pcs	Wooden spoon	2 pcs	Pastry Wheel/ Pizza Cutter
SMALL EQUIPMENT		Baking Tools and Utensils		Contemporary Cooking Tools and Equipment	
5 pcs	Thermometer, Instant Read	5 pcs	Baking Pan, 18" x 13"	1 unit	Table Top Vacuum Machine
6 pcs	Thermometer, Oven	10 pcs	Baking Pan, 9" x 13"	1 unit	Sous Vide Machine
2 pcs	Thermometer, Candy/Deep Fry	5 pcs	Baking/Cookie Sheet, 9" X 13"	1 unit	Precision Scale, increments of 0.1 gram
2 pcs	Thermometer, Meat	5 pcs.	Dough Cutter, S/S	2 units	Siphon
5 pcs	Kitchen Timer	5 pcs.	Bowl Scraper	1 unit	Anti-griddle (Optional)
COOKING UTENSILS		5 pcs.	Cake Rack, 11.5" x 16.5"	1 unit	Smoking Gun (Optional)
2 pcs.	Dutch Oven, 6 qt.	5 pcs.	Cake Rack, 8.5" x 12"	1 unit	Hypodermic Syringe (Opt.)
1 pc.	Fish Poacher	20 pcs	Cake Ring, 3" X 2"		

5 pcs	Grill Pan, Cast Iron	5 pcs	Cake Ring, 6" X 3"	CONTEMPORARY INGREDIENTS	
5 pcs	Non-stick frying pan – 6"	10 pcs	Cake Ring, 8" X 3"		Lecithin
5 pcs	Non-stick frying pan – 8"	3 sets	Cookie Cutter, Round		Calcium Salt
5 pcs	Paellera, 10"	5 pcs	Jelly Roll Pan		Sodium Alginates
2 pcs	Roasting tray with rack, 10" x 14"	4 pcs.	Loaf Pan, 8" X 3 ½"		Xanthan Gum
5 pcs.	Rondeau/Braising Pan, 1 qt	5 pcs.	Muffin Pan, ¾-1 oz.		Agar-Agar
5 pcs.	Rondeau/Braising Pan, 2 qt	10 pcs.	Muffin Pan, 3 oz.		Carrageenan
5 pcs.	Sauce Pan (1 qt.)	5 pcs	Pastry Brush		Gellan
5 pcs.	Sauce Pan (3 qts.)	10 pcs	Pie Pan, 3"		Methylcellulose
5 pcs.	Sauce Pan (4 qts.)	5 pcs	Pie Pan, 6"		
5 pcs	Sauce Pot (3 qts)	5 pcs	Pie Pan, 8"	MISCELLANEOUS	
5 pcs.	Sauté Pan (Slope Sided) / Fry Pan, 6"	5 pcs.	Piping Bag		Toothpick
5 pcs.	Sauté Pan (Slope Sided) / Fry Pan, 8"	5 sets	Piping/Pastry Tubes		Aluminum Foil
5 pcs.	Sauté Pan (Slope Sided) / Fry Pan, 10"	20 pcs	Ramekin, 2"		Wax Paper
5 pcs.	Sauté Pan (Straight Sided), 6"	30 pcs	Ramekin, 3"		Cling Wrap
3 pcs.	Sauté Pan (Straight Sided), 8"	5 pcs.	Rectangular Pans, 8" X 12" X 2"		Tissue Paper
3 pcs.	Sauté Pan (Straight Sided), 10"	5 sets.	Rolling Pin		Paper Towel
3 sets	Steamers	5 pcs.	Square Pans, 8" X 8" X 2"		Liquid Soap
1 pc.	Stockpot, 10 qt	4 pcs.	Tube Pan, 4" X 10"		Cheese cloth
5 pcs	Stockpot, 3 qt.				Butcher's String
2 pcs.	Stockpot, 4 qt	Dishwashing Tools/Equipment			Pot Holder
10 pcs	Utility Tray (Stainless Steel)	1 unit	Dishwashing Machine (Optional)		
3 pcs.	Wok, 12"	5 pcs.	Dish Pans/ Draining Rack		
2 pcs.	Wok, 18"				
DINNERWARE AND CUTLERIES		SERVICE WARE AND HOLLOWARE		SERVICE EQUIPMENT AND LINEN	
10 pcs	Salad Plate – 8 in.	2 pcs	Serving Platter, Oval, 10"	6 pcs	Chaffing Dish – Full Pan
10 pcs	Fish Plate – 9 in.	2 pcs	Serving Platter, Oval, 12"	2 pcs	Chaffing Dish – Half Pan
10 pcs	Dinner Plate – 10 in.	2 pcs	Serving Platter, Rectangular, 10"	6 pcs	Gastronorm – 1/1 X 2"
10 pcs	Entree Plate – 12 in.	2 pcs	Serving Platter, Rectangular, 12"	4 pcs	Gastronorm – 1/2 X 2"
10 pcs	Dessert Plate – 7 in.	2 pcs	Serving Spoon	3 pcs	Gastronorm – 1/3 X 2"
10 pcs	Bread Plate – 6 in.	2 pcs	Serving Fork	4 pcs	Gastronorm – 1/4 X 2"
10 pcs	Soup Plate, 8"	2 pcs	Soup Ladle	9 pcs	Gastronorm – 1/9 X 2"
10 pcs	Pasta Plate, 12"	2 pcs	Sauce Ladle	9 pcs	Gastronorm – 1/9 X 4"

10 pcs	Bread and Butter Plate – 6 in.	2 pcs	Sauce Boat	1 pc	Soup Chaffing Dish
10 pcs	Cereal Bowl - 6 in.	2 pcs	Soup Tureen	10 pcs	Table Napkin (20" X 20")
10 pcs	Soup Bowl	2 pcs	Bar Tray	2 pcs	Table Cloth (90 X 132" diameter)
10 pcs	Consommé Cup with Underliner	2 pcs	Pitcher	2 pcs	Table Top Cloth (60" X 60")
10 pcs	Egg Cup Holder	2 pcs	Salt and Pepper Shaker	2 pcs	Round Table (Stackable, 5 ft diameter)
10 pcs	Cup and Saucer	2 pcs	Coffee/Tea Set	1 pc	Rectangular Table (30" w X 72" L X 29" H)
10 pcs	Demitasse & Saucer	2 pcs	Sugar & Cream Container	10 pcs	Tiffany Chairs
10 pcs	Dinner Knife	2 pcs	Bread Tong	1 unit	Service Station/Table
10 pcs	Fish Knife	2 pcs	Bread Basket	1 unit	Gueridon Trolley
10 pcs	Salad Knife	2 pcs	Flower Vase	2 pcs	Glass rack
10 pcs	Dinner Fork	2 pcs	Oval Service Tray	1 pc.	Soup cup rack
10 pcs	Salad Fork	2 pcs	Napkin Holder	2 pcs	Plate rack
10 pcs	Fish Fork	2 pcs	Tray Jack	3 pcs	Utility Can for Silverware
10 pcs	Cake/Tea Fork			1 unit	Utility Cart/Trolley
10 pcs	Dinner Spoon	SAFETY TOOLS & EQUIPMENT		1 unit	Butane Stove
10 pcs	Soup Spoon	2 units	First Aid Cabinet with First Aid Kit	TRAINING RESOURCES	
10 pcs	Dessert Spoon			Manuals	
10 pcs	Teaspoon	1 units	Three Step Ladder		Books
10 pcs	Espresso Spoon	2 units	Fire extinguisher – Red		CDs and DVDs
10 pcs	Steak Knife	2 units	Fire extinguisher - Green		Charts
10 pcs	Butter Knife				Pictures
10 pcs	Water Goblet	CLEANING MATERIALS			Magazines
10 pcs	White Wine Glass	4 pcs	Floor mops		
10 pcs	Red Wine Glass	1 pc.	Mop Squeezer		
10 pcs	Champagne Flute	4 pcs	Broom (tambo)		
10 pcs	Cocktail Glass	2 pcs	Dust pan		
10 pcs	Margarita Glass	6 pcs	Garbage bin (32 gals.)		
10 pcs	Coupe Glass	2 pcs	Liquid soap dispenser		
10 pcs	Juice Glass (8 oz.)	2 pcs	Hand Sanitizer dispenser		
10 pcs	Highball Glass (12 oz)	2 pcs	Paper towel dispenser		
MEAT		DRY GOODS (GROCERIES)		PERISHABLES	
	Beef		Sauces		Vegetable
	Pork		Spices		Fruits
	Lamb		Seasoning		Dairy products
			Canned fruits		Processed foods
POULTRY			Canned vegetables		
	Chicken		Noodles	HALAL INGREDIENTS	
	Duck		Pasta		Halal Gelatine
	Turkey		Rice		Halal Animal Shortening
	Pigeon, etc.		Flour		Halal Meat
			Sugar		Halal Processed Foods
SEAFOOD			Beans		

	Fish				
	Shellfish				
	Crustacean				

NOTE: Implementation of the training program can be made possible through a Memorandum of Agreement (**MOA**) between the **training school** and **industry** for the use of the facilities. This is in response to the resource limitations of the training school due to 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.
Total workshop area:			156 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR TOURISM SECTOR (HOTEL AND RESTAURANT)

FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV

- Must be a holder of National TVET Trainer's Certificate (NTTC) Level I in FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV
- Must have at least 3 years supervisory level work experience in the food production industry **or** has taught or has experience in delivering training programs for Cookery NC III for at least 2 years
- Must be a holder of a Health Certificate (hepatitis-free or any communicable disease)
- Must have an industry recognized National or International Food Safety, Sanitation and Hygiene Certification (ServSafe™ Certification or its equivalent)
- Must have attended relevant training and seminars such as:
 - Current trends in cookery and baking
 - Menu Costing
 - Dietary, Religious or Cultural Cooking
 - Halal Cooking
 - Catering and Events Management

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

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 To attain the National Qualification of **FOOD PRODUCTION (PROFESSIONAL COOKERY) NC IV**, the candidate must demonstrate competence in all the units of competency listed in Section I following the group or cluster of Core Competencies:

COC 1 Plan, Prepare and Serve Complex and Specialty foods

- Design meals to meet special dietary, religious and cultural requirements
- Design menus to meet specific market requirements
- Manage food production operations for catering
- Manage bakery and patisserie production for catering

COC 2 Plan and Manage Catering for an Event or Function

- Select catering systems
- Design meals to meet special dietary, religious and cultural requirements
- Design menus to meet specific market requirements
- Prepare catering tenders
- Plan and manage menu-based catering for an event or function.
- Manage food production operations for catering
- Manage bakery and patisserie production for catering
- Monitor catering costs and revenues

COC 3 Plan and Implement a Food Safety Program

- Develop a food safety program
- Implement Safety, Health, Environmental, and Sustainable Policies and Procedures

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

- 4.1.2 Upon accumulation and submission of all COCs acquired, an individual shall be issued the corresponding National Certificate
- 4.1.3 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.
- 4.1.4 Assessment shall cover all the competencies of the qualification with the basic and common units integrated or assessed concurrently with the core units of competency.
- 4.1.5 The following are qualified to apply for assessment and certification:
 - Graduates of formal, non-formal and informal institutions and enterprise-based training programs
 - Experienced Workers (wage employed or self-employed)
- 4.1.6 For the renewal of valid or expired National Certificate (NC) or Certificate of Competency (COC) under Commercial Cooking NC IV will have to undergo assessment in the amended TR for Food Production (Professional Cookery) NC IV.
- 4.1.7 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment.
- 4.1.8 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following:
 - a. Entry requirements for candidates
 - b. Evidence gathering methods
 - c. Qualification requirements of competency assessors
 - d. Specific assessment and certification arrangements as identified by industry

4.2 COMPETENCY ASSESSMENT REQUISITE

4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

- a. Identify the candidate's skills and knowledge
- b. Highlight gaps in candidate's skills and knowledge
- c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
- d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior

4.2.2 Accredited Assessment Center. Only TESDA Accredited Assessment Centers are authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 Accredited Competency Assessor. Only an accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

**COMPETENCY MAP - TOURISM Sector
(Hotel and Restaurant)
FOOD PRODUCTION (PROFESSIONAL
COOKERY) NC IV**

ANNEX A

CORE COMPETENCIES	Clean and maintain kitchen premises	Prepare meat dishes	Prepare seafood dishes	Organize bulk cooking operations for buffet service	Prepare bakery products for patisserie	Select catering systems	Monitor catering costs and revenues		
	Prepare stocks, sauces and soups	Prepare vegetable dishes	Prepare desserts	Establish and maintain quality control in food production	Apply catering control and procedures	Design menus to meet specific market requirements	Develop a food safety program		
	Prepare appetizers	Prepare egg dishes	Package prepared food	Prepare and serve special cuisines	Plan and cost menus	Design meals to meet special dietary, religious and cultural requirements	Implement safety, health, environmental, and sustainable policies and procedures		
	Prepare salads and dressings	Prepare starch dishes	Monitor daily cleaning routines	Plan and prepare Garde Manger products	Manage food production operations for catering	Prepare catering tenders			
	Prepare sandwiches	Prepare poultry and game dishes	Apply and demonstrate current trends in methods of cookery	Develop and maintain beverage and wine product knowledge	Manage bakery and patisserie production for catering	Plan and manage menu-based catering for an event or function			
	COMMON COMPETENCIES	Develop and update industry knowledge	Perform workplace and safety practices	Work cooperatively in a general administration environment	Control and Order stock	Maintain hospitality industry knowledge	Manage quality customer service	Use the assessment system for training outcomes	
Observe workplace hygiene procedures		Provide effective customer service	Maintain quality customer/guest service	Prepare and deliver training sessions	Perform child protection duties relevant to the tourism industry	Manage finances within a budget			

**BASIC
COMPETENCIES**

Perform computer operations	Receive and resolve customer complaints	Roster staff	Plan, conduct and evaluate staff performance assessment	Develop and supervise operational approaches	Plan and implement a series of training events			
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Participate in workplace communication	Lead workplace communication	Propose methods of applying learning and innovation in the organization	Facilitate entrepreneurial skills for micro-small- medium enterprises (MSMEs)	Contribute to the practice of social justice in the workplace	Lead towards improvement of environment work programs, policies and procedures			
Work in a team environment	Lead small teams	Use information systematically	Utilize specialized communication skills	Manage innovative work instructions	Sustain entrepreneurial skills			
Practice career professionalism	Apply critical thinking and problem-solving techniques in the workplace	Evaluate occupational safety and health work practices	Develop and lead teams	Manage and evaluate usage of information				
Practice occupational health and safety procedures	Work in a diverse environment	Evaluate environmental work practices	Perform higher-order thinking processes and apply techniques in the workplace	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures				

GLOSSARY OF TERMS

1. **Aging (of Meat)** – A controlled process where connective tissue and other proteins of the meat is broken down by the natural enzymes to improve taste and/or tenderness.
2. **Anti-griddling** – A process where food is flash frozen or semi-frozen on a chilled metal griddle.
3. **Assembly/Service Catering System** – A type of catering system where food is purchased and received as finished dishes. The food is only needed to be portioned and plated, then re-heated for service.
4. **Catering Tender** – A detailed plan for an event or function including the goods and services that would be provided.
5. **Centralized Service** – A type of service where food service occurs at or adjacent to the food production area
6. **Commissary Catering System** – A type of catering system where food is cooked in bulk in a central kitchen, then distributed (hot, cold or frozen) to satellite kitchens.
7. **Composting** – A process that recycles various organic materials otherwise regarded as waste products and produces a soil conditioner.
8. **Convenience Product** - A product that has had all or part of the preparation done.
9. **Conventional Catering System** - A type of catering system where food is prepared and cooked at the time it will be served. This is also done within the same facility.
10. **Cook-Chill Catering System** – A type of catering system where food is produced and packaged, then rapidly chilled, stored under refrigeration then re-heated as required.
11. **Cook-Freeze Catering System** - A type of catering system where food is produced and packaged, then rapidly frozen, stored under controlled freezer conditions, thawed when required, then re-heated as needed.
12. **Corrective Action** – A step in the food flow which corrects any deviation from established critical limits to prevent food which may be hazardous from reaching customers.
13. **Critical Control Point** – A point in the food flow where the failure of SOP could cause harm to customers and to the business.
14. **Decentralized Service** – A type of service where food is transported (by tray, trolley, conveyor belt) to some remote location within the same building where it is either plated or served
15. **Degustation** – Refers to the careful, appreciative tasting of various food, focusing on the gustatory system, the senses, high culinary art and good company.
16. **Detoxification** – A physiological or medicinal removal of toxic substances from the human body.
17. **Eco-friendly Packaging** - May refer to packaging that are produced to improve ecological and environmental impacts
18. **Emulsification** – The process of mixing two immiscible (unmixable) liquids.

19. **Energy Efficiency** – Refers to the use of less energy to perform the same task, thus reducing greenhouse gas emissions, reducing demand for energy imports, and lowering costs on an establishment.
20. **Engastration** – A cooking technique in which the cook stuffs the remains of one animal into another animal.
21. **Environmentally Friendly Tools and Equipment** – refer to tools and equipment that minimize generation of wastage and emissions in all environmental media (air, soil, water), reduces usage of non-renewable resources, particularly by means of efficient use of energy using other natural resources (solar, wind, biomass, geothermal and biofuel), and/or energy saving
22. **Flash Freezing** – A freezing method for food in which it is frozen rapidly so as to prevent the formation of ice crystals.
23. **Food Flow** – Refers to the steps in the food production system in which the food must go through from starting from purchasing until service.
24. **Free-Range** – Denotes a method of farming husbandry where the animals, for at least part of the day, can roam freely outdoors, rather than being confined in an enclosure for 24 hours each day.
25. **Fruitarian** – A subset of dietary veganism that consists entirely or primarily of fruits in the botanical sense, and possibly nuts and seeds, but without animal products.
26. **Gelatinization** – The process where starch and water are subjected to heat causing the starch granules to swell.
27. **Gelation** – The conversion from a liquid solution to a semi-solid state, through the incorporation of gelling agents, whether with heat or without heat.
28. **Gluten** – An interconnected network of proteins produced in baked goods that trap gasses and that make doughs elastic and extensible.
29. **HACCP (Hazard Analysis Critical Control Point)** – A proactive food safety management system based on the approach of controlling critical control points in food handling to prevent food safety problems.
30. **Halal** – An Islamic dietary law where food is processed and prepared in accordance with those requirements.
31. **Immersion Circulator** – An electrically powered device that circulates and heats a warm fluid kept at an accurate and stable temperature.
32. **Instant-read thermometer** – a thermometer used to measure the internal temperature of foods. The stem is inserted into the food, producing an instant temperature read out.
33. **Job schedule** - A written plan of where you should be cleaning with approximate times. Its purpose is to monitor certain tasks that have been completed and help address any problem or maintenance issues that need attention.
34. **Kosher** – A Jewish dietary regulations of kashrut, primarily derived from Leviticus and Deuteronomy.
35. **Lacto Vegetarian** – A type of diet where a person abstains from eating meats and eggs but eats dairy products.

36. **Lacto-Ovo Vegetarian** – A type of diet where a person abstains from eating meats but eats eggs and dairy products.
37. **Lecithin** – A generic term to designate any group of yellow-brownish fatty substances occurring in animal and plant tissues which are amphiphilic – they attract both water and fatty substances, and are used for smoothing food textures, emulsifying, homogenizing liquid mixtures and repelling sticky materials.
38. **Macrobiotic Diet** – A pescatarian diet fixed on ideas about types of food drawn from Zen Buddhism. The diet attempts to balance supposed yin and yang elements of food and cookware.
39. **Modified Texture Diet** – A type of diet that contains carefully selected foods of an appropriate consistency which can be more easily chewed and managed by a person with dysphagia.
40. **Molecular Cooking** – A subdiscipline of food science that seeks to investigate the physical and chemical transformations of ingredients that occur in cooking.
41. **Non-renewable Energies** – A resource of economical value that cannot be readily replaced by natural means at a quick enough pace to keep up with consumption.
42. **Off-Premise Catering** – A type of catering where food is served at a location away from the caterer's food production facility.
43. **On-Site Catering** – A type of catering where food is served at the same location as the caterer's food production facility.
44. **Organic Food** – Food produced by methods that comply with the standards of organic farming such as the restriction on the use of pesticides and fertilizers and where foods are not subject to irradiation, industrial solvents or synthetic food additives.
45. **Ovo Vegetarian** – A type of diet where a person abstains from eating meats and dairy products but eats egg products.
46. **Pescetarian** – A type of vegetarian diet that incorporates seafood as the only source of meat in an otherwise vegetarian diet.
47. **Preventive Maintenance** – A type of maintenance that is regularly performed on a piece of equipment to lessen the likelihood of it failing.
48. **Production Schedule** – The timetable for the use of resources and processes required by the food production facility to produce goods and provide services.
49. **Production Sheet** – A tool that is used in foodservice operation to plan and control food production.
50. **Ready-Prepared Catering System** – A type of catering system where food items are prepared well in advance before the time of service and kept chilled or frozen until they are ready to be used.
51. **Renewable Energies** – Refers to energy that is collected from a renewable resource, which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves, and geothermal heat.
52. **Re-thermalization** – A process whereby cooked food that is cold is reheated to serving temperature.

53. **Reverse Spherification** – A method of molecular gastronomy that is used to enclose liquid containing alcohol content, as well as liquid with calcium content such as milk or yogurt.
54. **Set-Menu** – A type of limited menu offered for a set number of courses, at a fixed price.
55. **Sous Vide** – Literally means “in vacuum” and refers to the process of vacuum-sealing food in a bag, then cooking it to a very precise temperature in a water bath.
56. **Spherification** – A method of molecular gastronomy that employs sodium alginate and either calcium chloride or calcium gluconate lactate to shape a liquid into squishy spheres, which visually and texturally resemble roe.
57. **Sustainable ingredients** – These refer to ingredients that are produced and transported in a way that help to: limit global warming, protect biodiversity and ecosystems, respect natural resources and living world, and ensure fair and sufficient compensation as well as decent working conditions.
58. **Thermal Cooking** – A cooking technique where food is cooked in a device that uses thermal insulation to retain heat and cook food without the continuous use of fuel or other heat source.
59. **Vegan** – A subset of dietary veganism that consists primarily of fruits and vegetables in the botanical sense, and possibly nuts and seeds, but without animal products.
60. **Waste Management** – Denotes the activities and actions required to manage waste from its inception to its final disposal.



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Lawrence Albert L. Erfe

Center for Asian Culinary Studies

Marlon M. Encarnacion

V-Group (Oceanic Hospitality Training Center)

Manuel N. Nario

Marriott Hotel Manila

Tourism Industry Board Foundation, Inc. (TIBFI)

The MEMBERS of the TESDA Board and Secretariat

The MANAGEMENT and STAFF of the TESDA Secretariat

- Qualifications and Standards Office (QSO)
- TR Development Team/Facilitators
 - Ma. Isabel G. Gamurot
 - Evangeline A. Cosep
 - Howard Mark N. Plete