

# TRAINING REGULATIONS



## COMMERCIAL COOKING NCIII

**TOURISM SECTOR  
(HOTELS AND RESTAURANTS)**

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**

East Service Road, South Superhighway, Taguig City, Metro Manila

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# TRAINING REGULATIONS FOR COMMERCIAL COOKING NC III

## SECTION 1 COMMERCIAL COOKING NC III QUALIFICATION

The **COMMERCIAL COOKING NC III** Qualification consists of competencies that a person must achieve to plan, prepare and present various hot and cold products, including specialized food items, specialty cuisines and quantity foods and supervise a small team of cooks for guests in hotels, motels, restaurants, clubs, canteens, resorts, luxury liners and cruise ships within the company's acceptable standards.

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

The Units of Competency comprising this Qualification include the following:

### **CODE NO. BASIC COMPETENCIES**

500311109	Lead workplace communication
500311110	Lead small teams
500311111	Develop and practice negotiation skills
500311112	Solve problems related to work activities
500311113	Use mathematical concepts and techniques
500311114	Use relevant technologies

### **CODE NO. COMMON COMPETENCIES**

TRS311206	Roster staff
TRS311207	Control and order stock
TRS311208	Train small groups
TRS311209	Establish and conduct business relationships

### **CODE NO. CORE COMPETENCIES**

TRS512345	Plan and prepare food for ala carte and buffets
TRS512346	Plan and control menu-based catering
TRS512347	Organize bulk cooking operations
TRS512348	Prepare pates and terrines
TRS512349	Plan, prepare and display a buffet
TRS512350	Select, prepare and serve specialized food items
TRS512351	Select, prepare and serve specialty cuisines
TRS512352	Monitor catering revenue and costs
TRS512353	Establish and maintain quality control
TRS512354	Apply cook-chill-freeze production processes

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

- Chef de Partie
- Head Chef

## SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **Commercial Cooking NC III**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY :** LEAD WORKPLACE COMMUNICATION

**UNIT CODE :** 500311109

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Communicate information about workplace processes	1.1 Appropriate <b><i>communication method</i></b> is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussions	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include but not limited to: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face to face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Dealt with a range of communication/information at one time</li> <li>1.2. Made constructive contributions in workplace issues</li> <li>1.3. Sought workplace issues effectively</li> <li>1.4. Responded to workplace issues promptly</li> <li>1.5. Presented information clearly and effectively written form</li> <li>1.6. Used appropriate sources of information</li> <li>1.7. Asked appropriate questions</li> <li>1.8. Provided accurate information</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Organization requirements for written and electronic communication methods</li> <li>2.2. Effective verbal communication methods</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Organize information</li> <li>3.2. Understand and convey intended meaning</li> <li>3.3. Participate in variety of workplace discussions</li> <li>3.4. Comply with organization requirements for the use of written and electronic communication methods</li> </ul>
4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1. Variety of Information</li> <li>4.2. Communication tools</li> <li>4.3. Simulated workplace</li> </ul>
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Competency in this unit must be assessed through</li> <li>5.2. Direct Observation</li> <li>5.3. Interview</li> </ul>
6. Context of assessment	<ul style="list-style-type: none"> <li>6.1. Competency may be assessed in the workplace or in simulated workplace environment</li> </ul>

**UNIT OF COMPETENCY : LEAD SMALL TEAMS**

**UNIT CODE : 500311110**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required to lead small teams including setting and maintaining team and individual performance standards.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Provide team leadership	1.1. <b>Work requirements</b> are identified and presented to team members 1.2. Reasons for instructions and requirements are communicated to team members 1.3. <b>Team members' queries and concerns</b> are recognized, discussed and dealt with
2. Assign responsibilities	2.1. Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy 2.2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1. Performance expectations are established based on client needs and according to assignment requirements 3.2. Performance expectations are based on individual team members duties and area of responsibility 3.3. Performance expectations are discussed and disseminated to individual team members

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
4. Supervise team performance	<p>4.1. <b>Monitoring of performance</b> takes place against defined performance criteria and/or assignment instructions and corrective action taken if required</p> <p>4.2. Team members are provided with <b>feedback</b>, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3. <b>Performance issues</b> which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4. Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5. Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6. Follow-up communication is provided on all issues affecting the team</p> <p>4.7. All relevant documentation is completed in accordance with company procedures</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	May include but not limited to: 1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	May include but not limited to: 2.1. Roster/shift details
3. Monitor performance	May include but not limited to: 3.1. Formal process 3.2. Informal process
4. Feedback	May include but not limited to: 4.1. Formal process 4.2. Informal process
5. Performance issues	May include but not limited to: 5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario</li> <li>1.2. Assessed and monitored team and individual performance against set criteria</li> <li>1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf</li> <li>1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed</li> <li>1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members</li> </ol>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Company policies and procedures</li> <li>2.2. Relevant legal requirements</li> <li>2.3. How performance expectations are set</li> <li>2.4. Methods of Monitoring Performance</li> <li>2.5. Client expectations</li> <li>2.6. Team member's duties and responsibilities</li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1. Communication skills required for leading teams</li> <li>3.2. Informal performance counseling skills</li> <li>3.3. Team building skills</li> <li>3.4. Negotiating skills</li> </ol>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>4.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>4.2. Materials relevant to the proposed activity or task</li> </ol>

<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Direct observations of work activities of the individual member in relation to the work activities of the group</li> <li>5.2. Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal</li> <li>5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1. Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>6.2. Assessment shall be observed while task are being undertaken whether individually or in-group</li> </ul>

**UNIT OF COMPETENCY: DEVELOP AND PRACTICE NEGOTIATION SKILLS**

**UNIT CODE : 500311111**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required to collect information in order to negotiate to a desired outcome and participate in the negotiation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Plan negotiations	1.1 Information on <b><i>preparing for negotiation</i></b> is identified and included in the plan 1.2 Information on <b><i>active listening</i></b> is identified and included in the plan 1.3 Information on different <b><i>questioning techniques</i></b> is identified and included in the plan 1.4 Information is checked to ensure it is correct and up-to-date
2. Participate in negotiations	2.1 Criteria for successful outcome are agreed upon by all parties 2.2 Desired outcome of all parties are considered 2.3 Appropriate language is used throughout the negotiation 2.4 A variety of questioning techniques are used 2.5 The issues and processes are documented and agreed upon by all parties 2.6 Possible solutions are discussed and their viability assessed 2.7 Areas for agreement are confirmed and recorded 2.8 Follow-up action is agreed upon by all parties

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Preparing for negotiation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>1.1 Background information on other parties to the negotiation</li> <li>1.2 Good understanding of topic to be negotiated</li> <li>1.3 Clear understanding of desired outcome/s</li> <li>1.4 Personal attributes               <ul style="list-style-type: none"> <li>1.4.1 self awareness</li> <li>1.4.2 self esteem</li> <li>1.4.3 objectivity</li> <li>1.4.4 empathy</li> <li>1.4.5 respect for others</li> </ul> </li> <li>1.5 Interpersonal skills               <ul style="list-style-type: none"> <li>1.5.1 listening/reflecting</li> <li>1.5.2 non verbal communication</li> <li>1.5.3 assertiveness</li> <li>1.5.4 behavior labeling</li> <li>1.5.5 testing understanding</li> <li>1.5.6 seeking information</li> <li>1.5.7 self disclosing</li> </ul> </li> <li>1.6 Analytic skills               <ul style="list-style-type: none"> <li>1.6.1 observing differences between content and process</li> <li>1.6.2 identifying bargaining information</li> <li>1.6.3 applying strategies to manage process</li> <li>1.6.4 applying steps in negotiating process</li> <li>1.6.5 strategies to manage conflict</li> <li>1.6.6 steps in negotiating process</li> <li>1.6.7 options within organization and externally for resolving conflict</li> </ul> </li> </ul>
2. Non verbal environments	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1 Friendly reception</li> <li>2.2 Warm and welcoming room</li> <li>2.3 Refreshments offered</li> <li>2.4 Lead in conversation before negotiation begins</li> </ul>

VARIABLE	RANGE
3. Active listening	May include but not limited to: 3.1 Attentive 3.2 Don't interrupt 3.3 Good posture 3.4 Maintain eye contact 3.5 Reflective listening
4. Questioning techniques	May include but not limited to: 4.1 Direct 4.2 Indirect 4.3 Open-ended

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome</p> <p>1.2 Participated in negotiation with at least one person to achieve an agreed outcome</p>
<p>2. Underpinning knowledge and Attitude</p>	<p>2.1 Codes of practice and guidelines for the organization</p> <p>2.2 Organizations policy and procedures for negotiations</p> <p>2.3 Decision making and conflict resolution strategies procedures</p> <p>2.4 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</p> <p>2.5 Flexibility</p> <p>2.6 Empathy</p>
<p>3. Underpinning skills</p>	<p>3.1 Interpersonal skills to develop rapport with other parties</p> <p>3.2 Communication skills (verbal and listening)</p> <p>3.3 Observation skills</p> <p>3.1 Negotiation skills</p>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 Room with facilities necessary for the negotiation process</p> <p>4.2 Human resources (negotiators)</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Observation/demonstration and questioning</p> <p>5.2 Portfolio assessment</p> <p>5.3 Oral and written questioning</p> <p>5.4 Third party report</p>
<p>6. Context of assessment</p>	<p>6.1 Competency to be assessed in real work environment or in a simulated workplace setting.</p>

**UNIT OF COMPETENCY : SOLVE PROBLEMS RELATED TO WORK ACTIVITIES**

**UNIT CODE : 500311112**

**UNIT DESCRIPTOR :** This unit of competencies covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem solving techniques and to determine and resolve the root cause of problems.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Identify the problem	1.1. Variances are identified from normal operating parameters; and product quality 1.2. Extent, cause and nature are of the problem are defined through observation, investigation and <b><i>analytical techniques</i></b> 1.3. <b><i>Problems</i></b> are clearly stated and specified
2. Determine fundamental causes of the problem	2.1. Possible causes are identified based on experience and the use of problem solving tools / analytical techniques. 2.2. Possible cause statements are developed based on findings 2.3. Fundamental causes are identified per results of investigation conducted
3. Determine corrective action	3.1. All possible options are considered for resolution of the problem 3.2. Strengths and weaknesses of possible options are considered 3.3. Corrective actions are determined to resolve the problem and possible future causes 3.4. <b><i>Action plans</i></b> are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures
4. Provide recommendation/s to manager	4.1. Report on recommendations are prepared 4.2. Recommendations are presented to appropriate personnel. 4.3. Recommendations are followed-up, if required

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Analytical techniques	May include but not limited to: <ul style="list-style-type: none"> <li>1.1. Brainstorming</li> <li>1.2. Intuitions/Logic</li> <li>1.3. Cause and effect diagrams</li> <li>1.4. Pareto analysis</li> <li>1.5. SWOT analysis</li> <li>1.6. Gantt chart, Pert CPM and graphs</li> <li>1.7. Scatter grams</li> </ul>
2. Problem	May include but not limited to: <ul style="list-style-type: none"> <li>2.1. Non – routine process and quality problems</li> <li>2.2. Equipment selection, availability and failure</li> <li>2.3. Teamwork and work allocation problem</li> <li>2.4. Safety and emergency situations and incidents</li> </ul>
3. Action plans	May include but not limited to: <ul style="list-style-type: none"> <li>3.1. Priority requirements</li> <li>3.2. Measurable objectives</li> <li>3.3. Resource requirements</li> <li>3.4. Timelines</li> <li>3.5. Co-ordination and feedback requirements</li> <li>3.6. Safety requirements</li> <li>3.7. Risk assessment</li> <li>3.8. Environmental requirements</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Identified the problem</li> <li>1.2. Determined the fundamental causes of the problem</li> <li>1.3. Determined the correct / preventive action</li> <li>1.4. Provided recommendation to manager</li> </ol> <p>These aspects may be best assessed using a range of scenarios / case studies / 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. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>2.2. Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations             <ol style="list-style-type: none"> <li>2.2.1. Relevant equipment and operational processes</li> <li>2.2.2. Enterprise goals, targets and measures</li> <li>2.2.3. Enterprise quality, OHS and environmental requirement</li> <li>2.2.4. Principles of decision making strategies and techniques</li> <li>2.2.5. Enterprise information systems and data collation</li> <li>2.2.6. Industry codes and standards</li> </ol> </li> </ol>

<p>3. Underpinning skills</p>	<p>3.1. Using range of formal problem solving techniques</p> <p>3.2. Identifying and clarifying the nature of the problem</p> <p>3.3. Devising the best solution</p> <p>3.4. Evaluating the solution</p> <p>3.5. Implementation of a developed plan to rectify the problem</p>
<p>4. Resource implications</p>	<p>4.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1. Case studies on solving problems in the workplace</p> <p>5.2. Observation</p> <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>6. Context of assessment</p>	<p>6.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

**UNIT OF COMPETENCY: USE MATHEMATICAL CONCEPTS AND TECHNIQUES**

**UNIT CODE : 500311113**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in the application of mathematical concepts and techniques.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Identify mathematical tools and techniques to solve problem	1.1 Problem areas are identified based on given condition 1.2 <b>Mathematical techniques</b> are selected based on the given problem
2. Apply mathematical procedure/solution	2.1 Mathematical techniques are applied based on the problem identified 2.2 Mathematical computations are performed to the level of accuracy required for the problem 2.3 Results of mathematical computation is determined and verified based on job requirements
3. Analyze results	3.1 Result of application is reviewed based on expected and required specifications and outcome 3.2 <b>Appropriate action</b> is applied in case of error

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Mathematical techniques	May include but are not limited to: 1.1 Four fundamental operations 1.2 Measurements 1.3 Use/Conversion of units of measurements 1.4 Use of standard formulas
2. Appropriate action	May include but not limited to: 2.1 Review in the use of mathematical techniques (e.g. recalculation, re-modeling) 2.2 Report error to immediate superior for proper action

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Identified, applied and reviewed the use of mathematical concepts and techniques to workplace problems
2. Underpinning knowledge	2.1 Fundamental operation (addition, subtraction, division, multiplication) 2.2 Measurement system 2.3 Precision and accuracy 2.4 Basic measuring tools/devices
3. Underpinning skills	3.1 Applying mathematical computations 3.2 Using calculator 3.3 Using different measuring tools
4. Resource implications	The following resources <b>MUST</b> be provided: 4.1 Calculator 4.2 Basic measuring tools 4.3 Case Problems
5. Method of assessment	Competency may be assessed through: 5.1 Authenticated portfolio 5.2 Written Test 5.3 Interview/Oral Questioning 5.4 Demonstration
6. Context of assessment	6.1 Competency may be assessed in the work place or in a simulated work place setting

**UNIT OF COMPETENCY: USE RELEVANT TECHNOLOGIES**

**UNIT CODE : 500311114**

**UNIT DESCRIPTOR :** This unit of competency covers the knowledge, skills, and attitude required in selecting, sourcing and applying appropriate and affordable technologies in the workplace.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Study/select appropriate technology	1.1 Usage of different <b>technologies</b> is determined based on job requirements 1.2 Appropriate technology is selected as per work specification
2. Apply relevant technology	2.1 Relevant technology is effectively used in carrying out function 2.2 Applicable software and hardware are used as per task requirement 2.3 <b>Management concepts</b> are observed and practiced as per established industry practices
3. Maintain/enhance of relevant technology	3.1 Maintenance of technology is applied in accordance with the <b>industry standard operating procedure, manufacturer's operating guidelines</b> and <b>occupational health and safety procedure</b> to ensure its operative ability 3.2 Updating of technology is maintained through continuing education or training in accordance with job requirement 3.3 Technology failure/ defect is immediately reported to the concern/responsible person or section for <b>appropriate action</b>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Technology	May include but are not limited to: 1.1 Office technology 1.2 Industrial technology 1.3 System technology 1.4 Information technology 1.5 Training technology
2. Management concepts	May include but not limited to: 2.1 Real Time Management 2.2 KAIZEN or continuous improvement 2.3 5s 2.4 Total Quality Management 2.5 Other management/productivity tools
3. Industry standard operating procedure	May include but are not limited to: 3.1 Written guidelines relative to the usage of office technology/equipment 3.2 Verbal advise/instruction from the co-worker
4. Manufacturer's operating guidelines/ instructions	May include but are not limited to: 4.1 Written instruction/manuals of specific technology/ equipment 4.2 General instruction manual 4.3 Verbal advise from manufacturer relative to the operation of equipment
5. Occupational health and safety procedure	May include but are not limited to: 5.1 Relevant statutes on OHS 5.2 Company guidelines in using technology/equipment
6. Appropriate action	May include but are not limited to: 6.1 Implementing preventive maintenance schedule 6.2 Coordinating with manufacturer's technician

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Studied and selected appropriate technology consistent with work requirements 1.2 Applied relevant technology 1.3 Maintained and enhanced operative ability of relevant technology
2. Underpinning knowledge	2.1 Awareness on technology and its function 2.2 Repair and maintenance procedure 2.3 Operating instructions 2.4 Applicable software 2.5 Communication techniques 2.6 Health and safety procedure 2.7 Company policy in relation to relevant technology 2.8 Different management concepts 2.9 Technology adaptability
3. Underpinning skills	3.1 Relevant technology application/implementation 3.2 Basic communication skills 3.3 Software applications skills 3.4 Basic troubleshooting skills
4. Resource implications	The following resources <b>MUST</b> be provided: 4.1 Relevant technology 4.2 Interview and demonstration questionnaires 4.3 Assessment packages
5. Method of assessment	Competency must be assessed through: 5.1 Interview 5.2 Actual demonstration 5.3 Authenticated portfolio (related certificates of training/seminar)
6. Context of assessment	6.1 Competency may be assessed in actual workplace or simulated environment

## COMMON COMPETENCIES

**UNIT OF COMPETENCY :** ROSTER STAFF

**UNIT CODE :** TRS5311206

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to develop staff rosters. This role may be carried out by operational supervisors and managers.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1 Develop and implement staff rosters	<p>1.1 <b>Rosters</b> are developed in accordance with <b>company agreements</b> and wage budgets.</p> <p>1.2 Operational efficiency and customer service levels are maximized while wage costs are minimized in roster development.</p> <p>1.3 Duties are combined where appropriate to ensure effective use of staff.</p> <p>1.4 The available skills base is utilized appropriately to roster the most effective mix of staff and to meet different operational requirements.</p> <p>1.5 Rosters are presented in required formats to ensure clarity of information in accordance with company standards.</p> <p>1.6 Rosters are communicated to appropriate colleagues within designated timelines.</p>
2. Maintain staff records	<p>2.1 Time sheets and other documentation are completed accurately and within designated timelines.</p> <p>2.2 Staff records are updated accurately and maintained or stored in accordance with establishment procedures.</p>

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Rosters	May be for but are not limited to: 1.1 An individual department 1.2 A whole establishment 1.3 A specific project
2. Company agreements	May be but are not limited to: 2.1 Number of hours worked in a given shift 2.2 Overall number of hours allocated to different staff members 2.3 Breaks between shifts 2.4 Nature of duties allocated 2.5 Use of permanent or casual staff

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge and understanding of the factors and issues which impact upon staff rostering</li> <li>1.2 Demonstrated familiarity with typical formats and the key information to be included</li> <li>1.3 Demonstrated the ability to prepare staff rosters which meet wage budgets and which provide a level of staffing sufficient to ensure the delivery of high quality customer service.</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 The role of rosters and their importance in controlling staff costs</li> <li>2.2 Factors to be considered when developing rosters</li> <li>2.3 Formats for the presentation of staff rosters and details to be included</li> <li>2.4 Knowledge on area of operation for which roster is being developed.</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Organize information</li> <li>3.2 Prepare staff rosters</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities which allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards</li> <li>4.2 Preparation of more than one roster to meet the staffing requirements of more than one operational situation</li> </ul>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Evaluation of the staffing costs and service levels at an event for which the candidate has prepared rosters</li> <li>5.2. Oral or written questions to assess knowledge of specific factors which affect the design of rosters</li> <li>5.3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul>
<p>6. Context for Assessment</p>	<ul style="list-style-type: none"> <li>6.1. Competency may be assessed in the workplace or in simulated workplace environment</li> <li>6.2. Assessment shall be observed while tasks are being undertaken whether individually or in a group</li> </ul>

**UNIT OF COMPETENCY : CONTROL AND ORDER STOCK**

**UNIT CODE : TRS311207**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to control and order stock in a range of hospitality establishments. This role is generally carried out by supervisors and team leaders.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Maintain stock levels and records	1.1 <b>Stock</b> levels are monitored and maintained according to company requirements. 1.2 Stock security is monitored and systems are adjusted as required. 1.3 Stock reorder cycles are monitored and adjusted as required. 1.4 Colleagues are informed of their individual responsibilities in regard to the reordering of stock. 1.5 Records of stock storage and movement are maintained in accordance with company procedures. 1.6 Stock performance is monitored and fast/slow-selling items are identified and reported in accordance with company procedures.
2. Process stock orders	2.1 Orders for stock are processed accurately and in accordance with company procedures. 2.2 Stock levels are maintained and recorded ensuring information is complete, correct and current. 2.3 Incoming stock is checked against purchase and supply agreements and all necessary details are recorded.
3. Minimize stock losses	3.1 <b>Stock losses</b> are identified and recorded according to company procedures. 3.2 Losses are reported in accordance with company procedures. 3.3 Avoidable losses are identified and reasons behind these losses are established. 3.4 Solutions to loss situations are recommended and related procedures are implemented to prevent future avoidable losses.

4. Follow-up orders	<p>4.1 The delivery process is monitored to ensure agreed deadlines are met.</p> <p>4.2 Continuity of supply is ensured by liaising with colleagues and suppliers.</p> <p>4.3 Routine supply problems are followed up or referred to the appropriate person in accordance with company policy.</p> <p>4.4 Stock is distributed to agreed locations.</p>
5. Organize and administer stocks	<p>5.1 Stocks are organized at appropriate intervals according to company policy and procedures.</p> <p>5.2 Stocktaking responsibilities are allocated to staff.</p> <p>5.3 Accurate stock reports are produced within designated timelines.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Stock	May include but is not limited to:  1.1 Food  1.2 Beverages  1.3 Equipment such as maintenance and cleaning equipment, office equipment  1.4 Linen  1.5 Stationery  1.6 Brochures and promotional materials  1.7 Cleaning supplies and chemicals  1.8 Vouchers and tickets  1.9 Souvenir products
2. Stock losses	May be due to the following:  2.1 Lack of rotation leading to product deterioration  2.2 Inappropriate storage conditions  2.3 Access by pests or vermin  2.4 Theft  2.5 Overstocking

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated the ability to maintain continuous stock supply within a specific hospitality industry environment</li> <li>1.2 Demonstrated the ability to meet accuracy and speed requirements for completion and maintenance of stock records</li> </ul>
<p>2 Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Stock level maintenance techniques as appropriate to the industry sector</li> <li>2.2 Typical stocktaking procedures as appropriate to the industry sector</li> <li>2.3 Stock recording systems</li> <li>2.4 Stock security systems</li> <li>2.5 Types of stock control documentation and systems that may be applied in the hospitality industry</li> <li>2.6 Reasons for stock loss and damage</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Collect, organize and analyze information</li> <li>3.2 Plan and organize activities</li> <li>3.3 Application of underpinning knowledge</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time</li> <li>4.2 Use of real stock items</li> <li>4.3 Use of industry-current stock control technology or documentation</li> <li>4.4 Involvement of internal/external suppliers</li> </ul>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet</li> <li>5.2 Written or oral questions to test knowledge of reasons for procedures</li> <li>5.3 Review of workplace reports and records related to stock control, prepared by the candidate</li> <li>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul>

6. Context for Assessment	6.1 Competency assessment may occur in workplace or any appropriately simulated environment 6.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group
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**UNIT OF COMPETENCY : TRAIN SMALL GROUPS**

**UNIT CODE : TRS311208**

**UNIT DESCRIPTOR :** This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Prepare for trainings	1.1 Specific <b>training needs</b> are identified and confirmed through consultation with <b>appropriate personnel</b> . 1.2 Training objectives are matched to identify competency development needs. 1.3 Training approaches are planned and documented.
2. Deliver training	1.1 Training is conducted in a safe and accessible environment. 1.2 <b>Training delivery methods</b> appropriate to the participant(s) needs, trainer availability, location and resources are selected. 1.3 <b>Strategies and techniques</b> which facilitate the learning process are employed. 1.4 Training objectives, sequence of activities and assessment processes are discussed with training participant(s). 1.5 Systematic approach to training is undertaken to meet specific needs of training participant(s).
3. Provide opportunities for practice	1.1 Practice opportunities are provided to ensure that the participants achieve the <b>components of competency</b> . 1.2 Variety of methods for encouraging learning is implemented to meet the individual <b>needs of participants</b> .

4. Review training	<ol style="list-style-type: none"><li>1.1 Participants are encouraged to self evaluate performance and areas for improvement are identified.</li><li>1.2 Participants" readiness for assessment is monitored and assistance is provided with the collection of evidence for satisfactory performance.</li><li>1.3 Training is evaluated against objectives in the context of self-assessment, participant feedback, supervisor comments and measurements.</li><li>1.4 Training details are recorded according to enterprise and legislative requirements.</li><li>1.5 Results of evaluation are utilized to guide further training.</li></ol>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Training needs	Relevant information to identify training needs may include but not limited to: <ul style="list-style-type: none"> <li>1.1 Industry/enterprise or other performance competency standards</li> <li>1.2 Industry/workplace training practices</li> <li>1.3 Job descriptions</li> <li>1.4 Results of training needs analysis</li> <li>1.5 Business plans of the organization which identify skill development requirements</li> <li>1.6 Standard operating and/or other workplace procedures</li> </ul>
2. Appropriate personnel	May include but not limited to: <ul style="list-style-type: none"> <li>1.1 Team leaders/supervisors/technical experts</li> <li>1.2 Managers/employers</li> <li>1.3 Training and assessment coordinators</li> <li>1.4 Training participants</li> <li>1.5 Representative from government regulatory bodies</li> <li>1.6 Union/employee representatives</li> </ul>
3. Training delivery methods	May include but not limited to: <ul style="list-style-type: none"> <li>1.1 Presentations</li> <li>1.2 Demonstrations</li> <li>1.3 Explanations</li> <li>1.4 Problem solving</li> <li>1.5 Mentoring</li> <li>1.6 Experiential learning</li> <li>1.7 Group work</li> <li>1.8 Job rotation</li> </ul>
4. Strategies and techniques	May include but not limited to: <ul style="list-style-type: none"> <li>4.1 Active listening</li> <li>4.2 Targeted questioning</li> <li>4.3 Points of clarification</li> <li>4.4 Group discussions</li> </ul>

5.Components of competency	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>5.1 Task skill</li> <li>5.2 Task management skills</li> <li>5.3 Contingency management skills</li> <li>5.4 Job/role environment skills</li> <li>5.5 Transfer and application of skills and knowledge of new contents</li> </ul>
6. Needs of participants	<p>Characteristics of training participants may include but not limited to:</p> <ul style="list-style-type: none"> <li>1.1. Cultural, language, and educational background</li> <li>1.2. Gender</li> <li>1.3. Physical ability</li> <li>1.4. Level of confidence, nervousness or anxiety</li> <li>1.5. Age</li> <li>1.6. Previous experience with the topic</li> <li>1.7. Experience in training and assessment</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Demonstrated the ability to identify specific training needs and required competency outcomes.</li> <li>1.2. Demonstrated the ability to outline the training approach and steps to be followed.</li> <li>1.3. Demonstrated the ability to identify training participant(s) and delivery method(s) to be used</li> <li>1.4. Demonstrated the ability to organize and conduct the training.</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1. Identification of evidence of competency</li> <li>2.2. Competency in the units being taught</li> <li>2.3. Training delivery methods</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1. Planning and documenting training approaches</li> <li>3.2. Training delivery methods</li> <li>3.3. Training strategies and techniques which facilitate learning process</li> <li>3.4. Correct use of equipment and presentation skills appropriate for the training</li> <li>3.5. Communication skills (written and oral)</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1. Project or work activities that allow the candidate to demonstrate planning, conducting and review of training on a one-to-one or small group basis.</li> <li>4.2. Access to records, logbooks, reports and other sources of information about the operation and/or the personnel.</li> </ul>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Direct observation of performance in the conduct of the training</li> <li>5.2 Evaluation of the training plans and documents prepared by the candidate</li> <li>5.3 Oral or written questions to assess knowledge in training needs analysis</li> </ul>
<p>6. Context for Assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>6.2 Assessment shall be observed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</li> </ul>

**UNIT OF COMPETENCY : ESTABLISH AND CONDUCT BUSINESS RELATIONSHIPS**

**UNIT CODE : TRS311209**

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required to manage business relationships with customers or suppliers within a tourism or hospitality context. It focuses on the relationship building and negotiation skills.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Establish and conduct business relationships	1.1 <b><i>Relationships</i></b> are established within the appropriate cultural context in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers. 1.2 Trust and respect are built in business relationships through use of effective communication skills and techniques 1.3 <b><i>Opportunities</i></b> to maintain regular contact with customers and suppliers are identified and taken up.
2. Conduct negotiations	2.1 <b><i>Negotiations</i></b> are conducted in a business-like and professional manner within the relevant cultural context. 2.2 Negotiations are conducted in the context of the current enterprise marketing focus. 2.3 Benefits for all parties in the negotiation are maximized through use of established <b><i>techniques</i></b> and in the context of establishing long term relationships. 2.4 Feedback and input from colleagues are incorporated into the negotiation. 2.5 The results of negotiations are communicated to appropriate colleagues and stakeholders within the appropriate timeframes.

<p>3. Make formal business agreements</p>	<p>3.1 Agreements are confirmed in writing using formal contracts and in accordance to enterprise requirements.</p> <p>3.2 Appropriate approvals for all aspects of formal agreements are checked and obtained in accordance with enterprise procedures.</p> <p>3.3 The need for specialist advice in the development of contracts is identified and sought where appropriate.</p>
<p>4.Foster and maintain business relationships</p>	<p>4.1 Information needed to maintain sound business relationships are pro-actively sought, reviewed and acted upon.</p> <p>4.2 Agreements are honored within the scope of individual responsibility.</p> <p>4.3 Adjustments to agreements are made in consultation with the customer/supplier and information are shared with appropriate colleagues.</p> <p>4.4 Relationships are nurtured through regular contact.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Business relationships	May include but not limited to: 1.1 Customers 1.2 Suppliers 1.3 Government agencies 1.4 Concessionaires
2. Opportunities	May include but not limited to: 2.1 Informal social occasions 2.2 Industry functions 2.3 Association membership 2.4 Co-operative promotions 2.5 Program of regular telephone contact
3. Negotiations	May include but not limited to: 3.1 Corporate accounts 3.2 Service contacts 3.3 Agency agreements 3.4 Venue contracts 3.5 Rate negotiations 3.6 Marketing agreements 3.7 Preferred product agreements
4. Techniques	4.1. May include but not limited to: 4.2. Identification of goals, limits 4.3. Clarification of needs of all parties 4.4. Identifying points of agreement and points of difference 4.5. Preparatory research of facts 4.6. Active listening and questioning 4.7. Non-verbal communication techniques 4.8. Appropriate language 4.9. Bargaining 4.10. Developing options 4.11. Confirming agreements 4.12. Appropriate cultural behavior

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated the ability to conduct successfully business negotiations</p> <p>1.2 Demonstrated the ability to build and maintain relationships o achieve successful business outcomes</p> <p>1.3 Demonstrated the knowledge and understanding of the current environment and major industry issues in which tourism and/or hospitality businesses operate.</p>
<p>2. Underpinning Knowledge</p>	<p>2.1 Business environment including major industry issues in which the tourism and hospitality industry operates.</p> <p>2.2 Legal issues that affect negotiations and contracts</p> <p>2.3 General knowledge about contracts.</p>
<p>3. Underpinning Skills</p>	<p>3.1 Negotiation and communication techniques appropriate to negotiations.</p> <p>3.2 Interpersonal skills</p> <p>3.3 Mathematical skills i.e. calculating profit margins for the contract</p>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1. Project or work activities conducted over a period of time so that all aspects of the unit can be assessed.</p> <p>4.2. Relationship-building and negotiation activities with a range of individuals with whom the candidate has an actual or potential business relationship.</p>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1. Evaluation of negotiation and business relationships or agreements conducted or made by the candidate</p> <p>5.2. Evaluation of reports prepared by the candidate detailing how the negotiation aspects of a project were managed.</p> <p>5.3. Case studies to assess application of knowledge to business situations.</p>
<p>6. Context for Assessment</p>	<p>6.1. Competency assessment may occur in workplace or any appropriately simulated environment</p> <p>6.2. Assessment shall be observed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

## CORE COMPETENCIES

**UNIT OF COMPETENCY:** PLAN AND PREPARE FOOD FOR ALA CARTE & BUFFETS

**UNIT CODE** : TRS512345

**UNIT DESCRIPTOR** : This unit deals with the knowledge, skills, behavior and motivations required to plan and prepare foods for ala carte and buffet situations.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Plan ala carte and buffet items	1.1 The <b><i>ala carte</i></b> and <b><i>buffet</i></b> is planned according to enterprise and/or customer requirements. 1.2 Appropriate food items are selected according to season, budget, occasion and customer requirements. 1.3 Food cost is calculated in accordance with budget and reporting requirements 1.4 Layout and display of the buffet are planned, in accordance with the type of food, occasion and desired theme. 1.5 Buffet <b><i>centerpieces &amp; decoration</i></b> are designed organized and produced according to enterprise procedures.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
2. Prepare, produce and present foods for ala carte and buffets	2.1 Appropriate methods of cookery are used to prepare meats, poultry, seafood and other foods for ala carte and buffets. 2.2 Buffet items are glazed with aspic or gelatin preparations according to acceptable enterprise standards 2.3 Sauces and garnishes suitable for ala carte and buffet food items are produced. 2.4 Meats are carved and served according to enterprise standards. 2.5 Hot and cold foods are served and presented according to health and hygiene regulations. 2.6 Portion control is applied to minimize wastage and maximize profit. 2.7 Food items are attractively and tastefully arranged and presented to maximize appeal. 2.8 Desserts suitable for ala carte and buffet presentation are prepared and produced using standard and/or enterprise recipes
3. Store ala carte and buffet items	3.1 Store ala carte and buffet items hygienically and correctly before and after the service time, at a safe temperature. 3.2 Proper portioning for storage must be undertaken, together with dates to facilitate "first in, first out" procedures.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations.

Ala carte and buffets may be associated with functions, special occasions and celebrations, breakfast, lunch or dinner service.

Food items for ala carte and buffets may be derived from classical or contemporary recipes and from varying ethnic origins.

VARIABLE	RANGE
1. Ala carte food	May include but not limited to: 1.1 Selection of hot and cold dishes 1.2 Appetizers, entrees, salads, desserts 1.3 Meats, poultry, fish, small goods, salads and cheeses
2. Buffet food	May include but not limited to: 2.1 Selection of hot and cold dishes 2.2 Glazed foods, galantines, forcemeats 2.3 Meats, poultry, fish, small goods, salads, cheeses 2.4 Dessert and pastry (hot and cold) items
3. Centerpieces & decorations	May Include but not limited to: 3.1 Floral arrangements 3.2 Fruits & vegetable display 3.3 Special theme items 3.4 Candles 3.5 Special Occasion cakes 3.6 Glassware & service ware 3.7 Ice, fruits or vegetable, chocolate salt or margarine carvings

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated the ability to plan all the details and resources for the buffet including food items, costing, layout and display.</li> <li>1.2 Demonstrated expertise in preparing buffet dishes within typical workplace time constraints.</li> <li>1.3 Demonstrated complete understanding of the different nature and handling requirements for buffet food items.</li> <li>1.4 Demonstrated ability to apply safe and hygienic practices in the preparation and service of buffets.</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Suitable types of foods and dishes for buffets to meet enterprise, customer, nutritional and cultural requirements.</li> <li>2.2 Characteristics of food items suitable for buffets and appropriate service conditions and temperatures to maintain optimum quality.</li> <li>2.3 Nutrition, in particular, the effects of cooking on the nutritional value of food, and ensuring a nutritional balance in buffet menus.</li> <li>2.4 Culinary and technical terms commonly used in the industry associated with buffets.</li> <li>2.5 Food danger zone</li> <li>2.6 Legislation of food safety related to service of food for buffets.</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 A range of cookery skills for varieties of food items.</li> <li>3.2 Principles and practices of hygiene, particularly related to issued surrounding buffet service.</li> <li>3.3 Logical and time efficient workflow.</li> <li>3.4 Presentation techniques for food item that make-up a buffet.</li> <li>3.5 Waste minimization techniques and environmental considerations in specific relation to buffets.</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Fully equipped operational commercial kitchen including industry-current tools, utensils and equipment</li> <li>4.2 Ingredients</li> </ul>

<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Direct observation of the candidate preparing food for buffets.</p> <p>5.2 Sampling of buffet items prepared by the candidate.</p> <p>5.3 Written or oral questions to test knowledge about suitable items for buffets, food safety issues.</p> <p>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
<p>6. Context for Assessment</p>	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

**UNIT OF COMPETENCY: PLAN AND CONTROL MENU-BASED CATERING**

**UNIT CODE : TRS512346**

**UNIT DESCRIPTOR :** This unit deals with the basic planning, preparing and controlling of menu-based catering within established enterprise systems.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Plan and prepare menus	1.1 Enterprise and/or customer requirements are identified for <b>menus</b> . 1.2 Menu items are determined according to the different <b>menu planning considerations</b> . 1.3 Costs of menu items are established and compliance is ensured with enterprise costing constraints. 1.4 Menus are prepared as required by the enterprise, type of cuisine or particular situation 1.5 Menus are organized and written using: <ul style="list-style-type: none"><li>▪ Terminology appropriate to the market and style of menu.</li><li>▪ Item descriptions which promote menu items.</li></ul>
2. Control menu-based catering	2.1 Appropriate <b>catering control systems</b> are selected and used according to enterprise requirements. 2.2 Production schedules are planned giving consideration to menu constraints, available equipment, expertise of labor and available time. 2.3 Labor <b>costs</b> are controlled considering the roster, scheduling, award conditions and rates. 2.4 Product utilization and quality is optimized through the application of portion control and effective yield testing. 2.5 Stock control measures are applied by following correct receiving and storing procedures 2.6 Security procedures in food production and storage areas are applied to minimize risks of theft, damage or loss.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Practice portion control	3.1 Correct portioning activities are identified through <ul style="list-style-type: none"> <li>• Weight</li> <li>• Volume</li> <li>• Count</li> </ul> 3.2 Correct tools portioning are calculated and used.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations.

VARIABLE	RANGE
1. Types of menus	May include but not limited to: <ol style="list-style-type: none"> <li>1.1 Menus may be classified according to how food items are offered and priced:               <ul style="list-style-type: none"> <li>• Table d'hote (Selective or Non-Selective)</li> <li>• A la carte</li> </ul> </li> <li>1.2 Menus may be classified according to how often they are changed               <ul style="list-style-type: none"> <li>• Cyclical</li> <li>• Fixed menu</li> <li>• Day's menu</li> </ul> </li> <li>1.3 Menus may be based on meal types               <ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Lunch</li> <li>• Dinner</li> <li>• Snack</li> </ul> </li> <li>1.4 Menus may be utilized for               <ul style="list-style-type: none"> <li>• Function</li> <li>• Buffet</li> <li>• Ala carte</li> </ul> </li> <li>1.5 Types of menus               <ul style="list-style-type: none"> <li>• Classical</li> <li>• Modern</li> <li>• Ethnic</li> </ul> </li> </ol>
2. Menu planning concerns	May include but not limited to: <ol style="list-style-type: none"> <li>2.1 Balance in the variety of cooking method, colors, tastes and food textures</li> <li>2.2 Nutritional values</li> <li>2.3 Seasonal availability</li> <li>2.4 pricing versus cost</li> <li>2.5 popularity index</li> <li>2.6 Results of sales analysis and customer feedback.</li> </ol>

3. Catering control systems	May include but not limited to: 3.1 Production planning sheets 3.2 Sales analysis forms 3.3 Daily kitchen reports 3.4 Wastage sheets
4. Costing restraints	May include but not limited to: 4.1 Enterprise policy on menu pricing and gross margins. Budgets 4.2 Labor requirements

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Demonstrated proficiency in costing and pricing menus.</li> <li>1.2 Demonstrated ability to plan multiple menus to meet differing customer and operational needs.</li> <li>1.3 Demonstrated expertise in planning menus given the constraints on the resources available.</li> <li>1.4 Demonstrated ability to control costs.</li> <li>1.5 Demonstrated adeptness in analyzing and applying current industry data and prices</li> </ol>
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> <li>2.1 Menu Planning procedures</li> <li>2.2 Different types and styles of menus</li> <li>2.3 Historical development of menus, modern trends in menus</li> <li>2.4 Quantity Food Production and Cost Control</li> <li>2.5 Principles of nutrition               <ul style="list-style-type: none"> <li>▪ Dietary Guidelines for Australians</li> <li>▪ Planning nutritionally-balanced menus</li> <li>▪ The effects of cooking on the nutritional value of food</li> </ul> </li> <li>2.6 Culinary terms related to menus commonly used in the industry.</li> <li>2.7 Recipe/Menu Costing</li> </ol>
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> <li>3.1 Various ways of sequencing food items, including classical and contemporary.</li> <li>3.2 Organizational skills and teamwork.</li> <li>3.3 Logical and time efficient workflow.</li> <li>3.4 Inventory and stock control systems.</li> <li>3.5 Purchasing, receiving, storing, holding and issuing procedures.</li> <li>3.6 Costing, yield testing and portion control.</li> </ol>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> <li>4.1 Fully equipped kitchen</li> <li>4.1 Ingredients appropriate for production</li> <li>4.2 Recipe costs worksheets</li> <li>4.3 Work schedules</li> <li>4.4 Banquet event forms inventory</li> </ol>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>5.1 Review of samples of menus, production schedules, security plans and checklists prepared by the candidate.</li> <li>5.2 Oral or written questions to assess knowledge of menu items, menu types and characteristics, portion control and cost control.</li> <li>5.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ol>

6. Context for Assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center
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**UNIT OF COMPETENCY: ORGANIZE BULK COOKING OPERATIONS**

**UNIT CODE : TRS512347**

**UNIT DESCRIPTOR :** This unit deals with the organizational process required to organize bulk-cooking operations. It covers those operations where food is provided to large numbers of people and where food production systems are utilized rather than food being prepared in a la carte situation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Plan kitchen operations for bulk cooking	1.1 Quantities are determined and accurately calculated according to recipes and specifications. 1.2 Food items are ordered in correct quantities for requirements. 1.1 A mise en place list, which is clear, complete and appropriate to the situation, is prepared for food equipment. 1.4 A work schedule and workflow plan is designed for the relevant section of kitchen to maximize teamwork and efficiency.
2. Organize production of bulk cooking menus	2.1 Operation and service of orders are organized for the relevant section of the kitchen to enable smooth workflow and to minimize delays. 2.2 The sequence of dishes is controlled to enable smooth workflow and minimize delays. 2.3 Quality control is exercised in all stages of preparation with focus on design, eye appeal and portion size. 2.4 Appropriate receiving, storing and cleaning procedures are established and correctly followed.
3. Select systems for bulk cooking	3.1 Appropriate <b><i>food production systems</i></b> are selected for bulk cooking according to relevant <b><i>factors</i></b> . 3.2 <b><i>Appropriate equipment</i></b> is identified to assist production and cooking operations.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
4. Use preparation and cooking techniques appropriate to the bulk cooking system	4.1 Menu items, which are compatible with the type of system chosen, are selected. 4.2 <b>Specialty recipes</b> are prepared and served taking into account the type of food service system. 4.3 Food is prepared using methods which take into account the effects of different methods of preparation on nutrition quality and structure. 4.4 Systems and equipment are safely and hygienically used.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this may be applied in different workplaces, sectors and circumstances.

The selection of food production systems refers to the selection of systems already installed in an enterprise.

<b>VARIABLE</b>	<b>RANGE</b>
1. Food production system	May include but not limited to: 1.1 Fresh cook 1.2 Cook-chill to five day shelf life 1.3 Cook-chill - extended life 1.4 Cook-freeze
2. Factors affecting selection of food production systems	May include but not limited to: 2.1 Type of food to be prepared 2.2 Quantity of food 2.3 Timeframe 2.4 Customer requirements 2.5 Menu type 2.6 Enterprise practices
3. Appropriate equipment to assist cooking operations	May include but not limited to: 3.1 Receiving 3.2 Storage 3.3 Preparation 3.4 Cooking 3.5 Post cooking storing 3.6 Re-thermalization where applicable 3.7 Serving
4. Specialty recipes	May include but not limited to: 4.1 recipes that are uniquely prepared by the establishment 4.2 food that is popular in the establishment

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to produce bulk food and maintain quality outcomes.</li> <li>1.2 Demonstrated ability to prepare mise en place according to established standard procedures.</li> <li>1.3 Applied safe work practices in relation to manual handling use of equipment and heated surfaces.</li> <li>1.4 Demonstrated skills in designing work schedules and workflow plan to maximize teamwork and efficiency.</li> <li>1.5 Demonstrated ability to accurately calculate and determine quantities for bulk cooking.</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Theory               <ul style="list-style-type: none"> <li>2.1.1 Principles of Nutrition</li> <li>2.1.2 Food Safety</li> <li>2.1.3 Quantity Food Production</li> <li>2.1.4 Food Production Systems</li> <li>2.1.5 Principles and practices of hygiene related to food production systems</li> </ul> </li> <li>2.2 Equipment requirements for particular food production systems.</li> <li>2.3 Culinary terms commonly used in the industry related to food production systems.</li> <li>2.4 Relevant legislation concerning occupational health and food safety.</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Organizational skills and teamwork.</li> <li>3.2 Skills in safe work practices, in particular in relation to bending and lifting, using equipment, contact with steam and heated surfaces.</li> <li>3.3 Logical and time efficient workflow.</li> <li>3.4 Purchasing, receiving, storing, holding and issuing procedures in relation to bulk cooking.</li> <li>3.5 Costing, yield testing, portion control in relation to bulk cooking.</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 A fully-equipped operational commercial kitchen (including industry-current equipment) including full coordination of more than one bulk cooking operation.</li> <li>4.2 Use of real ingredients.</li> </ul>

<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Evaluation of reports prepared by the candidate detailing the processes used for an actual bulk cooking operation including key factors for success and lessons to be learned for future operations.</p> <p>5.2 Direct observation of the candidate using bulk cooking equipment.</p> <p>5.3 Sampling of dishes prepared as part of a bulk cooking operation.</p> <p>5.4 Oral or written questions to assess knowledge of commodities, techniques and features of bulk cooking operations to maintain quality, storage, food hygiene.</p> <p>5.5 Case studies to assess ability to create procedures and systems to different bulk cooking situations.</p> <p>5.6 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
<p>6. Context for Assessment</p>	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

**UNIT OF COMPETENCY: PREPARE PATES AND TERRINES**

**UNIT CODE : TRS512348**

**UNIT DESCRIPTOR :** This unit deals with the specialist skills and knowledge, skills, behavior and motivations required to prepare pates and terrines.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Prepare pates and terrines	1.1 A range of <b>pates and terrines</b> are prepared according to standard recipes. 1.2 <b>Appropriate ingredients</b> are selected for production of pates and terrines. 1.3 <b>Lining of moulds</b> for pates and terrines are prepared using suitable ingredients. 1.4 A range of binding agents and processes are used in the preparation of <b>basic forcemeat</b> . 1.6 A range of pastries suitable for pate en crouete are prepared and correctly handled to ensure high quality and attractive presentation. 1.7 <b>Specialized equipment and machinery</b> for making pates and terrines are correctly and safely operated according to manufacturer's instructions.
2. Present pates and terrines	2.1 Pates and terrines are attractively presented for various uses including, but not limited to appetizers, entrees or buffets. 2.1 Pates and terrines are appropriately decorated giving consideration to contemporary tastes, color presentation and eye appeal.
3. Develop new recipes	3.1 Recipes for pates and terrines are developed using a range of suitable products giving consideration to tastes and presentation. 3.2 New recipes for pates and terrines are tested for taste, yield and customer acceptance.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this may be applied in different workplaces, sectors and circumstances

Pates and terrines refer to any edible food that has been ground or pureed to a paste and set and/or baked in a container or mould. They can be made from a range of ingredients including meats, poultry, game, seafood, fruits and vegetables. Terrines are generally of a coarser consistency than pates and are baked in a pot (a terrine) after which they are named. Pates en croute are pates or terrines that have been baked in a pastry casing.

A variety of pates and terrines must be made. They can either be classical or modern, and varying in ethnic and cultural origins. A variety of new recipes for pates and terrines must also be produced.

VARIABLE	RANGE
1. Pates and terrines	May include but not limited to spreadable pastes made from <ul style="list-style-type: none"> <li>1.1 meat</li> <li>1.2 vegetables</li> <li>1.3 fish</li> <li>1.4 fruits</li> </ul>
2. Appropriate ingredients for making pates, pâtés en croute and terrines	May include but not limited to: <ul style="list-style-type: none"> <li>2.1 Dairy foods</li> <li>2.2 Vegetables</li> <li>2.3 Offal, livers</li> <li>2.4 Poultry</li> <li>2.5 Game</li> <li>2.6 Veal, ham and port</li> <li>2.7 Fish and shellfish</li> <li>2.8 Filipino native game,</li> <li>2.9 Fruits and fruit products</li> </ul>
3. Appropriate ingredients for lining moulds	May include but not limited to: <ul style="list-style-type: none"> <li>3.1 Pork fat</li> <li>3.2 Pork caul</li> <li>3.3 Vegetables</li> <li>3.4 Pastry</li> <li>3.5 Skins</li> </ul>

4. Basic forcemeat	<p>May include but not limited to:</p> <p>4.1 stuffing</p> <p>4.2 mixtures of raw or cooked ingredients, chopped or minced or ground, used to stuff eggs, fish, poultry, game, meat vegetables or pasta.</p> <p>4.3 three main types of forcemeat are</p> <ul style="list-style-type: none"> <li>• those made with meat, game or poultry</li> <li>• those made with fish,</li> <li>• those made with vegetables.</li> </ul>
5. Equipment for making pates and terrines	<p>May include but not limited to:</p> <p>5.1 Bowl cutters or food processors</p> <p>5.2 Food mills and blenders</p> <p>5.3 Mincers</p>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Explained and described in detail the different products commodities suitable for pates and terrines.</li> <li>1.2 Demonstrated expertise in preparing pates and terrines to meet enterprise standards.</li> <li>1.3 Demonstrated skills in presenting pates and terrines professionally.</li> <li>1.4 Demonstrated ability in developing new recipes for pates and terrines.</li> <li>1.5 Applied safe and hygienic practices in handling and storing of pates and terrines.</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Ingredients suitable for making pates and terrines and their characteristics.</li> <li>2.2 Outcomes of the various binding agents and processes used in the preparation of pates and terrines.</li> <li>2.3 Culinary terms related to pates and terrines commonly used in the industry.</li> <li>2.4 Principles of nutrition, in particular, the food values of pates and terrines and the effects of cooking on the nutritional value of food.</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Presentation of skills for pates and terrines including pastry decoration, glazing, layering of ingredients, precision cutting and arranging.</li> <li>3.2 Safe work practices, in particular in relation to using chopping and mincing equipment.</li> <li>3.3 Hygiene requirements particularly relating to possible bacterial spoilage in the preparation, storage and service of pate and terrine products.</li> <li>3.4 Logical and time efficient workflow.</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Demonstration of skills in making multiple types of pates and terrines within a fully equipped operational commercial kitchen (including industry-current equipment)</li> <li>4.2 Use of a range of real ingredients suitable for making pates and terrines.</li> <li>4.3 Preparation of pates and terrines within commercially realistic time constraints.</li> </ul>

<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Direct observation of the candidate using techniques to prepare pates and terrines.</p> <p>5.2 Sampling of pates and terrines, cookery techniques, equipment and food hygiene.</p> <p>5.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
<p>5. Context for Assessment</p>	<p>6.1 Assessment may be done in the workplace or in simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

**UNIT OF COMPETENCY: PLAN, PREPARE AND DISPLAY BUFFET**

**UNIT CODE : TRS512349**

**UNIT DESCRIPTOR :** This unit deals with the advanced skills and knowledge required to design, plan, prepare and display a buffet creatively.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Plan and design a buffet	1.1 Total concept, food items and displays are designed as required, in consultation with customers and other relevant personnel. 1.2 Buffets are planned according to the required theme or <b><i>occasion</i></b> , in consultation with customers and other relevant personnel. 1.3 An appropriate range and quantity of food items are selected and organized giving consideration to quality and price according to the enterprise or <b><i>customer requirements</i></b> .
2. Prepare for the buffet	2.1 Appropriate service equipment, service ware and linen are selected to display food and decorations. 2.2 Tables and service points are planned and arranged so they are suitable for buffet display and service according to establishment requirements, occasion and efficient safe customer/staff accessibility. 2.3 Food presentation is prepared or organized with artistic flair and according to establishment standards or customer requirements. 2.4 Appropriate and attractive <b><i>decorations and centerpieces</i></b> are selected and prepared or organized as required. 2.5 All preparations and arrangements for buffet are coordinated to all <b><i>concerned individuals</i></b> .
3. Display food items.	3.1 Food items are displayed with a sense of artistry to create customer appeal. 3.2 Garnishes and accompaniments are used to enhance taste and appeal. 3.3 Buffet service is supervised to ensure that food items are replenished and that the total display remains neat and attractive.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
4. Present buffet in a safe and hygienic manner	<p>4.1 Potential health problems through cross-contamination and food spoilage are identified and appropriate preventive measures are taken to eliminate these risks.</p> <p>4.2 Food on display is kept at temperature levels as prescribed by legislation.</p>

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this may be applied in different workplaces, sectors and circumstances.

Buffets may be associated with various occasions and situations. They may be indoors or outdoors.

VARIABLE	RANGE
1. Various occasions	May include but not limited to: 1.1 Functions 1.2 Parties 1.3 Special celebrations 1.4 Breakfast 1.5 Lunch 1.6 Dinner
2. Customer requirements	May include but not limited to: 2.1 Selection of appropriate food and food items 2.2 Table arrangements 2.3 Service equipment 2.4 Linen 2.5 Decorations 2.6 Candles and lighting 2.7 Centerpieces
3. Decorations and centerpieces	May include but not limited to: 3.1 Fruits 3.2 Vegetables 3.3 Flowers and plants 3.4 Salt 3.5 Ice 3.6 Bread 3.7 Chocolate 3.8 Sugar 3.9 Decorated cakes and display cakes 3.10 Margarine
4. Concerned individuals	May include but not limited to: 4.1 Customers/Client or Organizer 4.2 Supervisors and managers 4.3 Display artists and decoration wholesalers 4.4 Interior designers and decorators 4.5 Other cooks and chefs 4.6 Service staff

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Demonstrated skills to plan and design the total concept of a buffet.</li> <li>1.2 Demonstrated the ability to organize and plan buffet arrangements including efficient workflow, service and physical layout.</li> <li>1.3 Demonstrated ability to coordinate details of the buffet arrangements to all concerned parties.</li> <li>1.4 Demonstrated skillfulness in food presentation and garnishing.</li> <li>1.5 Observed and applied safe and hygienic practices in food preparation, service and storage of food.</li> </ol>
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> <li>2.1 The design processes for buffets including: <ul style="list-style-type: none"> <li>▪ Balance of dish types</li> <li>▪ Nutritional considerations</li> <li>▪ Color and style</li> <li>▪ Appropriateness of food items for buffets</li> <li>▪ Operational constraints.</li> <li>▪ Costing issue</li> </ul> </li> <li>2.2 Legislation on food safety related to service of food for buffet.</li> </ol>
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> <li>3.1 Artistic skills and creativity relating to design and presentation of buffets.</li> <li>3.2 Techniques for the attractive presentation and display of food, centerpieces and decorations.</li> <li>3.3 Principles and practices of hygiene, particularly related to issues surrounding buffet service.</li> <li>3.4 Logical and time efficient workflow.</li> <li>3.5 Waste minimization techniques and environmental considerations.</li> </ol>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> <li>4.1 Fully equipped kitchen</li> <li>4.2 Ingredients in the preparation of the pates, terrines and forced meats</li> <li>4.3 Utensils and kitchen tools to prepare the products</li> <li>4.4 Project or work activities that allow the candidate to plan and coordinate the actual operation of a buffet.</li> </ol>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>5.1 Evaluation of a buffet (content and presentation) planned and coordinated by the candidate.</li> <li>5.2 Oral or written questions to assess knowledge of buffet design issues and options.</li> <li>5.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ol>

6. Context for Assessment	6.1 Assessment may be done in the workplace or in simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center
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**UNIT OF COMPETENCY: SELECT, PREPARE AND SERVE SPECIALIZED FOOD ITEMS**

**UNIT CODE : TRS512350**

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required to plan, prepare and present food items at an advanced and specialized level, using a variety of non-standard food items and the related specialized techniques. It covers the preparation and service of specialty cuisines as part of a general menu as well those offered by enterprises which specialize in particular menu items.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Select specialized food items	1.1 Suitable suppliers of <b><i>specialized food items</i></b> are sourced as required. 1.2 Suppliers are selected taking into consideration the quality and price of products and enterprise requirements. 1.3 Appropriate purchasing and storage procedures are practiced to minimize wastage.
2. Plan menus and/or promotional strategies	2.1 Specialized menus and menu items are planned to meet enterprise and customer requirements and appropriate balance or integration with other items is achieved. 2.2 Menus or <b><i>promotional strategies</i></b> are developed to incorporate or focus on specialized food items. 2.2 Menu items are priced to achieve satisfactory profit levels and satisfy enterprise requirements. 2.3 Seasonal availability is taken into account when developing menus and promotional strategies. 2.4 New menu items or dishes are created using specialized foods and taking into consideration the characteristics of varieties of food items, eating characteristics and taste.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Prepare and present (dishes using) specialized food items	3.1 Specialized food items are <b><i>prepared</i></b> ensuring appropriate flavor combinations, aesthetic characteristics and taste. 3.2 Dishes are cooked in a variety of styles as required by the menu, enterprise, customer preferences. 3.3 Food items are appropriately presented to maximize appeal. 3.4 Foods are preserved where appropriate, using suitable techniques.
4. Implement hygienic and safe practices	4.1 Potential hygiene and safety problems are identified and appropriate <b><i>preventative measures</i></b> are taken to eliminate risk in the preparation of specialized food items. 4.2 Specialized food items are stored hygienically and correctly.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this may be applied in different workplaces, sectors and circumstances.

VARIABLE	RANGE
1. Specialized food items	May include but not limited to: <ul style="list-style-type: none"> <li>1.1 Meats, poultry, and game other than lamb, beef, pork and chicken.</li> <li>1.2 Offal and specialist meat products</li> <li>1.3 Unusual fish, shellfish and other foods from sea or fresh water.</li> <li>1.4 Aromatics, flavorings, spices and herbs.</li> <li>1.5 Seeds and nuts</li> <li>1.6 Fungi</li> <li>1.7 Preserves, condiments and accompaniments</li> <li>1.8 Commodities from ethnic cuisines and cultural tradition such as Mexican, Asian, Middle East</li> <li>1.9 Fruits, vegetables, flowers and salad items</li> <li>1.10 Aquatic plants such as seaweeds</li> <li>1.11 Specialist cheeses and dairy products</li> <li>1.12 Bush foods and native Philippine ingredients</li> <li>1.13 Specialist cakes, pastries, bread, desserts, preserves and sweets</li> </ul>
2. Promotional Strategies	May include but not limited to: <ul style="list-style-type: none"> <li>2.1 Menus</li> <li>2.2 "specials" lists</li> <li>2.3 blackboards</li> <li>2.4 fliers and pamphlets</li> <li>2.2 media releases</li> </ul>
3. Specialized preparation and cooking	May include but not limited to: <ul style="list-style-type: none"> <li>3.1 Marinating, coating</li> <li>3.2 Tenderizing</li> <li>3.3 Hanging of meat, poultry and game</li> <li>3.4 Preserving: Drying, salting, pickling, smoking (hot and cold)</li> <li>3.5 Techniques such as cooking on salt, using special ovens and cooking utensils</li> <li>3.6 Earth oven cooking</li> </ul>

VARIABLE	RANGE
4. Preventative measures	May include but not limited to: <ul style="list-style-type: none"> <li data-bbox="773 321 1438 390">4.1 Identifying and discarding poisonous or non-edible parts of food items.</li> <li data-bbox="773 390 1438 459">4.2 Safe handling of food items with potential for injury, such as spines and thorns</li> <li data-bbox="773 459 1479 529">4.3 Using particular cooking techniques to maximize quality and appeal</li> <li data-bbox="773 529 1479 592">4.4 Safe and hygienic operation of food preparation equipment.</li> </ul>

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability in selecting appropriate cooking methods to specialized food products-</li> <li>1.2 Demonstrated ability to plan specialized menu and menu items.</li> <li>1.3 Demonstrated skills in preparing and presenting specialized food items.</li> </ul>
2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1 Menu Planning</li> <li>2.2 Specialized food items</li> <li>2.3 Purchasing</li> <li>2.4 Preparing, cooking and storing specialized food items.</li> <li>2.5 Culinary terms used to describe specialized items and equipment.</li> <li>2.6 History and significance of specialized food items.</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Advanced and/or specialized preparation and cooking techniques.</li> <li>3.2 Purchasing and storage of specialist food items.</li> </ul>
4. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Demonstration of skills within a suitably equipped food preparation area (i.e. environment suited to the item in question).</li> <li>4.2 Use of a variety of specialized food items.</li> <li>4.3 Preparation of specialized menu items within typical workplace time constraints.</li> </ul>
5. Method of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Direct observation of the candidate preparing specialized food items.</li> <li>5.2 Case studies to assess ability to suggest and prepare specialized food in response to particular needs.</li> <li>5.3 Sampling of food items prepared by the candidate.</li> <li>5.4 Written or oral questions to test knowledge of specialized food items.</li> <li>5.5 Review of portfolios of evidence and third party workplace report of on-the-job performance by the candidate.</li> </ul>
6. Context for Assessment	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>6.2 Assessment activities are carried out through TESDA's accredited assessment center</li> </ul>

**UNIT OF COMPETENCY: SELECT, PREPARE AND SERVE SPECIALTY CUISINES**

**UNIT CODE : TRS512351**

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required in the preparation and service of a range of specialized items offered by enterprises which specialize in particular cuisine style.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Plan specialized cuisine	1.1 Authentic menus and menu items are planned for a <b><i>specialized cuisine</i></b> to meet enterprise and customer requirements. 1.2 Seasonality and general availability of ingredients are taken into account when developing menus and choosing menu items. 1.4 Menu items are priced to achieved satisfactory profit levels and satisfy enterprise requirements. 1.5 Menus and promotional materials are developed to focus on menu items within a specialized cuisine. 1.6 <b><i>Décor and setting</i></b> are planned according to specialized cuisine, cultural considerations and enterprise focus. 1.7 Price menu items to achieve satisfactory profit levels and satisfy enterprise requirements. 1.8 Develop menus or promotional materials to focus on menu items within a specialized cuisine. 1.9 Plan décor and setting according to specialized cuisine, cultural considerations and enterprise focus.
2. Select and purchase food for menu items.	2.1 Select menu items which are appropriate to the cuisine styles, taking into consideration quality, price, seasonal availability and enterprise requirements. 2.2 Source suitable suppliers of standard and specialized food items required. 2.3 Select suppliers according to quality, price and enterprise requirements. 2.4 Minimize wastage through appropriate

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
	purchase and storage, taking into account any special requirements.
3. Select and use equipment and techniques for preparation, cooking and service	3.1 Identify and use <b>specialized utensils</b> , and cooking equipment to produce authentic menu items. 3.2 Use appropriate presentation methods and utensils, according to the style and requirements of the cuisine. 3.3 Set and decorate tables according to cuisine and enterprise requirements.
4. Prepare, cook and serve a range of menu items	4.1 <b>Prepare</b> and cook a range of authentic menu items, typical of a specialized cuisine, using preparation, cookery and service techniques in keeping with the cuisine styles. 4.2 Observe steps, <b>cultural requirements and major issues</b> in the preparation, cooking and service or specialized cuisines. 4.3 Prepare appropriate <b>accompaniments</b> and garnishes required for specific menu items. 4.4 Serve menu items in correct sequence, using appropriate accompaniments and garnishes.
5. Implement safe and hygienic practices	5.1 Identify potential hygiene and safety problems and take appropriate preventative measures to eliminate risks in producing specialized cuisines. 5.2 Store foods correctly according to health regulations.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this may be applied in different workplaces, sectors and circumstances.

Depending on the enterprise or the context, a range of authentic menu items must be produced within a cuisine style, covering various categories of food such as snacks, appetizers, main courses, palate fresheners, desserts and drinks.

VARIABLE	RANGE
1. Specialized cuisine	May include but not limited to: <ul style="list-style-type: none"> <li>1.1 Specialty or ethnic</li> <li>1.2 Classical</li> <li>1.3 Contemporary</li> <li>1.4 National or regional</li> <li>1.5 Vegetarian cuisines</li> </ul>
2. Décor and setting	May include but not limited to: <ul style="list-style-type: none"> <li>2.1 Furnishings and fittings</li> <li>2.2 Color schemes</li> <li>2.3 Lighting</li> <li>2.4 Decorations</li> <li>2.5 Live or music</li> <li>2.6 Display of artworks</li> </ul>
3. Specialized utensils	May include but not limited to: <ul style="list-style-type: none"> <li>3.1 Utensils for preparation, cooking, presentation, service and eating.</li> <li>3.2 Ovens such as tandoors, wood-fired, earth</li> <li>3.3 Smoking equipment</li> <li>3.4 Finger bowls</li> <li>3.5 Napkins</li> </ul>
4. Preparation methods	May include but not limited to: <ul style="list-style-type: none"> <li>4.1 Marinades and marinating</li> <li>4.2 Combinations of spices and other ingredients, providing authentic flavorings, colors and textures.</li> <li>4.3 Hanging and dressing of meat, poultry and game</li> <li>4.4 Preserving eg. Drying, salting, pickling, smoking</li> <li>4.5 Techniques such as cooking in salt, leaves paper and bark.</li> </ul>

VARIABLE	RANGE
6. Cultural requirements and major issues	May include but not limited to: 6.1 Prohibitions, sanctions and requirements related to food items including food types, combinations, origins, handling, preparation cooking and serving. 6.2 Consideration of required rituals related to slaughter and preparation. 6.3 Cultural considerations such as combinations of foods, serving sequence, choices. 6.4 Required temperatures for different food items. 6.5 Table height, orientation and seating. 6.6 Table decorations and setting 6.7 Special feast, national and other celebrator days.
7. Appropriate accompaniments	May include but not limited to: 7.1 Sauces and dressings 7.2 Condiments 7.3 Breads 7.4 Drinks 7.5 Staples such as rice, couscous, noodles

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to prepare and present a variety of menu items within a specialized cuisine.</li> <li>1.2 Detailed understanding of the cultural dimensions of a specialized cuisine.</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Cultural and historical background to the relevant cuisines including traditional settings, festivals, ingredients, regional variations, religious and cultural customs, traditions and sanctions.</li> <li>2.2 The effects of methods of preparation and cooking on the flavor and appearance of menu items in a specialized cuisine.</li> <li>2.3 Culinary terms used to describe specialized menu items and equipment.</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Advanced preparation and cooking techniques used in specialized cuisine.</li> <li>3.2 Principles and practices of hygiene.</li> <li>3.3 Safe work practices.</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Use of a wide range of suitable ingredients for making a variety of menu items within a specialized cuisine.</li> <li>4.2 Demonstration of skills within a fully equipped operational commercial kitchen (including industry-current and any specialized equipment) and on more than one occasion.</li> <li>4.3 Industry-realistic ratios of kitchen staff to customers.</li> <li>4.4 Preparation of menu items for customers within typical workplace time constraints.</li> </ul>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Direct observation of the candidate preparing and cooking food items for a specialized cuisine.</li> <li>5.2 Sampling of food items prepared by the candidate.</li> <li>5.3 Case studies to plan and prepare items from a specialized cuisine to meet particular needs.</li> <li>5.4 Written or oral questions to test knowledge of menu items in a specialized cuisine.</li> <li>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>

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

**UNIT CODE : TRS512352**

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required to establish and monitor the costs involved in operating a food service operation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Establish and maintain purchasing and ordering system	1.1 Appropriate basic systems for purchasing and ordering are established and implemented to maximize quality and minimize costs and wastage. 1.2 Systems for storing food items are established and maintained to avoid deterioration, wastage, theft and spoilage. 1.3 Stock records are systematically and regularly updated following established standard operational procedures.
2. Establish and maintain a financial control system	2.1 Departmental and operational income statements are prepared as per established standard operational procedures. 2.2 Budget forecasts are determined within defined fiscal periods and any variations are adequately explained. 2.3 Financial records updated and effectively utilized.
3. Maintain a production control system	3.1 Food control and production schedules are developed and maintained to maximize efficiency and minimize waste. 3.2 Work flows and staff rostering is designed to minimize unit labor cost. 3.3 Daily sales are accurately monitored to make timely adjustments to menus to reflect customer preferences.
4. Select and utilize technology	4.1 <b><i>Appropriate computer systems</i></b> and business machines are selected and utilized for ease and efficiency. 4.2 <b><i>Appropriately software</i></b> is selected according to the needs of the establishment.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this may be applied in different workplaces, sectors and circumstances.

Control systems may be computerized or manual and may cover stock control, on-line purchasing, income and expenditure and summary reports of usage.

<b>VARIABLE</b>	<b>RANGE</b>
1. Appropriate computer systems and business machines	May include but not limited to:: 1.1 Point of sale systems such as cash registers. 1.2 Integrated computer-based systems 1.3 Calculators 1.4 Fax machines
2. Appropriate software	May include but not limited to:: 2.1 Spreadsheets 2.2 Accounting 2.3 Database 2.4 Financial planning and tracking 2.5 Stock control 2.6 Rostering 2.7 Scheduling and production

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to develop and maintain an efficient cost control and monitoring system within a commercial cookery environment.</li> <li>1.2 Demonstrated knowledge of financial systems relevant to kitchen operations.</li> <li>1.3 Demonstrated ability to set up a food production system linked to cost and revenue control systems and targets.</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 The role of the kitchen as a profit center within an overall business.</li> <li>2.2 Inventory and stock control systems used in commercial kitchens.</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Typical record keeping and accounting systems used in commercial kitchens, their features and benefits.</li> <li>3.2 Purchasing, receiving, storing, holding and issuing procedures.</li> <li>3.3 Costing, yield testing, portion control</li> <li>3.4 Organizational skills and teamwork.</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities conducted over a period of time that allows the candidate to establish and maintain systems for a nominated commercial cookery or catering workplace.</li> </ul>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Review of food production, cost and revenue control systems established and monitored by the candidate.</li> <li>5.2 Oral or written questions about typical systems and their benefits.</li> <li>5.3 Written and oral questions to test knowledge of food, cost and revenue control systems and options.</li> <li>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> <li>5.5 Case studies to assess ability to establish systems for different workplace needs.</li> </ul>
<p>6. Context for Assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>6.2 Assessment activities are carried out through TESDA's accredited assessment center</li> </ul>

**UNIT OF COMPETENCY: ESTABLISH AND MAINTAIN QUALITY CONTROL**

**UNIT CODE : TRS512353**

**UNIT DESCRIPTOR :** This unit deals with the knowledge and skills required to ensure that high standards of food quality are established and maintained in a commercial kitchen environment. These tasks are generally undertaken by a qualified cook or chef who also has some supervisory responsibilities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Establish and implement procedures for quality control	1.1 Appropriate procedures are applied to ensure the quality of menu items with regard to: <ul style="list-style-type: none"> <li>▪ Raw materials</li> <li>▪ Cooking processes</li> <li>▪ Portion control</li> <li>▪ Presentation</li> </ul> 1.2 Products and services are ensured consistent with enterprise requirements. 1.3 Food items are ensured to match menu descriptions.
2. Monitor and solve quality related problems	2.1 <b>Procedures</b> are applied to monitor quality including: <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Formal audits and reviews</li> <li>▪ Tasting</li> <li>▪ Seeking feedback</li> </ul> 2.2 Problems related to quality control of food are identified and solved according to established standard operating procedures.

## RANGE OF VARIABLES

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. The following explanations identify how this may be applied in different workplaces, sectors and circumstances.

Quality procedures may be manual or computer-based.

Quality data may be collected over different time-frames, according to enterprise requirements and practice.

<b>VARIABLE</b>	<b>RANGE</b>
1. Quality procedures	May include but not limited to: 1.1 Formal audits against enterprise quality standards and requirements. 1.2 Feedback from colleagues and customers 1.3 Reviews of costs and revenues
2. Types of quality procedures	May include but not limited to: 2.1 Manual 2.2 Computer-based
3. Quality data	3.1 Enterprise requirements 3.2 practice

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated ability to establish, implement and maintain quality control systems in a commercial kitchen.</p> <p>1.2 Demonstrated knowledge of quality systems and options suitable for a commercial cookery or catering enterprise.</p>
<p>2. Underpinning Knowledge</p>	<p>2.1 The role of quality control in the kitchen and its link to overall business performance and profitability.</p> <p>2.2 Features and benefits of different quality control mechanisms used in commercial kitchens.</p> <p>2.3 Key areas for monitoring quality.</p>
<p>3. Underpinning skills</p>	<p>3.1 Quality control systems</p> <p>3.1.1 ISO 9001</p> <p>3.1.2 ISO 14001</p> <p>3.1.3 HACCP</p> <p>3.1.4 5S</p>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <p>4.1 Access to a commercial cookery or catering work environment.</p> <p>4.2 Project or work activities that are conducted over a period of time and which allow the candidate to establish and implement quality control systems within a real work environment.</p>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Review of documentation related to quality systems, including policies and procedures, audit summaries and reports prepared by the candidate.</p> <p>5.2 Evaluation of food quality in a work environment where the candidate is responsible for quality control.</p> <p>5.3 Written or oral questions about chosen systems and reasoning.</p> <p>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
<p>6. Context for Assessment</p>	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

**UNIT OF COMPETENCY: APPLY COOK-CHILL-FREEZE PRODUCTION PROCESSES**

**UNIT CODE : TRS512354**

**UNIT DESCRIPTOR :** This unit applies to the planned process of food preparation, cooking, chilling, freezing, storage, thawing and re-thermalization of food by to ensure microbiological safety and palatability.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Ensure goods received conform to the appropriate food hygiene and health standards	1.1 Delivered goods are checked to ensure correct quantities, acceptable use-by dates and temperature. 1.2 Temperature check results are recorded according to enterprise procedures. 1.3 Stock is moved quickly to freezer storage, ensuring that freezer doors are not left open for extended periods of time. 1.4 Freezer temperatures are checked and recorded daily, according to enterprise procedures. 1.5 Breaches of established enterprise standards and procedures concerning receipt of goods, temperature checks, and stock quality are reported following required enterprise procedures. 1.6 Stock is rotated on a “first in-first out” basis to ensure consumption by use-by dates and avoid wastage.
2. Prepare and cook food to meet industry safety standards	2.1 Raw food and ingredients are checked for potential deterioration prior to preparation. 2.2 <b>Food</b> is cooked to specified internal temperatures. 2.3 Microbiological and chemical changes are kept within safe tolerances. 2.4 Quality of food is maintained at the optimum level in terms of taste and appearance. 2.5 Food is portioned and packaged following required procedures and using correct containers for freezing where necessary.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Chill cooked food	3.1 Time and temperature standards are met for blast and water-bath chilling. 3.2 Food quality is maintained throughout the chilling process.
4. Freeze cooked food	4.1 Food is frozen in accordance with appropriate food safety standards. 4.2 Food is frozen in batches, in accordance with enterprise procedures, allowing each freezing cycle to be completed.
5. Store cooked food under refrigeration	5.1 Time and temperature standards are met for storage. 5.2 Spoilage is minimized. 5.3 Appropriate containers are selected for storage. 5.4 Correct and clear labeling is ensured. 5.5 Place food items in appropriate storage once the cook-chill or freezing cycle is complete. 5.6 Correct storage temperatures are maintained. 5.7 Storage temperatures are monitored and recorded accurately.
6. Distribute cook-chill/frozen products	6.1 Where necessary, food from production kitchen to outlets is transported by refrigerated or insulated containers. 6.2 Safe handling of food is maintained throughout the distribution cycle. 6.3 Temperature levels are checked and recorded at dispatch and receiving.
7. Prepare frozen food for reheating	7.1 Required food item is removed from the freezer and <b><i>appropriate methods for thawing</i></b> are used in accordance with enterprise procedures and food safety requirements. 7.2 Trays are spaced to permit air circulation. 7.3 Product is thawed to 0-4°C within 24 hours. 7.4 Food is safely transported to the point of production and service, maintaining correct temperatures.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
8. Re-thermalize (reheat) food products	8.1 Oven is pre-heated to required temperature in accordance with enterprise procedures and food safety standards. 8.2 Food product is appropriately prepared for reheating. 8.3 Re-heating containers are spaced to allow air flow. 8.4 <b><i>Rethermalization</i></b> or <b><i>re-heating procedures</i></b> are followed in accordance with manufacturer's recommendations, oven type, loading procedures and other established procedures of the enterprise. 8.5 Product temperature is checked and recorded in accordance with enterprise procedures. 8.6 Thermometers are cleaned between temperature checks of each food item. 8.7 Fully frozen food is reheated where required in emergencies, in accordance with enterprise procedures and food safety standards.
9. Maintain and serve re-heated food	9.1 Re-heated food is safely transferred to heated bain-marie. 9.2 Food temperature is maintained at 70°C. 9.3 Warm holdings are minimized. 9.4 Portion control and serving procedures of the enterprise are followed. 9.5 Food items are served or delivered at temperatures which comply with food safety standards, enterprise policy and client preferences.

## RANGE OF VARIABLES

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

This unit applies to the food production by cook-chill-freeze methods either in an enterprise workplace or in a centralized production kitchen.

Hazard Analysis and Critical Control Points (HACCP) is a food safety program which is commonly used in the food and hospitality industry to ensure food and production methods are safe and hygienic and comply with food regulations and legislation. The system identifies particular high-risk points which need to be covered by clear policies, procedures and quality checks. It is a requirement in most LGU's that all enterprises where food is either produced or served, have in place a food safety plan, which is usually based on HACCP but may also may be based on another system.

VARIABLE	SCOPE
1. Food	May include but not limited to: 1.1 Bulk foods 1.2 Plated meals 1.3 Sous-vide products 1.4 Meals-on-wheels 1.5 Take-away meals
2. Appropriate methods for thawing	May include but not limited to: 2.1 Use of chillers 2.2 Use of cool rooms 2.3 Use of refrigerators
3. Re-thermalization	May include but not limited to: 3.1 Low heat convection 3.2 Infra-red radiation 3.3 Microwave 3.4 Water bath 3.5 Kettle 3.6 Combination convection ovens
4. Re-heating procedures	May include but not limited to: 4.1 Low heat convection 4.2 Infra-red radiation 4.3 Microwave 4.4 Water bath 4.5 Kettle 4.6 Combination convection ovens

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated observance of Hazard Analysis and Critical Control Points (HACCP) or other food safety program requirements during the entire cook-chill-freeze cycle.</li> <li>1.2 Demonstrated ability to operate cook-chill-freeze system and equipment.</li> <li>1.3 Demonstrated ability to produce, package, store, rethermalize and serve food items prepared.</li> <li>1.4 Demonstrated knowledge of occupational health and safety and food hygiene regulations.</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Temperature specifications for the maintenance of food safety and quality in the cook-chill-freeze process.</li> <li>2.2 Freezing and storage requirements in specific relation to cook-chill-freeze.</li> <li>2.3 Health and safety, food safety and hygiene requirements of particular relevance to cook-chill-freeze.</li> <li>2.4 HACCP principles.</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Principles and methods of cookery, including preparation and cooking techniques for all major food groups.</li> <li>3.2 Conducting temperature checks and recording data.</li> <li>3.3 Features of cook-chill-freeze systems and procedures for using cook-chill-freeze equipment.</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Demonstration of skills using suitable cook-chill-freeze equipment and real food items.</li> <li>4.2 Production of a multiple cook-chill-freeze food items to meet differing needs.</li> <li>4.3 Preparation of cook-chill-freeze food items within typical work time constraints.</li> </ul>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Direct observation of the candidate using cook-chill-freeze equipment.</li> <li>5.2 Sampling of cook-chill-freeze items prepared by the candidate.</li> <li>5.3 Written or oral questions to test knowledge of suitable items for cook-chill-freeze systems, hygiene issues related to cook-chill-freeze systems and specifications and procedures for cook-chill-freeze.</li> <li>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>

6. Context for Assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center
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## SECTION 3 TRAINING STANDARDS

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

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

### 3.1 CURRICULUM DESIGN

**Course Title: COMMERCIAL COOKING**

**NC Level: III**

**Nominal Training Duration:**     **20 Hrs. (Basic)**  
                                                   **24 Hrs. (Common)**  
                                                   **200 Hrs. (Core)**

**Course Description:**

This course is designed to enhance the knowledge, skills and attitude in cooking in accordance with industry standards. It covers the basic, common and core competencies needed in supervising a small team of cooks, to include planning and preparing foods such as specialized food items, specialty cuisines and quantity foods. It also includes competencies on leading workplace communication and small teams, controlling and ordering stock, and establishing business relationships.

### 3.1 CURRICULUM DESIGN

#### BASIC COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Lead workplace communication	1.1 Communicate information about workplace processes. 1.2 Lead workplace discussions. 1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Role Play</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interviews</li> </ul>
2. Lead small teams	2.1 Provide team leadership. 2.2 Assign responsibilities among members. 2.3 Set performance expectation for team members. 2.4 Supervise team performance	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Self-paced (modular)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Case studies</li> </ul>

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
3. Develop and practice negotiation skills	3.1 Identify relevant information in planning negotiations 3.2 Participate in negotiations 3.3 Document areas for agreement	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul>
4. Solve workplace problem related to work activities	4.1 Explain the analytical techniques. 4.2 Identify the problem. 4.3 Determine the possible cause/s of the problem.	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul>
5. Use mathematical concepts and techniques	5.1 Identify mathematical tools and techniques to solve problem 5.2 Apply mathematical procedures/solution 5.3 Analyze results	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul>
6. Use relevant technologies	6.1 Identify appropriate technology 6.2 Apply relevant technology 6.3 Maintain/enhance relevant technology	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul>

## COMMON COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Roster staff	1.1 Develop and implement staff rosters 1.2 Maintain staff records	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Written test</li> </ul>
2. Control and order stock	2.1 Maintain stock levels and records 2.2 Process stock orders 2.3 Minimize stock losses 2.4 Follow-up orders 2.5 Organize and administer stocks	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Review of documents</li> </ul>
3. Train small groups	3.1 Prepare for training 3.2 Deliver training 3.3 Provide opportunities for practices 3.4 Review training	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>▪ Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral Questioning</li> <li>• Review of documents</li> <li>• Direct observation</li> </ul>
4. Establish and conduct business relationships	4.1 Establish and conduct business relationships 4.2 Conduct negotiations 4.3 Make formal business agreements 4.4 Foster and maintain business relationships	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral Questioning</li> <li>• Review of documents</li> <li>• Direct observation</li> <li>• Case studies</li> </ul>

## CORE COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Plan and prepare food for ala carte and buffets	1.1 Plan ala carte and buffet items 1.2 Prepare, produce and present foods for ala carte and buffets 1.3 Store ala carte and buffet items	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
2. Plan and control menu-based catering	2.1 Plan and prepare menus 2.2 Control menu-based catering 2.3 Practice portion control	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
3. Organize bulk cooking operations	3.1 Plan kitchen operations for bulk cooking 3.2 Organize production of bulk cooking menus 3.3 Select systems for bulk cooking 3.4 Use preparation and cooking techniques appropriate to the bulk cooking system	<ul style="list-style-type: none"> <li>•Lecture/</li> <li>•Discussion</li> <li>•Demonstration</li> <li>•Hands-on</li> <li>•Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>•Written Test</li> <li>•Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>•Observation in Laboratory</li> <li>•Oral Questioning</li> </ul>
4. Prepare pates and terrines	4.1 Prepare pates and terrines 4.2 Present pates and terrines 4.3 Develop new recipes	<ul style="list-style-type: none"> <li>•Lecture/</li> <li>•Discussion</li> <li>•Demonstration</li> <li>•Hands-on</li> <li>•Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>•Written Test</li> <li>•Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>•Observation in Laboratory</li> <li>•Oral Questioning</li> </ul>

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
5. Plan, prepare and display a la carte and buffet	5.1 Plan and design a buffet 5.2 Prepare for the buffet 5.3 Display food items 5.4 Present buffet in a safe and hygienic manner	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
6. Select, prepare and serve specialized food items	6.1 Select specialized food items 6.2 Plan menus and/or promotional strategies 6.3 Prepare and present (dishes using) specialized food items 6.4 Implement hygienic and safe practices	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
7. Select, prepare and serve specialty cuisines	7.1 Plan specialized cuisine 7.2 Select and purchase food for menu items 7.3 Select and use equipment and techniques for preparation, cooking and service 7.4 Prepare, cook and serve a range of menu items 7.5 Implement safe and hygienic practices	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
8. Monitor catering revenue and costs	8.1 Establish and maintain purchasing and ordering system 8.2 Establish and maintain financial control system 8.3 Maintain production control system 8.4 Select and utilize technology	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>
9. Establish and maintain quality control	9.1 Establish and implement procedures for quality control 9.2 Monitor and solve quality related problems	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>• Observation in Laboratory <ul style="list-style-type: none"> <li>• Oral Questioning</li> </ul> </li> </ul>
10. Apply cook-chill-freeze production processes	10.1 Ensure goods received conform to the appropriate food hygiene and health standards 10.2 Prepare and cook food to meet industry safety standards 10.3 Chill cooked food 10.4 Freeze cooked food 10.5 Store cooked food under refrigeration 10.6 Distribute cook-chill/frozen products 10.7 Prepare frozen food for reheating 10.8 Re-thermalize (reheat) food products 10.9 Maintain and serve reheated food	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical Test (i.e Mise-en-place, Work Techniques, Hygiene and Sanitation, Sensory Evaluation, Plating and Presentation, Portion Size)</li> <li>• Observation in Laboratory</li> <li>• Oral Questioning</li> </ul>

## 3.2 TRAINING DELIVERY

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

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

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

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

### 3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students who wish to enter this training should possess the following requirements:

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

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

### 3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

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

QTY	TOOLS	QTY	EQUIPMENT	QTY	COOKING UTENSILS
	<b>Basic cutting knives</b>	1 unit	Reach-in freezer	5 pcs.	Sauce pan w/ handle, 16 cm. diameter x 8 cm. height
5 pcs.	Paring knife	1 unit	Reach-in refrigerator	5 pcs.	Sauce pan w/ handle, 20 cm. diameter x 8 cm. height
3 pcs.	Bread knife	5 units	4 burner gas range w/ oven	5 pcs.	Sauteing pan - small
5 pcs.	Filleting knife	1 unit	Stock pan burner	3 pcs.	Sauteing pan - medium
5 pcs.	Carving knife	1 unit	Deep fat fryer (small/single)	3 pcs.	Sauteing pan - large
3 pcs.	Chef's knife 6"	1 unit	Microwave oven	2 pcs.	Sauteing pan - heavy duty
				4 pcs.	Braising pan - small
3 pcs.	Chef's knife 8"	1 unit	Combination of broiler and griddle - small	2 pcs.	Braising pan - medium
5 pcs.	Boning knife	5 unit	Exhaust hood	2 pcs.	Braising pan - large
3 pcs.	Oysters knife	1 unit	Dish washing machine (optional)	4 pcs,	Stock pots - small
3 pcs.	Cleaver	1 unit	Blender machine	2 pcs.	Stock pots - medium
5 pcs.	Butcher knife	1 unit	Pressure cooker	1 pc.	Stock pot - large

TOOLS		EQUIPMENT		COOKING UTENSILS	
QTY		QTY		QTY	
		1 unit	Meat slicer - small	5 pcs.	Frying pan - small
<b>Hand tools</b>		1 unit	Meat grinder	2 pcs.	Frying pan - medium
1 pc.	Apple corer	1 unit	Meat chopper machine (optional)	1 pc.	Frying pan - large
3 pcs.	Wire whisk - small	1 unit	Salamander, griller	1 pc.	Colander - small
3 pcs.	Wire whisk - medium			1 pc.	Colander - medium
3 pcs.	Wire whisk – heavy duty			5 pcs.	Cutting board
5 pcs.	Can opener	<b>Kitchen Furniture/ Accessories</b>		1 pc.	Fish poacher - medium
3 pcs.	Kitchen scissors	5 units	Preparation table with sink (approx. 45” x 28”)	2 pcs.	Casserole - small
3 pcs.	Soup Ladle 3 oz.	1 unit	Bain Marie - table	2 pcs.	Casserole - medium
3 pcs.	Soup Ladle 6 oz.	1 unit	Working table (fabricated)	2 pcs.	Wok - small
3 pcs.	Soup Ladle 8 oz.	5 unit	Condiment cabinet	2 pcs.	Wok - medium
3 pcs.	Soup Ladle 12 oz.	1 unit	Washing sink	1 pc.	Double boiler - medium
5 pcs.	Kitchen spoon	1 unit	Soak sink	4 pcs.	Paellara
5 pcs.	Kitchen spoon slotted	2 unit	Utility shelving	2 pcs.	Glass rack
3 pcs.	Kitchen fork	5 unit	Stainless steel rack (5 shelves)	1 pc.	Soup cup rack
3 pcs.	Carving fork	1 unit	Steel rack	2 pcs.	Plate rack
3 pcs.	Pocket/pin thermometer	1 unit	Utility cart		
5 pcs.	Peelers	<b>TRAINING EQUIPMENT</b>		10 pcs.	Baking tray - small
5 pcs.	Tenderizer, medium	1 unit	Over head projector	10 pcs.	Utility tray - stainless
5 pcs.	Skimmer, fine	1 unit	Flip chart	2 pcs.	Roasting tray
3 pcs.	Wire Skimmer, small	1 unit	White board	<b>TRAINING MATERIALS</b>	
		<b>CLEANING MATERIALS</b>		25 pcs.	Marker
		4 pcs.	Floor mops	25 pcs.	Pencil
		1 pc.	Mop Squeezer	2 rms	Bond paper

TOOLS		CLEANING MATERIALS		MATERIALS	
QTY		QTY		QTY	
5 pcs.	Skimmers spider	4 pcs.	Broom (tambo)	<b>Meat</b>	
3 pcs.	Strainer, small, fine	2 pcs.	Dust pan		Beef
3 pcs.	Siever	5 pcs.	Garbage bin (4 gals.)		Pork
2 pcs.	Strainer, medium, fine	2 pcs.	Liquid soap dispenser		Lamb
<b>Tongs</b>		2 pcs.	Paper towel dispenser	<b>Poultry</b>	
5 pcs.	8 inches	<b>EQUIPMENT</b>			
3 pcs.	12 inches	<b>SAFETY</b>			Chicken
<b>TOOLS</b>		1 set	First Aid Kit		Duck
5 pcs.	Turner, 3" x 6"	1 pc.	Fire Extinguisher		Turkey
5 pcs.	Spatula				Pigeon, etc.
5 pcs.	Wooden spoon				
5 pcs.	Parisienne spoon			<b>Seafood</b>	
5 pcs.	Zester				Fish
5 pcs.	Piping bag				Shellfish
5 sets	Pastry tubes				Crustacean
3 pcs.	Strainer Chinois - small			<b>Perishables</b>	
3 pcs.	Strainer Chinois - medium				Vegetable
3 pcs.	Funnel - small				Fruits
2 pcs.	Funnel - medium				Dairy products
5 sets	Measuring spoon				Processed foods
5 sets	Measuring cup			<b>Dry Goods (Groceries)</b>	
5 sets	Measuring urn				Sauces
					Spices
					Seasoning
					Canned fruits
					Canned vegetables

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
<b>Miscellaneous</b>				<b>Dry Goods (Groceries)</b>	
1 pc.	Ice cream scoop				Noodles
10 pcs.	Cheese cloth				Pasta
12 pcs.	Serving spoon				Rice
1 pc.	Food mill				Flour
3 pcs.	Weighing scale – 5 kgs.				Sugar
5 pcs.	Weighing scale – 1000 grams				Beans
				<b>TRAINING MATERIALS/ RESOURCES</b>	
					Manuals
					Books
					Video (CD)

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

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

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

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

#### COMMERCIAL COOKING – NC III

#### TRAINER QUALIFICATION I (TQ III)

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

### 3.7 INSTITUTIONAL ASSESSMENT

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

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

- 4.1 To attain the National Qualification of **COMMERCIAL COOKING NC III**, the candidate must demonstrate competence in all the units of competency listed in Section I. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.2 Individuals aspiring to be awarded the qualification of **COMMERCIAL COOKING NC III** must acquire Certificates of Competency in all the following groups/cluster of core units of the Qualification. Candidates may apply for assessment in any accredited assessment center.

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

- 4.2.1.1 Plan and prepare food for ala carte and buffets
- 4.2.1.2 Prepare pates and terrines
- 4.2.1.3 Plan, prepare and display a buffet
- 4.2.1.4 Select, prepare and serve specialized food items
- 4.2.1.5 Select, prepare and serve specialty cuisines
- 4.2.1.6 Establish and maintain quality control

### **4.2.2 Plan and prepare quantity of foods**

- 4.2.2.1 Organize bulk cooking operations
- 4.2.2.2 Plan, prepare and display a buffet
- 4.2.2.3 Establish and maintain quality control
- 4.2.2.4 Apply cook-chill-freeze production processes

### **4.2.3 Plan and cost catering services**

- 4.2.3.1 Plan and control menu-based catering
- 4.2.3.2 Monitor catering revenue and costs

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

- 4.3 After accumulation and submission of all COCs acquired for the relevant units of competency comprising a qualification, an individual shall be issued the corresponding National Certificate.
- 4.4 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.

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

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

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

## DEFINITION OF TERMS

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

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

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