

Republic of Rwanda

WORKFORCE DEVELOPMENT AUTHORITY – WDA



*Ministry of Education
capacity*

Empowering people with employable skills and entrepreneurship

P. O. BOX 2707 KIGALI

Tel: (+250) 255113365

E-mail: info@wda.gov.rw

**HOTCA1001-TVET FOUNDATION CERTIFICATE IN CULINARY ARTS
RTQF LEVEL 1 CURRICULUM**



Kigali, APRIL 2014

ACRONYMS

CCM	Cross cutting modules
CDU	Curriculum Development Unit
HOTCA	Hospitality and Tourism Culinary Arts
ICT	Information Communication Technology
ILO	International Labour Organization
RTQF	Rwanda TVET Qualification Framework
PPE	Personal Protective Equipment
RTQF	Rwanda Technical Qualification Framework
TVET	Technical and Vocational Education and Training
WDA	Workforce Development Authority
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency syndrome
STI	Sexual Transmission Infection
PDA	Personal Digital Assistance
CD	Compact Disc
DVD	Digital Video Disc
ROM	Read Only Memory

ACKNOWLEDGMENTS AND LIST OF PARTICIPANTS TO THE DEVELOPMENT OF THE TRAINING PROGRAMME

Workforce Development Authority in partnership with Swisscontact Rwanda wish to thank the following persons who participated in the development of this training programme.

Coordination

MUHIRE Jean Marie Vianney, Head of Curriculum Development Unit, WDA

MPAMO Aimé, Coordinator TVET Programs and Quality Assurance, Swisscontact Rwanda

Facilitation

Gratien HATEGEKIMANA, curriculum facilitator, WDA

TUMAINI MANIMBI, curriculum facilitator, WDA

Participation

#	Name	Surname	Occupation	Institution
1.	Jean Claude	NDIZEYE	Trainer culinary arts	Mizero VTC
2.	Judith	MUKABADEGE	Trainer culinary arts	Mpanda VTC
3.	Blandine	KAMANYANA	Cook	Centre Diocesain de Pastorale Incuti
4.	Marine	MUKABUNANI	Cook	Centre Diocesain de Pastorale Incuti
5.	Jean Paul	UWIRINGIYIMANA	Cook	Centre Diocesain de Pastorale Incuti
6.	Christine	MUHIMPUNDU	Cook	Peace Guest house
7.	Protais	SIBORUREMA	Cook	Centre Diocesain de Pastorale Incuti
8.	Elodie	MUKAMUSONI	Trainer culinary arts	Nyarugunga VTC

9.	Jean Bosco	NTAKIRUTIMANA	Trainer culinary arts	Mizero VTC
10.	Donatien	NDAYISENGA	Cook	Centre Diocesain de Pastorale Incuti
11.	Justine	KERAZI	Instructor culinary arts	WDA
12.	Beatrice	MUKANDOLI	Cook	Centre d'Accueil S ^t Francois
13.	Claire	GITENGE	Instructor culinary arts	WDA
14.	Kevin	UWIMANA	Trainer culinary arts	Lycee de Ruhango IKIREZI

Table of Contents

ACRONYMS	2
SECTION 1: GENERAL INTRODUCTION	10
CONCEPTS AND DEFINITIONS	12
SECTION 2: QUALIFICATION	14
PURPOSE	15
RATIONALE OF THE QUALIFICATION	15
ENTRY REQUIREMENTS TO THE QUALIFICATION	16
EMPLOYABILITY AND LIFE SKILLS	16
MODULES AND QUALIFICATION RULES	18
SECTION 3: TRAINING PACKAGE	20
COMPETENCES CHART	20
FLOWCHART	22
SECTION 4: ASSESSMENT PRINCIPLES	23
CCM001 OCCUPATION AND LEARNING PROCESS	26
Learning unit 1: Understand oneself as part of a team and respect the rules of the workshop	28
Learning unit 2: Learn about the occupation and the training process	28
Learning unit 3: Reflect upon the teaching and learning methods	30
ASSESSMENT GUIDELINES	30
CCM005 ORAL BASIC ENGLISH	32
Learning unit 1: Initiate English communication	34
Learning unit 2: Maintain the flow of communication in English	34
Learning unit 3: Communicate in English to support workplace activities	35

ASSESSMENT GUIDELINES	36
CCM004 COMPUTER APPLICATIONS	39
Learning Unit 1: Apply computer fundamentals	41
Learning Unit 2: Use a word processing package	44
Learning Unit 3: Use spreadsheet package	46
Learning Unit 4: Use Internet/Intranet (Outlook)	48
ASSESSMENT GUIDELINES	49
CCM107 RUNNING MICROBUSINESS	57
Learning unit 1: Develop entrepreneurial mindset	59
Learning unit 2: Manage finance	60
Learning unit 3: Perform record keeping and budgeting	61
Learning unit 4: Manage a small business	62
Learning unit 5: Prepare a business plan for a micro business	63
ASSESSMENT GUIDELINES	64
CCM107 BASIC WORKPLACE CALCULATIONS	74
Learning unit 1: Apply basic arithmetic operations	75
Learning unit 2: Apply metric system	76
Learning unit 3: Perform basic geometric forms	77
ASSESSMENT GUIDELINES	79
HOTCA101 FOOD HYGIENE AND SAFETY	82
Learning unit 1. Maintain body cleanliness	84
Learning unit 2: Maintain workplace hygiene	85
Learning unit 3. Apply food hygiene and safety preventive measures	87

ASSESSMENT GUIDELINES	90
HOTCA102 MAINTAIN SAFETY AND SECURE WORK ENVIRONMENT	95
Learning unit 1: Sterilize kitchen tools and equipment	97
Learning unit 2: Sanitize the workplace	99
ASSESSMENT GUIDELINES	104
HOTCA103 MISE EN PLACE PREPARATION	107
Learning unit 1: Select kitchen equipment and tools	109
Learning unit 2: Prepare ingredients	111
ASSESSMENT GUIDELINES	112
HOTCA104 APPLYING COOKING METHODS	121
Learning unit 1: Identify cooking methods	123
Learning unit 2: Prepare basic dishes	124
Learning unit 3: Organize the workplace and store tools and equipment	126
ASSESSMENT GUIDELINES	127
HOTCA105 INGREDIENTS STORAGE	132
Learning unit 1: Select ingredients to be stored	134
Learning unit 2: Determine storage	135
Learning unit 3: Store ingredients	136
ASSESSMENT GUIDELINES	138
HOTCA106 FRUITS PREPARATION	146
Learning Unit 1: Select ingredients, tools and equipment	148
Learning Unit 2: Prepare fruits salad	149
Learning Unit 3: Store fruits salad	151

ASSESSMENT GUIDELINES	153
HOTCA107 HOT AND COLD DRINKS	155
Learning Unit 1: Select tools and equipment	157
Learning Unit 2: Cook hot drinks	160
Learning unit 3: Prepare cold drinks	162
ASSESSMENT GUIDELINES	163
HOTCA108 VEGETABLES PREPARATION	176
Learning Unit 1: Select equipment, tool, and ingredients	178
Learning Unit 2: Prepare vegetables	180
Learning unit 3: Cook vegetables	182
Learning Unit 4: Store vegetables	184
ASSESSMENT GUIDELINES	186
HOTCA109 EGG DISHES AND CEREALS	195
Learning Unit 1: Select tools and equipment	198
Learning Unit 2: Prepare raw materials	199
Learning unit 3: Cook and present egg dishes	200
Learning Unit 5: Store eggs and cereals	204
ASSESSMENT GUIDELINES	204
HOTCA110 SALADS PREPARATION	208
Learning Unit 1: Prepare ingredients, tools and equipment	210
Learning Unit 2: Prepare salad dressings or sauces	214
Learning Unit 3: Produce salad	216
Learning Unit 4: perform portioning	218

ASSESSMENT GUIDELINES	220
HOTCA111 STOCKS, SOUPS AND SAUCES PREPARATION	233
Learning unit 1: Prepare tools, equipment and ingredients	235
Learning unit 2: Cook stocks	237
Learning unit 4: Cook sauces	241
HOTCA112 STARCHES AND PASTAS PREPARATION	253
Learning Unit 1: Prepare tools, equipment and ingredients of starches and pastas	255
Learning Unit 2: Cook pasta	257
Learning Unit 3: Cook starch	259
Learning Unit 4: Store pasta and starch dishes	261
HOTCA113 MEAT DISHES PREPARATION	277
Learning unit 1. Prepare tools, equipment and ingredients	279
Learning unit 2. Cook red and white meat	280
Learning unit 3: Store red and white meat	282
ASSESSMENT GUIDELINES	284
HOTCA114 BAKERY AND PASTRY PRODUCTS PREPARATION	299
Learning Unit 1: Select tools and equipment used in bakery and pastry production	301
Learning Unit 2: Perform pastry and bakery products	304
Learning unit 3: Perform garnishing	306
ASSESSMENT GUIDELINES	309
CCM008 INTERNSHIP	328
Learning unit 1: Apply for internship / employment	331
Learning unit 2: Demonstrate appropriate workplace behaviour and attitudes	332

Learning unit 3: Have a good understanding of worker’s and employer’s rights and responsibilities	333
Learning unit 4: Organise and evaluate one’s internship	334
Learning unit 5 : Develop one’s competences at the workplace	335
ASSESSMENT GUIDELINES	335
REFERENCES	337

SECTION 1: GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competences to acquire in order to perform the occupation of a basic skilled cabinet-maker. The curriculum design approach has taken into account the training needs, the work situation, as well as the goals and the means to implement training.

The modules of the curriculum include a description of the expected results at the end of training. They have a direct influence on the choice of the theoretical and practical learning activities. The competences are the targets of training: the acquisition of each is required for certification.

The curriculum is the reference to carry out the assessment of learning. Assessment tools are developed on the basis of this document.

The present curriculum consists of three sections. The first section is of general interest and shows the nature and goals of a program and the key concepts and definitions used in the document. The second section deals with the qualification the learner will achieve at the end of training. The last section is the actual training package containing all the modules of the qualification.

The pages describing the modules are the heart of a curriculum. They present the title of the module, the length of training, the amount of credits, the context in which the competence is performed, the prerequisite competences, the learning units and the performance criteria.

In each module, a course structure is provided. The course structure describes the learning outcomes (knowledge, skills and attitudes) and the learning contents related to each learning unit. Also, learning activities and resources for learning are suggested.

Finally, the assessment specifications and guidelines are included in each module.

CONCEPTS AND DEFINITIONS

Assessment: the process of gathering and judging evidence in order to decide whether a person has attained a standard of performance.

Competence: A competence is the result of a combination of knowledge and skills. This integration is demonstrated when the learner is able to achieve specific results and performances, understand what he/she does and do it autonomously.

Complementary competences: (also known as employability skills or key skills) skills which are not specific to work in a specific occupation or industry, but are important for work, education and life generally, such as communication skills, mathematical skills, organisational skills, computer literacy, interpersonal competence and analytical skills.

Core modules: describe the competencies within a competency standard that an industry sector has agreed are essential to be achieved if a person is to be accepted as competent at a particular level. All modules may be core, but in many cases competency at a level will involve core modules plus optional or specialisation modules. Core competencies are normally those central to work in a particular industry.

Credit: the acknowledgement that a person has satisfied the requirements of a module.

Elective modules: are modules that can be used to complete a qualification and broaden the competencies of the learners. The electives are not part of the qualification and the learner does not have to succeed in the assessment of elective modules in order to progress to the next level.

General competences: competences correspond to larger operations that go beyond the tasks, but generally contribute to their implementation. These activities require more fundamental learning and are generally common to several tasks and transferable to many work situations.

Generic modules: describe the complementary competences.

Internship: an opportunity for a learner to integrate career related experience by participating in planned, supervised work.

Learning activities: suggested activities that can be developed during lesson planning and activity preparation. The choice of learning activities must be tailored according to group size, available material resources and communication tools.

Learning assumed to be in place: a requirement for the attainment of a specific module or modules prior to commencement of another module.

Learning hours: amount of hours required to acquire the competence, including the time allocated to evaluation, which is estimated between 5 and 10% of the total learning time of the competence.

Learning outcomes: are statements that indicate what learners will know or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or attitudes.

Learning unit: any of the basic building blocks of a module which describes the key activities or elements of the work covered by the module.

Module: a unit of education or training which corresponds to one competence and can be completed on its own or as part of a qualification.

Occupation: the principal business of one's life.

Performance criteria: are descriptions of the quality requirements of the result obtained in labour performance.

Specific competences: competences that are directly related to the tasks of the occupation in the workplace context. They refer to concrete, practical, and focused aspects.

Module code: each module has its own code for identification purpose and in order to easy transferability of credits.

SECTION 2: QUALIFICATION

TITLE OF THE QUALIFICATION:	TVET Foundation Level
LEVEL:	1
CREDITS:	120
SECTOR:	HOSPITALITY AND TOURISM
SUB-SECTOR:	HOSPITALITY
ISSUE DATE:	March 2014
REVIEW DATE:	

PURPOSE

This qualification provides the skills, knowledge and attitudes for a learner to be competent in a limited range of skills required to carry out simple tasks. Work would be undertaken in various hospitality enterprises where food preparation activities are carried out. Learners may work under close supervision in a structured context.

RATIONALE OF THE QUALIFICATION

Rwanda is striving to build a knowledge-based economy, with a particular emphasis on creating 200, 000 off-farm jobs a year. The focus is to reduce under-employment substantively, particularly in rural areas, and urban unemployment with rising basic vocational skills. To rationalize this, the government of Rwanda through WDA has put in place a tool, the TVET qualification framework, which comprises 7 levels that focus on job-oriented and transferable skills to increase productivity and employability. It is in this regard that this qualification –level one- emphasizes on active population, be it illiterate or literate in order to equip them with the necessary skills to meet labour demand in key economic sectors. This qualification constitutes a baseline for further learning in TVET, especially in the culinary arts domain. The individuals with this qualification can enter the TVET Basic Vocational Skills Level in order to be equipped with the necessary skills to enable them to pursue the TVET Certificate I and work as a cook.

Learners with this qualification are able to :

1. Describe the occupation and the learning process
2. Apply safety, health and security procedures and maintain environment in the workplace
3. Communicate effectively in the workplace
4. Apply computer skills
5. Apply personal and food hygiene
6. Maintain safety and secure work environment
7. Prepare mise en place
8. Apply cooking methods
9. Store ingredients
10. Prepare fruits
11. Prepare hot and cold drinks
12. Prepare vegetables
13. Prepare egg dishes and cereals
14. Prepare salads
15. Prepare starches and pastas

- 16. Prepare stock, soups and sauces
- 17. Apply basic mathematics
- 18. Create and manage a small business
- 19. Integrate the workplace

ENTRY REQUIREMENTS TO THE QUALIFICATION

No entry requirements needed to this qualification as long as the person has the ability to acquire the competences. Only the consideration for age limitation, as the Rwandan labour law stipulates that nobody should be employed under 16 years old. (Direct Access)

EMPLOYABILITY AND LIFE SKILLS

Through the generic modules, individuals with this qualification have acquired the life skills and employability skills that are described in the table below.

Personal development	<ul style="list-style-type: none"> - determine own personal values, strengths and areas of challenge or weakness and are able to effectively use or address them; - develop, implement and evaluate progress toward personal goals; - Identify own preferred way of learning, take initiative for learning new skills, and know how to monitor own learning progress.
Interpersonal communication	<ul style="list-style-type: none"> - communicate and get along well with others, in a variety of settings and for a range of purposes; - speak and listen actively and appropriately, one-on- one and in groups; - cooperate and work effectively within a group; - provide good customer service.
Health, hygiene and safety	<ul style="list-style-type: none"> - be aware of the standard, health and safety practices and regulations in the workplace; - maintain hygiene and personal grooming; - identify unsafe situations; - respond to emergencies and accidents at work; - prevent HIV/AIDS and sexual violence.
Environment sustainability	<ul style="list-style-type: none"> - respect the environmental regulations in Rwanda; - dispose of waste ; - recycle waste ; - report environmental hazards to appropriate person.

Integration of the workplace	<ul style="list-style-type: none"> - be aware of how to apply for and present themselves for employment; - demonstrate good time management and show up for work on time; - demonstrate behaviour and attitudes that are appropriate for the workplace and informed that workplaces have policies and procedures that need to be followed; - take initiative and responsibility for own work and know how to work under and respect supervision; - Determine the rights and responsibilities of workers and employers and explore ways to exercise rights in the workplace.
Financial fitness	<ul style="list-style-type: none"> - recognize principles and tools behind personal and family money-management; - identify the importance of saving and reducing expenses; - organize and manage personal and household finances; - create a personal budget and think strategically about their finances; - evaluate their options for earning money and are familiar with ways to establish and maintain personal credit; - be aware of the risks associated with credit.
Management of a small business	<ul style="list-style-type: none"> - simulate income-generating activities with the basic cycles of business; - plan for income-generating activity expenses and loan repayments; - keep basic business financial records; - evaluate the risks and opportunities of using credit in income generating contexts; - distinguish between money to be used for investment into own income-generating activities, for family expenses, and for savings; - distinguish the different market actors.
Computer skills	<ul style="list-style-type: none"> - operate a computer - use word processing applications in the production of workplace or personal documents - create and use spreadsheets and charts through the use of spreadsheet software - send, receive and manage electronic mail (email). -
Language skills	<ul style="list-style-type: none"> - communicate orally to simple discussion in English language in familiar context.

MODULES AND QUALIFICATION RULES

To achieve the *TVET foundation level in Hospitality: Culinary arts*, 19 modules must be completed:

- 6 generic modules
- 13 mandatory modules
- 2 elective modules

Module code	Module types and title	Credit Value
Generic modules		
CCM001	Occupation and learning process	2
CCM004	Computer literacy	3
CCM003	Communication in the workplace	3
CCM006	Entrepreneurship	3
CCM005	Oral English communication	3
CCM107	Basic workplace calculations	4
Mandatory modules		
HOTCA101	Food hygiene and safety	6
HOTCA102	Safety and secure work environment	4
HOTCA103	Mise en place	6
HOTCA104	Cooking methods	6
HOTCA105	Ingredients storage	6

HOTCA106	Fruits preparation	7
HOTCA107	Hot and cold drinks preparation	6
HOTCA108	Vegetables preparation	6
HOTCA109	Egg dishes and cereals preparation	6
HOTCA110	Salads preparation	6
HOTCA111	Stock, soups and sauces preparation	10
HOTCA112	Starches and pastas preparation	7
CCM008	Internship	30
Elective modules		
HOTCA113	Pastry and bakery products preparation	12
HOTCA114	Meat, poultry and fish preparation	12

** The learners will have to select from the list or package of electives modules of his/her choice in order to complete the qualification credits requirements.

SECTION 3: TRAINING PACKAGE

The training package includes the sequencing of module learning, the description of each module, the course structure, and the assessment specifications.

COMPETENCES CHART

The competences chart is a table that presents an overview of the specific competences, the general competences, the work process and the time allocated to each competence. This table provides an overall view of the competences of the training programme and allows to identify the logical sequence of the learning of these competences.

The competences chart shows the relationship between general competences and specific competences that are particular to the occupation, as well as the key stages of the work process. It shows the links between the elements in the horizontally axis and those vertical axis. The symbol (○) marks a relationship between a general competence and specific competence. The symbol (△) indicates a relationship between a specific competence and a step in the process of work. When the symbols are darkened, it indicates that the link is taken into account in the description of the specific competence.

The competences chart allows the trainer to consider the complexity of the competences in the organization of the progress of learning. Therefore, the vertical axis shows the specific competences in the order they should be acquired. This is the starting point of the presentation of the competences in the flowchart presented in the following pages.

BASIC SKILLED COOK		Duration	PROCESS						GENERAL COMPETENCES											Total Duration
SPECIFIC COMPETENCES			Wash hands, clean and sanitize workplace	Perform mise en place	Prepare dish	Present/Dress	Clean and arrange tools, equipment and workplace	Store tools and equipment	Describe the occupation and training process	Apply food hygiene and safety	Maintain safety and secure work environment	Perform basic workplace calculations	Communicate orally in English	Prepare mise en place	Apply cooking methods	Store ingredients	Communicate effectively on the workplace	Apply computer skills	Create and manage a small business	
NUMBER	NUMBER							1	2	3	17	18	4	5	6	14	15	16		
	Duration							20	60	40	40	30	60	60	60	30	30	30	390	
7	Prepare fruits	70	▲	▲	▲	▲	▲		●	●	●	○	●	●	●	○	○	○		
8	Prepare hot and cold drinks	60	▲	▲	▲	▲	▲		●	●	●	○	●	●	●	○	○	○		
9	Prepare vegetables	60	▲	▲	▲	▲	▲		●	●	●	○	●	●	●	○	○	○		
10	Prepare egg dishes and cereals	60	▲	▲	▲	▲	▲		●	●	●	○	●	●	●	○	○	○		
11	Prepare salads	60	▲	▲	▲	▲	▲		●	●	●	○	●	●	●	○	○	○		
12	Prepare starches and pastas	100	▲	▲	▲	▲	▲		●	●	●	○	●	●	●	○	○	○		
13	Prepare stock, soups and sauces	100	▲	▲	▲	▲	▲		●	●	●	○	●	●	●	○	○	○		
19	Prepare meat, poultry and fish	120	▲	▲	▲	▲	▲		●	●	●	○	●	●	●	○	○	○		
20	Prepare bakery and pastry products	120	▲	▲	▲	▲	▲		●	●	●		●	●	●	○	○	○		

21	Integrate the workplace	300	▲	▲	▲	▲	▲	▲		●	●	●	●	●	●	●	●	○	
Total Duration		810																	1200

Between the process and particular competences

▲: Functional link application

△: Functional link existence

Between general and particular competences

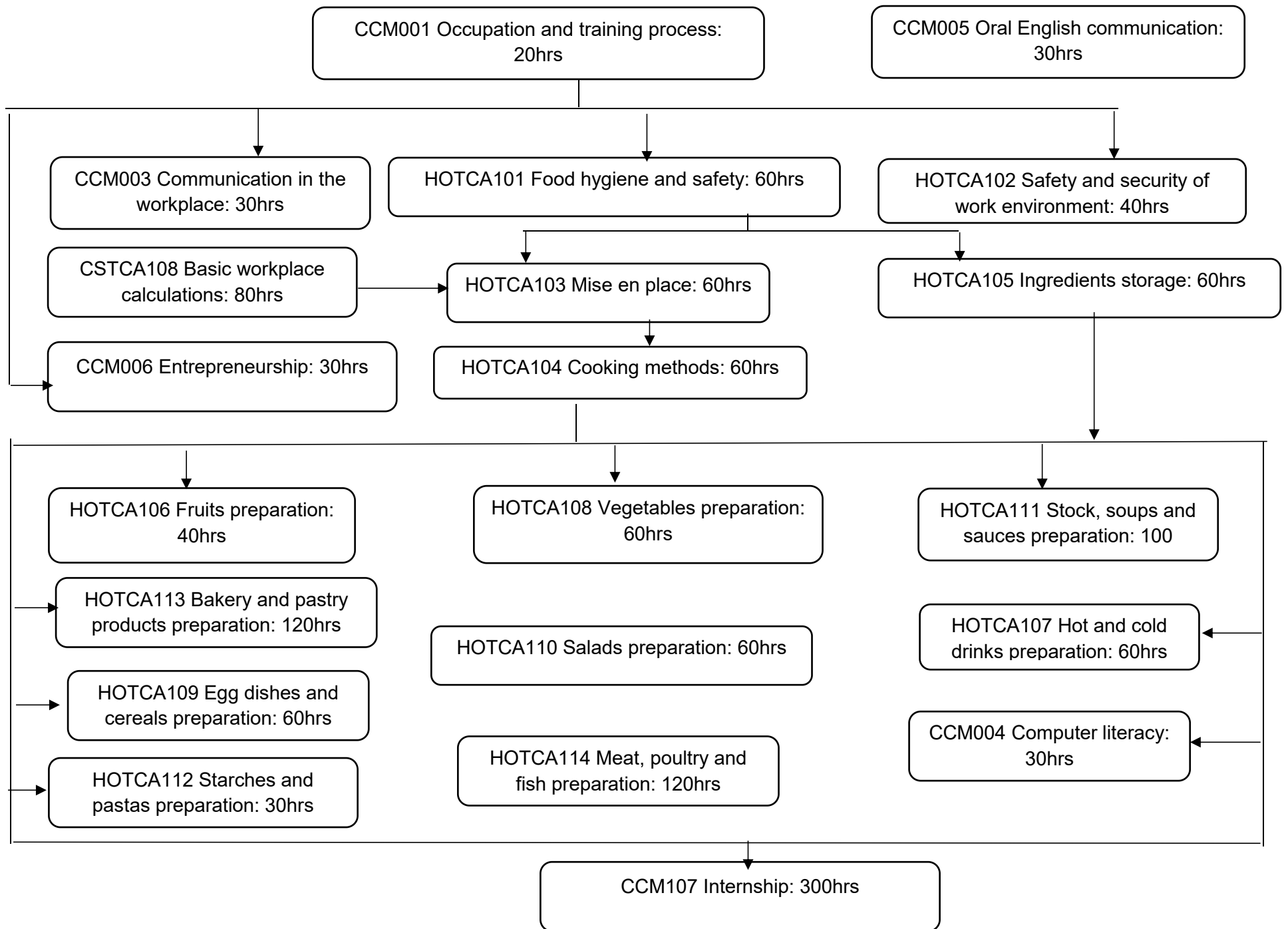
●: Functional link application

○: Functional link existence

FLOWCHART

The flowchart of sequencing of learning is a schematic representation of the order of acquisition of the competences. It provides an overall planning of the entire training programme and shows the relationship between the modules. This type of planning is to ensure consistency and progression of learning.

For each module, the flowchart shows the learning that is already in place, the learning that is to take in parallel or later. The positions defined will have a decisive impact on all subsequent pedagogical choices.



SECTION 4: ASSESSMENT PRINCIPLES

Competency-based training provides learners with the skills, knowledge and attitudes to demonstrate competency against standards and performance criteria in an applied context. The Rwanda national TVET system is competency-based, built on nationally recommended industry standards.

Competency-based assessment is the process of collecting evidence and making judgments about whether competency has been achieved. In this section you will find information that will help you design, conduct and validate competency-based assessments.

In order to demonstrate what a person can do in the workplace as a result of completing a program of training or based on workplace experience and learning, a candidate must prove that he/she is competent by providing the evidence needed either during formative assessment (a continuous assessment) or/and summative assessment (at the end of the module).

After trainees have undergone competence based assessment (CBA), they are deemed either 'competent' or 'not yet competent'. If they are deemed not yet competent in any competence, they will be provided the chance to be reassessed till they are declared competent. Trainee will be declared competent after achieving all assessment indicators for any given competence

Therefore, there is a series of tools/methods suggested for collecting evidences:

- i. **Portfolio:** A portfolio is a collection of student work representing student performance. It is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work.

Portfolios reflect not only work produced (such as papers and assignments, direct demonstration, indirect demonstration, products, documents), but also it is a record of the activities undertaken over time as part of student learning. The portfolio is meant to show student growth, development, and achievements in the TVET system. It also shows that you have met specific learning goals and requirements. A portfolio is not a project; it is an ongoing process for the formative assessment. The portfolio output (formative assessment) will be considered only as enough for general modules/competences. Besides, it will serve as a verification tool for each candidate that he/she attended the whole training before he/she undergoes the summative assessment for specific modules.

- ii. **Integrated situation:** is a scenario simulating a real workplace situation that puts the student in a likely problem situation in the workplace context. This is carried out at the end of each specific module/competence, in order to allow the student to mobilize

all the knowledge, skills and attitudes acquired during the training, and at end of which he/she is recognized competent or not yet competent.

CCM001 OCCUPATION AND LEARNING PROCESS		
Competence : Describe the occupation and the learning process		
RTQF LEVEL: ALL	CREDITS: 3	LEARNING HOURS : 30
SECTOR: All		SUB-SECTOR: All
ISSUE DATE: January 2012		REVIEW DATE:

PURPOSE STATEMENT

This module is covered first in all qualifications. It allows the learner to get to know the other participants to the training programme and to understand himself/herself as part of a team. Also, the trainee will develop a comprehensive and clear vision of the occupation and the training programme. The module will allow the participant to avoid mistakes of career guidance and confirm or deny his/her choice from the start.

The training and learning methods are presented to the learner. This approach encourages greater motivation and, subsequently, a better integration of various learning.

LEARNING ASSUMED TO BE IN PLACE

Not applicable

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Learning unit By the end of the module, the learner will be able to :	Performance criteria
1. Understand oneself as part of a team and respect the rules of the workshop	1.1 Know each other. 1.2 Be part of a team and behave accordingly. 1.3 Rules and requirements are agreed upon and known.
2. Learn about the occupation and the training process	2.1 The occupation and the industry sector are understood. 2.2 The training required is known. 2.3 The training organization is known.
3. Reflect upon the teaching and learning methods	3.1 The active and participatory learning methods are applied. 3.2 The assessment method is understood.

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Understand oneself as part of a team and respect the rules of the workshop Learning hours: 6

Learning outcomes	Contents	Learning activities	Resources
1.1 Introduce oneself and get to know one another	<ul style="list-style-type: none"> • Introductions • Expectations about the training 	<ul style="list-style-type: none"> ○ Introduction ○ Game ○ Presentation of trainees' expectations 	
1.2 Work as a team	<ul style="list-style-type: none"> • Working as a team • Building trust 	<ul style="list-style-type: none"> ○ Games ○ Group discussions 	
1.3 Setting rules and responsibilities	<ul style="list-style-type: none"> • Rules of the classroom • Group responsibilities 	<ul style="list-style-type: none"> ○ Brainstorming ○ Discussions 	

Learning unit 2: Learn about the occupation and the training process

Learning hours: 22

Learning outcomes	Contents	Learning activities	Resources
2.1 Describe the occupation and the industry sector	<ul style="list-style-type: none"> • Characteristics of the occupation • Place of the occupation in the industry sector • Working conditions 	<ul style="list-style-type: none"> ○ Group discussion ○ Personal research ○ Visit of a business in the neighbourhood 	<ul style="list-style-type: none"> - Pictures of people in working situation - Documents describing the occupation - Documents describing the industry sector
2.2 Obtain an understanding of the goals of the training	<ul style="list-style-type: none"> • Content of the training programme (modules) • Importance of the initial and continuous training 	<ul style="list-style-type: none"> ○ Presentation by the teacher ○ Research 	<ul style="list-style-type: none"> - Overview of the training programme - Testimonies of people performing the

programme			occupation
2.3 Have a common understanding of the training organisation	<ul style="list-style-type: none"> • Presentation of the timetable • Presentation of the classrooms and workshops 	<ul style="list-style-type: none"> ○ Visits of the premises of the school. 	<ul style="list-style-type: none"> - School year calendar - Timetable

Learning unit 3: Reflect upon the teaching and learning methods**Learning hours: 2**

Learning outcomes	Contents	Learning activities	Resources
3.1 Understand the teaching and learning methods	<ul style="list-style-type: none">• Overview of the active and participatory teaching and learning methods	<ul style="list-style-type: none">○ Experience sharing.○ Presentation by the trainer	
3.2 Understand the assessment methodology	<ul style="list-style-type: none">• Assessment methodology and its purpose	<ul style="list-style-type: none">○ Explanation by the trainer	

Reference books :

1. Work Readiness Training Programme – Trainer’s Manual, Akazi Kanoze – Youth Livelihoods Project.
2. Work Readiness Training Programme – Participant’s Manual, Akazi Kanoze – Youth Livelihoods Project.

ASSESSMENT GUIDELINES**To pass this module, the student has to complete:**

1. Self-assessment form
2. Tree drawing
3. List of 5 goals
4. Skills and qualities assessment
5. Steps to reach goals
6. Learning goals and steps
7. Business visit’s form

Elements 1 to 6 are available in the Work Readiness Training Programme – Participant’s Manual**Suggestion for the business visit’s form:**

1. What interested you during the visit?

2. What surprised you?
3. What did you like?
4. What are your expectations?
5. What is your opinion on:
 - The working conditions
 - The training duration
 - The economic opportunities motivation

CCM005 ORAL BASIC ENGLISH		
Competence: Communicate orally in basic English		
RTQF LEVEL: 1	CREDITS: 3	LEARNING HOURS : 30
SECTOR: All		SUB-SECTOR: All
ISSUE DATE: March 2014		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to understand and use English language for very simple, commonly used expressions of a basic nature workplaces. It applies to individuals working in any industry context and at many different levels of responsibility. It covers activities such as welcoming and fare welling guests/clients, providing information related to his/her routine workplace activities.

LEARNING ASSUMED TO BE IN PLACE

Not applicable

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Learning units By the end of the module, the trainee will be able to :	Performance criteria
1. Initiate English communication	1.1. Proper use of correct, very simple, and commonly-used courtesy English expressions with customers or colleagues including greeting and welcoming, fare welling, apologizing and thanking. 1.2. Correct self-introduction with colleagues in order to know each other 1.3. Proper making of inquiries in order to get relevant information
2. Maintain the flow of communication in English	2.1. Effective use of basic vocabularies in English language to enhance communication 2.2. Appropriate use of English connectors words in order to phrase simple sentences
3. Communicate in English to support workplace activities.	3.1. Correct use of vocabularies related to the time 3.2. Correct use of words related to the numbers 3.3. Appropriate use of English conventions to support communication.

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Initiate English communication			Learning Hours : 5
Learning outcomes	Contents	Learning activities	Resources
1.1. Use correct, very simple and commonly-used courtesy English expressions	<ul style="list-style-type: none"> • English Alphabet • Greetings and goodbyes: <ul style="list-style-type: none"> ✓ Formal ✓ Informal ✓ Greetings and goodbyes at different times of the day ✓ Self-Introductions • Welcoming techniques • Polite expressions and asking for help <ul style="list-style-type: none"> ✓ Phrases and expressions of apology, thanks and help • Asking and answering Questions <ul style="list-style-type: none"> ✓ Using 'wh' question words ✓ Using auxiliary verbs 	<ul style="list-style-type: none"> ○ Dialogues ○ Role Play ○ Demonstrations ○ Group work 	<ul style="list-style-type: none"> - Videos - Recordings - Reference Books
1.2. Introduce yourself			
1.3. Make inquiries			

Learning unit 2: Maintain the flow of communication in English			Learning Hours : 15
Learning outcomes	Contents	Learning activities	Resources
2.1. Use basic vocabularies in English language	<ul style="list-style-type: none"> • Basic English key words <ul style="list-style-type: none"> ✓ Regular and irregular verbs ✓ Articles ✓ Nouns 	<ul style="list-style-type: none"> ○ Dialogues ○ Demonstrations ○ Group work ○ Story telling ○ Practical exercises by filling the missing 	<ul style="list-style-type: none"> - Videos - Conversations recordings - Reference Books

	<ul style="list-style-type: none"> ✓ Pronouns ✓ Adjectives ✓ Titles 	key words in sentences	
2.1. Phrase simple sentences	<ul style="list-style-type: none"> • Parts of a sentence <ul style="list-style-type: none"> ✓ Subject ✓ Verb ✓ Object • Sentence types <ul style="list-style-type: none"> ✓ Affirmative sentence ✓ Interrogative sentence ✓ Exclamatory sentence • English connectors <ul style="list-style-type: none"> ✓ Coordinating conjunctions ✓ Subordinating conjunctions ✓ Correlative conjunctions 	<ul style="list-style-type: none"> ○ Dialogues ○ Role Play ○ Group work 	<ul style="list-style-type: none"> - Recordings - Reference Books

Learning unit 3: Communicate in English to support workplace activities			Learning Hours : 10
Learning outcomes	Contents	Learning activities	Resources
3.1. Use vocabularies related to numbers	<ul style="list-style-type: none"> • Vocabulary and phrases related to the use of money • Ordinal numbers • Cardinal numbers • Vocabulary related to the use of dates • Vocabulary related to times of the day 	<ul style="list-style-type: none"> ○ Speaking and listening exercises ○ Reciting ○ Story telling 	<ul style="list-style-type: none"> - Worksheets - Videos/Recordings - Reference Books
3.2. Use English conventions to support communication	<ul style="list-style-type: none"> • Common body language and gestures • Expressing sincerity and sympathy through appropriate body language and gestures 	<ul style="list-style-type: none"> ○ Demonstrations 	<ul style="list-style-type: none"> - Videos

REFERENCES

Helen Barker, **Cutting Edge Pre-intermediate** New Editions **Teacher's Book Pre-intermediate Teacher's Resource Book**, Feb 1, 2007, 184 pages

Helen Barker, **English for International Tourism: Pre-Intermediate**, New version, PEARSON, 2013

ASSESSMENT GUIDELINES

PART I. PORTFOLIO (Formative assessment)

Elements of competence	Assessment indicator	Checklist	Score		Observation
			Yes	No	
1. Initiate English communication	The simple and commonly- used courtesy English expressions are used	Excuse me			
		Forgive me			
		Good morning			
		Good afternoon			
		Good evening			
		Hello			
		How are you?			
		I am fine, thank you			
		I am sorry			
		I am grateful			
		No			
		Please			
		Thank you			
		You're welcome			
	Yes				
	Self-introduction with colleagues is	Offer a handshake			

	done	Repeat the name of the person you meet			
		Say your full name			
		Give a one-sentence description of what you do			
		Offer a thankful			
	Inquiries are made	Offer an excuse			
		Ask for a talk			
		Say your full name			
		Give a one-sentence description of what you do			
		Ask for information			
		Offer a thankful			
2.Maintain the flow of communication in English	Basic vocabularies are used	Regular verbs			
		Irregular verbs			
		Articles			
		Nouns			
		Pronouns			
		Adjectives			
	Simple different types of sentences are phrased	Subject			
		Verb			
		Object			

		Affirmative sentence			
		Interrogative sentence			
		Exclamatory sentence			
		Negative sentence			
		Coordinating conjunctions			
		Subordinating conjunctions			
3. Communicate in English to support workplace activities	The vocabularies related to the numbers are used	Ordinal numbers			
		Cardinal numbers			
	The words related to the time are used	Vocabulary related to the use of dates			
		Vocabulary related to times of the day			
	English conventions to support communication are used	Common body languages			
		Common gestures			
		Signs of expressing sincerity			
		Signs of expressing sympathy			

CCM004 COMPUTER APPLICATIONS		
Competence : Use basic computer applications		
RTQF LEVEL: 1	CREDITS: 3	LEARNING HOURS : 30
SECTOR: All		SUB-SECTOR: All
ISSUE DATE: February 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to operate a computer, to use word processing applications in the production of workplace documents, to create and use spreadsheets and charts through the use of spreadsheet software and to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms and instant messaging.

LEARNING ASSUMED TO BE IN PLACE

Not applicable

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Learning units By the end of the module, the trainee will be able to :	Performance criteria
1. Apply computer fundamentals	1.1. Adequate identification of Various connectors and ports 1.2. Proper use of different I/O devices 1.3. Proper use of Desktop's elements 1.4. Proper scanning of Viruses in the computer and Different Storages Devices
2. Use a current word processing package	2.1. Adequate text formatting 2.2. Proper table creation and editing 2.3. Proper text editing 2.4. Proper printing 2.5. Correct saving 2.6. Proper insertion of header, footer and footnotes
3. Use current spreadsheet package	3.1. Adequate use of basic excel tasks 3.2. Proper management of sheets in excel workbook 3.3. Adequate Formatting of cells and their contents 3.4. Correct use of functions and performance of mathematical operations 3.5. Proper Excel worksheet Printing

4. Use Internet/Intranet (Outlook)	4.1. Correct Definition and explanation a website 4.2. Adequate Interaction through instant messaging (Chatting) 4.3. Adequate use of search Engines (example Google) 4.4. Adequate Browsing of internet using the hyperlinks 4.5. Correct downloading and uploading of files using internet
---	--

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning Unit 1: Apply computer fundamentals			Learning Hours: 10
Learning outcomes	Contents	Learning activities	Resources
1.1. Apply Computer basics	<ul style="list-style-type: none"> • Computer Definition • Types of computers <ul style="list-style-type: none"> ✓ Laptops ✓ Desktops ✓ Palm tops ✓ PDA (Personal Digital Assistance) • Computer Hardware Memory 	<ul style="list-style-type: none"> ○ Open a computer case and Observe different types of memory ○ Group Discussion on each type of memory 	<ul style="list-style-type: none"> - Computer Lab - Computer Tool Kit - CD, DVDs, Diskettes - White Board - Markers

	<ul style="list-style-type: none"> • Definition • Role of Memory • Features <ul style="list-style-type: none"> ✓ Capacity ✓ Speed ✓ Non Volatility • Types of Memory <ul style="list-style-type: none"> ✓ ROM (Read only memory) ✓ RAM (Random access memory) ✓ External/Internal memories (Hard disk, diskette, CD, Flash disk, etc.) 		
1.2. Identify Various connectors and ports	<ul style="list-style-type: none"> • Connectors and ports <ul style="list-style-type: none"> ✓ Definition • I/O (Input and Output) Ports and connectors <ul style="list-style-type: none"> ✓ Serial ports ✓ Parallel ports ✓ USB ✓ Keyboard, Mouse connectors ✓ VGA Connectors 	<ul style="list-style-type: none"> ○ Observe different connectors as well as input and output ports ○ Exercises on ports identifications 	<ul style="list-style-type: none"> - Computer Lab - Computer Tool Kit - CD, DVDs, Diskettes - Different types of Cables, Different types Connectors - White Board - Markers
1.3. Use different I/O devices	<ul style="list-style-type: none"> • Peripherals <ul style="list-style-type: none"> ✓ Definition ✓ Categories I/O devices ✓ Input devices (mouse, Keyboard, scanner, CD/DVD-ROM and 	<ul style="list-style-type: none"> ○ Practical exercises on connecting the mouse, keyboard. Monitor to the CPU (Central processing unit) 	<ul style="list-style-type: none"> - Computer Lab - Computer Tool Kit - CD, DVDs, Diskettes - Printer

	<ul style="list-style-type: none"> diskettes drivers, etc) ✓ Output devices (Monitor, Diskette, CD/DVD-ROM Writer, Printer, etc) ✓ Types of keyboards <ul style="list-style-type: none"> ➤ AZERTY ➤ QWERTY 		<ul style="list-style-type: none"> - Scanner - White Board
1.4. Use Desktop's elements	<ul style="list-style-type: none"> • Windows and its components: <ul style="list-style-type: none"> ✓ Desktop ✓ Task bar ✓ Start menu ✓ Minimize, Maximize, Close buttons ✓ My Computer 	<ul style="list-style-type: none"> ○ Brainstorming on Desktop's elements ○ -Use the desktop, the tasks bar and the start menu 	<ul style="list-style-type: none"> - Computer Lab - Projector
1.5. Scan Viruses in the computer and Different Storages Devices (Flash disk, External Hard disk)	<ul style="list-style-type: none"> • Antivirus definition • Importance of antivirus • Functionality • Different Types of antivirus <ul style="list-style-type: none"> ✓ Norton ✓ Kaspersky ✓ Symantec • Storages to be scanned <ul style="list-style-type: none"> ✓ Flash disk ✓ External hard disk ✓ Memory card ✓ Computer hard disk 	<ul style="list-style-type: none"> ○ Brainstorming the use of antivirus ○ Practical exercises on Scanning viruses ○ Compile activities reports 	<ul style="list-style-type: none"> - Computer Lab - Flash disks - External Hard disk - CDs, DVDs - Antivirus - White Board - Markers

Learning Unit 2: Use a word processing package

Learning Hours: 5

Learning outcomes	Contents	Learning activities	Resources
<p>1.1. Format a text</p>	<ul style="list-style-type: none"> • Style,Font,Size,Colour • Paragraph • Column • Tabulation • Paragraph spacing • Inserting symbols:Special characters,bullet and numbering • Borders and shading,header and footer. 	<ul style="list-style-type: none"> ○ Reproduce document already formatted ○ Various exercises to familiarize with formatting a text. 	<ul style="list-style-type: none"> - Computer Lab With Current Word processing Package installed in each computer - Projector - White Board - Markers
<p>1.2. Create and edit a table</p>	<ul style="list-style-type: none"> • Inserting a table • Inserting a column • Inserting a row • Deleting table • Deleting row • Deleting column • Merging cells • Splitting cells • Drawing a table • Table auto format • Formula 	<ul style="list-style-type: none"> ○ Practical exercises on creating, editing and handling a table 	<ul style="list-style-type: none"> - Computer Lab With Current Word processing Package installed in each computer - Projector - White Board
<p>1.3. Edit document (Text)</p>	<ul style="list-style-type: none"> • Search/Find-Replace • Deleting a range of text • The undo command • Spelling and grammar 	<ul style="list-style-type: none"> ○ Brainstorming Editing text ○ Perform practical exercises on the various tips (options) 	<ul style="list-style-type: none"> - Computer Lab With Current Word processing Package installed in each

	<ul style="list-style-type: none"> • Synonyms 	<ul style="list-style-type: none"> ○ compile activities reports 	<ul style="list-style-type: none"> - computer - Projector - White Board - Markers
1.4. Print document	<ul style="list-style-type: none"> • Page setup • Print preview • Print dialog box • Selecting printer name • Printer options • Printing one or more copies • Printing in black/white or color • Print page ranges 	<ul style="list-style-type: none"> ○ Exercises on printing one or more copies of a colored document, in black and white ○ printing in landscape, portrait 	<ul style="list-style-type: none"> - Computer Lab With Current Word processing Package installed in each computer - Printer - Projector
1.5. Save documents	<ul style="list-style-type: none"> • File management <ul style="list-style-type: none"> ✓ Creation of files ✓ Creation of Folders ✓ File Naming ✓ File Formats 	<ul style="list-style-type: none"> ○ Practical Exercises on creation of files, folders and file Saving ○ Compile activities reports 	<ul style="list-style-type: none"> - Computer Lab With Current Word processing Package installed in each computer - Projector
1.6. Insert Header, Footer and footnotes	<ul style="list-style-type: none"> • Footnotes • Header and Footer <ul style="list-style-type: none"> ✓ Automatic page numbering ✓ Total number of pages ✓ Automatic date ✓ Automatic authors name 	<ul style="list-style-type: none"> ○ Exercises on footnotes ○ Create a document containing several pages ○ With elements such as the page number, date automation. ○ practical exercises. 	<ul style="list-style-type: none"> - Computer Lab With Current Word processing Package installed in each computer - Projector

Learning Unit 3: Use spreadsheet package			Learning Hours: 9
Learning outcomes	Contents	Learning activities	Resources
3.1. Use Some basic excel tasks	<ul style="list-style-type: none"> • Basic excel tasks <ul style="list-style-type: none"> ✓ Open ✓ Close ✓ New document ✓ Undo ✓ Save, save as.... ✓ Sheet ✓ Selecting a cell ✓ Validating a cell ✓ Deleting cell contents ✓ Modifying cell contents ✓ Selecting group of cells ✓ Increase and reduce the cell size ✓ Delete row and column ✓ Duplicate cell 	<ul style="list-style-type: none"> ○ Practical exercises on the use of basic excel tasks ○ Compile activities reports 	<ul style="list-style-type: none"> - Computer Lab With Current spreadsheet package installed in each computer - Projector
3.2. Manage Sheets in excel workbook	<ul style="list-style-type: none"> • Selecting a sheet • Renaming a sheet • Insert new sheets • Moving a sheet in a workbook • Deleting a sheet 	<ul style="list-style-type: none"> ○ Practical exercises ○ On Managing sheets in excel workbook 	<ul style="list-style-type: none"> - Computer Lab With Current spreadsheet package installed in each computer - Projector
3.3. Format cells and their contents	<ul style="list-style-type: none"> • Formatting text and cells <ul style="list-style-type: none"> ✓ Choosing font, size, colour ✓ Adjusting Cow height 	<ul style="list-style-type: none"> ○ Practical exercises in groups and individual homework on formatting cells 	<ul style="list-style-type: none"> - Computer Lab With Current spreadsheet package installed in

	<ul style="list-style-type: none"> ✓ Alignment of cell ✓ Number format ✓ Inserting rows ✓ Merging cells ✓ Creating borders ✓ Patterns 	<ul style="list-style-type: none"> ○ Compile activities reports 	<ul style="list-style-type: none"> - each computer - Projector
3.4. Use some functions and perform mathematical operations	<ul style="list-style-type: none"> • Numbers and Mathematical calculations <ul style="list-style-type: none"> ✓ Addition ✓ Multiplication ✓ Division ✓ Subtraction ✓ AutoSum ✓ Function <ul style="list-style-type: none"> ➤ Average ➤ Minimum ➤ Maximum 	<ul style="list-style-type: none"> ○ Practical exercises in groups and individual homework on formatting cells ○ Compile activities reports 	<ul style="list-style-type: none"> - Computer Lab With Current spreadsheet package installed in each computer - Projector
3.5. Print an excel worksheet	<ul style="list-style-type: none"> • Page setup • Print preview • Print dialogue box • Print options • Print one or more copies • Print in black/white or color • Print page ranges • Printing a selection 	<ul style="list-style-type: none"> ○ Print one or more copies of a worksheet ○ Print colour or white and black worksheet ○ practical exercises (individual and in group) ○ print horizontally/vertically 	<ul style="list-style-type: none"> - Computer Lab With Current spreadsheet package installed in each computer - Projector - Printer

Learning Unit 4: Use Internet/Intranet (Outlook)			Learning Hours: 6
Learning outcomes	Contents	Learning activities	Resources
4.1. Define and explain a website	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ✓ World wide web ✓ Web page ✓ Web site 	<ul style="list-style-type: none"> ○ Visit web sites and browse different pages. ○ Group discussion based on observation 	<ul style="list-style-type: none"> - Internet Connection - Computer Lab - projector
4.2. Interact through instant messaging (Chatting)	<ul style="list-style-type: none"> • Definition • Steps to create a chat account • Chatting options <ul style="list-style-type: none"> ✓ Instant messaging with or no web cam ✓ Calling ✓ Sending files 	<ul style="list-style-type: none"> ○ Group Discussion on Interacting through instant messaging ○ Exercises on chatting in groups ○ Compile activities reports 	<ul style="list-style-type: none"> - Internet Connection - Computer Lab - projector
4.3. Use search Engines (example Google)	<ul style="list-style-type: none"> • Search engines <ul style="list-style-type: none"> ✓ Definition ✓ Role ✓ Some Types of search engine <ul style="list-style-type: none"> ➤ www.google.com ➤ www.yahoo.com 	<ul style="list-style-type: none"> ○ Perform practical exercises on the use of search engines 	<ul style="list-style-type: none"> - Internet Connection - Computer Lab - projector
4.4. Browse the internet using the hyperlinks	<ul style="list-style-type: none"> • Web Browser <ul style="list-style-type: none"> ✓ Browser buttons ✓ Address bar ✓ Status bar ✓ Scroll bar 	<ul style="list-style-type: none"> ○ Open a web using the address bar ○ Browse different web pages ○ practical exercises On Browsing internet using 	<ul style="list-style-type: none"> - Internet Connection - Computer Lab - projector

	<ul style="list-style-type: none"> ✓ Home page ✓ Front/Back arrows ✓ Refresh button ✓ Start page 	hyperlink	
4.5. Download and Upload files using internet	<ul style="list-style-type: none"> • Downloading • File attachment 	<ul style="list-style-type: none"> ○ Practical exercises on downloading and uploading files using internet 	<ul style="list-style-type: none"> - Internet Connection - Computer Lab - projector

References

1. Beskeen, D., Cram, C., Duffy, J., Friedrichsen, L., & Reding, E. (2007). *Microsoft Office 2007-Illustrated Introductory, Windows XP Edition*. Cengage Learning.
2. MacDonald, M. (2013). *Excel 2013: The Missing Manual*. O'Reilly Media, Inc.
3. Shelly, G., & Vermaat, M. (2008). *Discovering Computers 2009: Introductory*. Cengage Learning.

ASSESSMENT GUIDELINES

.Formative assessment

Elements of competence	Assessment indicator	Checklist	Score		Observation
			Yes	No	
1.Apply computer fundamentals	Various connectors and ports are identified	Power ports and connectors			
		Serial ports and connectors			

		Parallel ports and connectors			
		Audiovisual ports and connectors			
		VGA ports and connectors			
		USB ports and connectors			
	Different I/O devices are used	Mouse			
		Keyboard			
		Scanner			
		CD/DVD-ROM drivers			
		Monitor			
		CD/DVD-ROM writer			
		Printer			
	Desktop's elements are used	My Computer			
		Start menu			
Task bar					
Desktop					
Minimize button					

		Maximize button			
		Close button			
	Viruses in the computer and other storage media are scanned	Hard Disc			
		Flash Disc/ External Hard Disc			
2.Use current word processing package	Text formatting is done	New document creation			
		Open document			
		Close document			
		Style			
		Font			
		Size			
		Colour			
		Paragraph			
		Column			
		Tabulation			
		Paragraph spacing			
		Inserting Special characters			
		Inserting bullets			

		Numbering			
		Borders and shading			
		Header and footer			
	Table creation and editing are done	Inserting a table			
		Inserting a column			
		Inserting a row			
		Deleting table			
		Deleting row			
		Deleting column			
		Merging cells			
		Splitting cells			
		Drawing a table			
		Table auto format			
	Formula usage				
	Text editing is done	Search/Find-Replace application			
Deleting a range of text					
The undo and redo					

		commands application			
		Spelling and grammar application			
	Printing is done	Page setup usage			
		Print preview			
		Print dialog box			
		Selecting printer name			
		Printer options			
		Printing one or more copies			
		Printing in black/white or color			
		Print page ranges			
		Printing a selection			
	Saving is done	Creation of files			
		Creation of Folders			
		File Naming			
File Formats					
Insertion of header, footer and	Footnotes				

	footnotes is done	Header and Footer			
		Automatic page numbering			
		Total number of pages			
		Automatic date			
		Automatic authors name			
3.Use current spreadsheet package	Basic excel tasks are used	Sheet			
		Selecting a cell			
		Validating a cell			
		Deleting cell contents			
		Modifying cell contents			
		Selecting group of cells			
		Increase and reduce the cell size			
		Delete row and column			
		Duplicate cell			
	Sheets management in excel workbook is done	Selecting a sheet			
		Renaming a sheet			
		Insert new sheets			

		Moving a sheet in a workbook			
		Deleting a sheet			
	Formatting of cells and their contents is done	Adjusting Row height			
		Alignment of cell			
		Number format			
		Inserting rows			
		Merging cells			
		Creating borders			
		Patterns usage			
	Mathematical operations are performed	Addition			
		Multiplication			
		Division			
		Subtraction			
		AutoSum			
		Average			
Minimum					
Maximum					

4.Use Internet	Website is defined and explained	World wide web			
		Web page			
		Web site			
	Interaction through instant messaging (Chatting) is done	Steps to create a chat account			
		Instant messaging with or no web cam			
		Calling			
		Sending files			
	Search Engines (example Google) are used	Role			
		www.google.com usage			
		www.yahoo.com usage			
	Browsing internet using hyperlinks is done	Browser buttons			
		Address bar			
		Status bar			
		Scroll bar			
		Home page			
Front/Back arrows					
Refresh button					
Start page					

	Downloading and uploading files using internet are done	Downloading			
--	---	-------------	--	--	--

CCM107 RUNNING MICROBUSINESS		
Competence : Run Microbusiness		
RTQF LEVEL: 1	CREDITS: 3	LEARNING HOURS : 30
SECTOR: All		SUB-SECTOR: All
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to prepare a business plan for a small business and operate a small business. At the end of this module, the participants understand the principles and tools behind personal and family money-management. They are able to understand the importance of saving and reducing expenses. They are able to organize and manage personal and household finances. They can create a personal budget and think strategically about their finances. They can evaluate their options for earning money and are familiar with ways to establish and maintain personal credit. They are aware of the risks associated with credit. The participants simulate income-generating activities after which they are familiar with the basic cycles of business. They can plan for income-generating activity expenses and loan repayments. They can keep basic business financial records. They are able to evaluate the risks and opportunities of using credit in income generating contexts. They are able to distinguish between money to be used for investment into their income-generating activities, for their family expenses, and for savings. They learn about different market actors.

LEARNING ASSUMED TO BE IN PLACE

Not applicable

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Elements of competence By the end of the module, the trainee will be able to :	Performance criteria
1. Develop entrepreneurial mindset	1.1. Proper identification of livelihood activities and business in the community 1.2. Proper description of characteristics of an entrepreneur and their role in the society 1.3. Adequate identification and examination of risks related to a certain business as per its nature and size and responding to them accordingly. 1.4. Accurate identification of a business idea and selection of a good- profitable- ones among many.
2. Manage finance	2.1 Proper identification of personal and business financial needs in different life situations. 2.2 Proper mobilization of the required amount of money for different needs. Effective management of business money as per procedures in a way to avoid waste of money. 2.3 Appropriate saving of money in a recognized financial institution. 2.4 Effective management of business debts. 2.5 Adequate execution of basic record-keeping as per standards.

	2.6 Effective development of a financial plan over a defined period of time.
3. Manage a small business	1.1. Proper description of basic business cycle in terms of buying, adding value and selling for profit. 1.2. Correct identification of credit risks and unexpected costs and dealt with accordingly. 1.3. Adequate development of record-keeping sheet as per standards and on time.
4. Develop a business plan for a micro business	4.1. Realistic formulation of objectives of the small business, and are clearly stated and measurable. 4.2. Appropriate filling out of the business plan template as per standards. 4.3. The simulated small business has brought benefits.

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Develop entrepreneurial mindset

Learning Hours: 5

Learning outcomes	Contents	Learning activities	Resources
1.1. Identify income generating activities	<ul style="list-style-type: none"> • Categorization of income generation activities • Characteristics of livelihood business activities in the community 	<ul style="list-style-type: none"> ○ Small group discussion ○ Brainstorming ○ Large group discussion ○ Presentation 	<ul style="list-style-type: none"> - Flipchart - Pen - Notebooks - Projector
1.2. Describe an entrepreneur	<ul style="list-style-type: none"> • Characteristics of an entrepreneur (mindset) • Role of entrepreneur in community 	<ul style="list-style-type: none"> ○ Small group discussion ○ Brainstorming ○ Large group discussion 	<ul style="list-style-type: none"> - Flipchart - Pen - Notebooks

		<ul style="list-style-type: none"> ○ Presentation ○ Case studies ○ Site visit ○ guest speakers 	<ul style="list-style-type: none"> - Projector - Videos
1.3. Examine business risks	<ul style="list-style-type: none"> ● Types of business risks and their impact on business ● Strategies to overcome business risks 	<ul style="list-style-type: none"> ○ Exercise ○ Role-play ○ Large group discussion ○ Case studies ○ Guest speakers ○ Practical exercises on evaluation of business risks 	<ul style="list-style-type: none"> - Role play scenarios - Videos -
1.4. Select a business idea	<ul style="list-style-type: none"> ● Characteristics of a promising business idea 	<ul style="list-style-type: none"> ○ Brainstorming ○ Large group discussion ○ Practical exercises on selection of a business idea ○ Visit a nearby business settings 	<ul style="list-style-type: none"> - Flipchart - Pen - Notebooks - Projector

Learning unit 2: Manage finance

Learning hours: 5

Learning outcomes	Contents	Learning activities	Resources
2.1. Examine business financial needs	<ul style="list-style-type: none"> ● Identification of money needs in daily life <ul style="list-style-type: none"> ✓ Personal needs ✓ Business needs ● Identification of how the things they need money for change as their life situations change 	<ul style="list-style-type: none"> ○ Small group discussion ○ Brainstorming ○ Large group discussion ○ Presentation 	<ul style="list-style-type: none"> - Flipchart - Pen - Notebooks - Projector
2.2.Raise fund (money)	<ul style="list-style-type: none"> ● Planning of getting money ● Sources of funds for a business <ul style="list-style-type: none"> ✓ Borrowing (financial institution of friends/family) ✓ Saving ✓ Working to earn money) 	<ul style="list-style-type: none"> ○ Small group discussion ○ Brainstorming ○ Prioritizing ○ Role-play 	<ul style="list-style-type: none"> - Role play scenarios - Flipchart - Pen - Notebooks

		<ul style="list-style-type: none"> ○ Large group discussion ○ Presentation ○ Case studies 	- Projector
2.3.Manage money effectively	<ul style="list-style-type: none"> ● Good ways to manage money ● Ways of wasting money ● Ways to cut costs through <ul style="list-style-type: none"> ✓ Reducing ✓ Recycling ✓ Repairing ✓ Reusing 	<ul style="list-style-type: none"> ○ Exercise ○ Role-play ○ Large group discussion ○ Case studies 	- Role play scenarios
2.4.Save money	<ul style="list-style-type: none"> ● Definition of the concept of saving ● Recognize that not only rich people can save ● Reasons for saving (unexpected events and specific needs) ● Savings goals ● Saving possibilities and institutions 	<ul style="list-style-type: none"> ○ Brainstorming ○ Large group discussion ○ Role-play ○ Individual goal setting ○ Guest speakers 	<ul style="list-style-type: none"> - Flipchart - Pen - Notebooks Projector
2.5.Manage debts	<ul style="list-style-type: none"> ● Definition of the concept of debt ● Risks of getting into debt ● Strategies to avoid debt ● Strategies to get out of debt 	<ul style="list-style-type: none"> ○ Large group discussion ○ Group work ○ Prioritizing ○ Case studies 	- Role play scenarios

Learning unit 3: Perform record keeping and budgeting

Learning hours: 5

Learning outcomes	Contents	Learning activities	Resources
3.1.Keep basic personal financial records	<ul style="list-style-type: none"> ● Income ● Expenses ● Balance calculations 	<ul style="list-style-type: none"> ○ Group work ○ Case study 	

3.2.Perform basic budgeting	<ul style="list-style-type: none"> • Definition of budget • Definition of the concept of budgeting • Principle of budgeting 	<ul style="list-style-type: none"> ○ Group work ○ Case study ○ Practical individual budgeting respecting principles 	
3.3.Develop a financial strategic plan	<ul style="list-style-type: none"> • structure of a financial plan • the importance of a financial plan 	<ul style="list-style-type: none"> ○ Brainstorming ○ Large group discussion ○ Demonstration on developing a financial plan ○ Practical individual work on developing a financial plan ○ Case studies 	<ul style="list-style-type: none"> - Financial fitness plan - Template of a financial plan - Flipchart - Pen - Notebooks - Projector

Learning unit 4: Manage a small business

Learning Hours: 5

Learning outcomes	Contents	Learning activities	Resources
4.1.Describe the business cycle	<ul style="list-style-type: none"> • Basic cycle of business: buying, adding value, selling for profit • Allocation of income between the business, personal expenses and savings • Importance of maintaining positive cash flow 	<ul style="list-style-type: none"> ○ Simulation game ○ Large group discussion 	<ul style="list-style-type: none"> - Entrepreneurs' profiles - Entrepreneur's Cycle Chart
4.2.Plan for unexpected costs	<ul style="list-style-type: none"> • Possible unexpected expenses or financial events • Strategies of planning and dealing with, unexpected financial events 	<ul style="list-style-type: none"> ○ Simulation game ○ Large group discussion ○ Case studies 	<ul style="list-style-type: none"> - Life cards for simulation game
4.3.Identify the risks of credits	<ul style="list-style-type: none"> • Risks and potential benefits of selling to customers on credit • Financial risks involved with extending credit to friends and family members 	<ul style="list-style-type: none"> ○ Simulation game ○ Large group discussion 	<ul style="list-style-type: none"> - Life cards for simulation game

4.4.Fill in a record-keeping sheet	<ul style="list-style-type: none"> • Value of keeping records • Sections of a record-keeping sheet 	<ul style="list-style-type: none"> ○ Simulation game, ○ Large group discussion ○ Demonstration on filling up a record keeping sheet ○ Practical individual work on filling up a record keeping sheet 	<ul style="list-style-type: none"> - Record-keeping template
---	--	--	---

Learning unit 5: Prepare a business plan for a micro business

Learning Hours: 10

Learning outcomes	Contents	Learning activities	Resources
5.1.Describe the value of a business plan	<ul style="list-style-type: none"> • Value of a business plan • Flexibility of a business plan • Importance of realistic goals • Sections of a business plan 	<ul style="list-style-type: none"> ○ simulation game ○ large group discussion ○ Demonstration on preparing a business plan ○ Practical individual work on preparing a business plan 	<ul style="list-style-type: none"> - Entrepreneur’s Cycle Chart - Record-keeping template - Business plan template

REFERENCES

1. Work Readiness Training Programme – Trainer’s Manual, Akazi Kanoze – Youth Livelihoods Project.
2. Work Readiness Training Programme – Participant’s Manual, Akazi Kanoze – Youth Livelihoods Project

ASSESSMENT GUIDELINES

Formative assessment

Elements of competence	Assessment indicator	Checklist	Score		Observation
			Yes	No	
Develop entrepreneurial mindset	Livelihood activities and business in the community are identified	Non-farm' natural resource based livelihood activities			
		Farm-based livelihood activities and Processing of products			
	Characteristics of an entrepreneur and their role in the society are described	Opportunity seeking			
		Initiative taking			
		Ownership of a development			
		Commitment to see things through			
		Personal locus of control (autonomy)			
		Intuitive decision making with limited information			
		Networking capacity			
		Strategic thinking			

		Negotiation capacity			
		Selling/persuasive capacity			
		Achievement orientation			
		Incremental risk taking			
		Living with uncertainty and complexity			
		Having to do everything under pressure (financial and time)			
		Coping with loneliness			
		Building know how and trust relationships			
		Learning by doing, copying, making things up, problem solving			
		Managing interdependencies			
		Working long hours and unsocial hours			
		Belief that rewards come with your own effort			
		Belief that you can make things happen			

		Belief in individual and the community				
		Motivation to succeed				
		Motivation to make a difference				
		Ability to cope with doing something different to others				
		Ability to see problems as opportunities				
		Job creator				
		Social corporate responsibility				
		Creating market to local products and services				
		Risks related to a certain business are identified and examined as per their nature and size and are responding to them accordingly.	Human factors (talent management, strikes),			
			Technological factors (emerging technologies),			
Physical factors (failure of machines, fire or theft)						
Operational factors (access to credit, cost cutting, advertisement)						

		Economic factors (market risks, pricing pressure)			
		Natural factors (floods, earthquakes)			
		Political factors (compliance and regulations of government)			
		Risk Acceptance strategy			
		Risk Avoidance strategy			
		Risk Limitation strategy			
		Risk Transference strategy			
A business idea is accurately identified and a good- profitable-ones among many is selected.		Fulfills a customer need – a problem is solved			
		Innovative			
		Unique			
		Clear focus			
		Profitable in the long term			
Manage finance	Personal and business financial needs are identified in different life situations.	Mortgage or rent			
		Food and groceries			
		Property taxes			

		Insurance costs			
		Savings and investment contributions			
		Home maintenance costs			
		Heating and air conditioning expenses			
		Utilities, such as electricity, water, sewer, trash pick up			
		Medical expenses, such as medical bills, prescriptions			
		Child care and child support expenses			
		Vehicle expenses			
		Loans			
		Credit cards			
		Clothing			
		Memberships			
		Personal care			
		Entertainment, recreation and hobby expenses			

		Rent and lease payments.			
		Loan repayments			
		Phone and utilities			
		Maintenance and repair of premises, equipment, and vehicles			
		Office supplies and stationary			
		Operating stock/ suppliers bills			
		Advertising and promotion			
		Delivery and shipping costs			
		Personal drawings and employee wages			
		Insurance premiums			
		Taxes			
		Membership fees and subscriptions			
		Investment			
		The required amount of money for different needs is mobilized.	Savings		
		Borrowing from friends and family			

		Lease			
		Warrants			
		Banks loan			
		<i>Government Programs</i>			
		Bonds			
	Business money is effectively managed as per procedures in a way to avoid waste of money	Assessing and budgeting for your current financial situation			
		Developing a financial plan			
		Managing			
		Recognizing signs of financial trouble			
		Handling financial emergencies			
		Dealing with unmanageable debt			
	Money is saved in a recognized financial institution.	Banks			
		Credit Unions			
		Savings and Loans			
	Business debts are managed.	Cut unnecessary costs and free up cash			

		Revisit the budget			
		Prioritize debt payments			
		Speak with creditors			
		Consolidate your loans			
	Basic record-keeping is executed as per standards.	Importance of figuring out how money flows through your business and why			
		Need to keep good records			
		The main records you may need to keep			
		Keep basic paper records			
		Complete a cash payments book and a cash receipts book.			
Manage a small business	Basic business cycle is described in terms of buying, adding value and selling for profit.	Commodity prices			
		Freight rates			
	Credit risks and unexpected costs are identified and dealt with accordingly.	Qualifications of loan review personnel			
		Independence of loan review personnel			

		Frequency of reviews			
		Scope of reviews			
		Depth of reviews			
		Review of findings and follow-up			
		Work paper and report distribution.			
	Record-keeping sheet is developed as per standards and on time.	Total exposure and segment exposures, including subordinated debt and equity			
		Risk rating distribution and migration data			
		Noncompliance with covenants,			
		Performing assets			
		Impaired loans			
Develop a business plan for a micro business	Realistic formulations of objectives of the small business are clearly stated and measurable.	Desired sales or profit levels			
		Rates of growth			
		Increased turnover			

		Value of the business or dividends paid to shareholders			
The business plan template is filled out as per standards.		Executive summary			
		General company description			
		Products and services			
		Marketing plan			
		Operational plan			
		Management and organization			
		Personal financial statement			
		Startup expenses and capitalization			
		Financial plan			
		Appendices			
		Refining the plan			
The simulated small business has brought benefits.		Planning activities and resources			
		Staffing			
		Organizing resources			
		Coordinating business activities			

CCM107 BASIC WORKPLACE CALCULATIONS					
Competence : Perform basic workplace calculations					
RTQF LEVEL: 1			CREDITS: 4		LEARNING HOURS : 40
SECTOR: All				SUB-SECTOR: All	
ISSUE DATE: November 2013				REVIEW DATE:	
			Controlling for achievements		

PURPOSE STATEMENT

This module describes the skills and knowledge required to prepare a small budget. They can keep basic business financial records.

LEARNING ASSUMED TO BE IN PLACE

Not applicable

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Learning units	Performance criteria
By the end of the module, the trainee will be able to :	
1. Apply basic arithmetic operations	1.1 Proper application of four fundamental operations 1.2 Proper application of fractions and decimals

	1.3 Proper determination of percentages and ratios
2. Apply metric system	1.1 Proper identification of measurements systems 1.2 Proper use of metric and non-metric measurements units 1.3 Correct conversion of units of measurements
3. Perform basic geometric forms	3.1 Proper drawing of regular and irregular geometrical forms 3.2 Adequate calculation of dimensions of regular geometrical forms 3.3 Adequate calculation of dimensions of irregular geometrical forms

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The learning activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer

Learning unit 1: Apply basic arithmetic operations

Learning Hours : 10

Learning outcomes	Contents	Learning activities	Resources
1.1. Apply fundamental operations	<ul style="list-style-type: none"> • Fundamental operations: <ul style="list-style-type: none"> ✓ Addition ✓ Subtraction, ✓ Multiplication and ✓ Division 	<ul style="list-style-type: none"> ○ Group discussion on 4 fundamentals operations ○ Practical exercises on adding, subtracting, multiplying, and dividing 	<ul style="list-style-type: none"> - Reference books - Pens
1.2. Apply fractions and decimals	<ul style="list-style-type: none"> • Fractions and decimals <ul style="list-style-type: none"> ✓ Addition of fractions ✓ Subtraction of fractions ✓ Multiplication of fractions ✓ Division of fractions ✓ Addition of decimals ✓ Subtraction of decimals 	<ul style="list-style-type: none"> ○ Brainstorming on fractions and decimals ○ Group discussion on fractions and decimals ○ Practical exercises fractions and decimals, percentages and ratios 	<ul style="list-style-type: none"> - Reference books - Pens
1.3. Determine percentages and ratios			

	<ul style="list-style-type: none"> ✓ Multiplication of decimals ✓ Division of decimals • Conversion of decimals to fractions and vice-versa • Simplification of fractions • Expressing percentages and ratios 		
--	--	--	--

Learning unit 2: Apply metric system

Learning Hours : 20

Learning outcomes	Content	Learning activities	Resources
2.1. Use measurements systems	<ul style="list-style-type: none"> • Metric and non-metric measurements units <ul style="list-style-type: none"> ✓ Length ✓ Area ✓ Volume ✓ Mass ✓ Time • Application of metric and non-metric measurement units. 	<ul style="list-style-type: none"> ○ Brainstorming on Metric and non-metric measurement units ○ Group discussion on Metric and non-metric measurement unit ○ Practical exercises on Metric and non-metric measurement units 	<ul style="list-style-type: none"> - Books - Handout - Calculator - Pens
2.2. Convert units of measurements	<ul style="list-style-type: none"> • Relationship between metric and non-metric measurement units 	<ul style="list-style-type: none"> ○ Brainstorming on Relationship between metric and non-metric measurement units ○ Group discussion on Relationship between metric and non-metric measurement units ○ Practical exercises on Relationship between metric and non-metric measurement units 	

Learning unit 3: Perform basic geometric forms

Learning Hours : 10

Learning outcomes	Contents	Learning activities	Resources
3.1. Draw regular and irregular geometrical forms	<ul style="list-style-type: none"> • Drawing instruments • Regular geometrical forms <ul style="list-style-type: none"> ✓ Square ✓ Rectangle ✓ Triangle ✓ Other polygons ✓ Circle ✓ Cone • Irregular geometrical forms <ul style="list-style-type: none"> ✓ Irregular polygons 	<ul style="list-style-type: none"> ○ Brainstorming on regular and irregular geometrical forms ○ Group discussion on regular and irregular geometrical forms ○ Practical exercises on drawing regular and irregular geometrical forms 	<ul style="list-style-type: none"> - Books - Handout - Drawing set
3.2. Calculate dimensions of regular geometrical forms	<ul style="list-style-type: none"> • Basic formula for determining different dimensions of regular geometrical forms 	<ul style="list-style-type: none"> ○ Brainstorming in determining different dimensions of regular geometrical forms ○ Group discussion on determining different dimensions of regular geometrical forms ○ Practical exercises on determining different dimensions of regular geometrical forms 	<ul style="list-style-type: none"> - Books - Handout - Drawing set - Calculator
3.3. Calculate dimensions of irregular geometrical forms	<ul style="list-style-type: none"> • Basic formula for determining different dimensions of irregular geometrical forms 	<ul style="list-style-type: none"> ○ Brainstorming in determining different dimensions of irregular geometrical forms ○ Group discussion on determining different dimensions of irregular geometrical forms ○ Practical exercises on determining different 	<ul style="list-style-type: none"> - Books - Handout - Drawing set - Calculator

		dimensions of irregular geometrical forms	
--	--	---	--

References

1. Chancellor, W. E. (1901). *Children's Arithmetic by Grades: Fundamental operations. Second book, third year.* Globe School Book Company.
2. *Key Maths 7/1.* (2000). Nelson Thornes.
3. Punzalan, C. N., CO, K. H. P., & Close, J. F. (2011). *Fundamental Operations on Fractions.* Kendall Hunt Publishing Company.

ASSESSMENT GUIDELINES

Portfolio for formative assessment

Element of competence	Assessment indicator	Checklist	Score		Observation
			Yes	No	
1. Apply basic arithmetic operations	Four fundamental are applied	Addition			
		Subtraction			
		Multiplication			
		Division			
	Fractions and decimals are applied	Addition of fractions			
		Subtraction of fractions			
		Multiplication of fractions			
		Division of fractions			
		Addition of decimals			
		Subtraction of decimals			
		Multiplication of decimals			
		Division of decimals			

		Simplification of fractions			
	Percentages and ratios are determined	Percentages			
		Ratios			
2. Apply metric system	Metric and non-metric measurements units are applied	Length			
		Area			
		Volume			
		Time			
		Mass			
		Application of metric and non-metric measurement units.			
	Conversion of units of measurements is done	metric measurement units			
	non-metric measurement units				
3. Perform basic geometric forms	Drawing of regular and irregular geometrical forms are performed	Drawing instruments			
		Square			
		Rectangle			
		Triangle			
		polygons			

		Circle			
		Cone			
		Irregular geometrical forms			
		Irregular polygons			
	Dimensions of irregular geometrical forms are calculated	Basic formula			
		Dimensions of regular geometrical forms			
	Dimensions of regular geometrical forms are determined	Dimensions of irregular geometrical forms			

HOTCA101 FOOD HYGIENE AND SAFETY		
Competence : APPLY FOOD HYGIENE AND SAFETY		
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 120
SECTOR: Hospitality and tourism		SUB-SECTOR: Hospitality
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to follow food safety and hygiene procedures, identify hazards, assess the associated safety risks and take measures to eliminate or control and minimize the risk. It is an obligation for each food handler to participate in the management of the food safety and hygiene from the receiving to the serving step. They have a duty to cooperate with their employer's initiatives to ensure safety and hygiene at work.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

Not applicable

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence	Performance criteria
By the end of the module, the trainee will	

be able to :	
1. Maintain body cleanliness	<ul style="list-style-type: none"> 1 Proper maintenance of hands hygiene as per hygiene procedures 1 Appropriate use of work attire in the kitchen as required 1 Relevant medical test for food handlers is done according the requirements 1 Effective cleanliness of body and hair as per hygiene standards
2. Maintain workplace hygiene	<ul style="list-style-type: none"> 2 Proper sanitization of the work area as per standards requirements 2 Appropriate sanitization and sterilization of equipment and tools as per standards 2 Adequate cleaning schedule of the kitchen according to standards while complying with health regulations
3. Apply food hygiene and safety preventive measures	<ul style="list-style-type: none"> 3 Appropriate identification of high and non-high risk foods 3 Correct standards of handling high risk and non- high risk foods according to food hygiene and safety procedures 3 Appropriate storage temperatures for perishables and non- perishable foods 3 Appropriate identification of the required food storage temperature for hot and cold food as well as the danger zone for each. 3 Proper identification of food poisoning in terms of food cross contamination as well as bacteria that cause food poisoning 3 Appropriate identification of prevention measures in order to maintain food safety and hygiene.

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1. Maintain body cleanliness

Learning hours: 10

Learning outcomes	Content	Leaning activities	Resources
1.1 Clean hands	<ul style="list-style-type: none"> • Hand washing procedures <ul style="list-style-type: none"> ✓ Duration / timing • Cleaning tools and chemicals <ul style="list-style-type: none"> ✓ Warm running water ✓ Soap ✓ Hand brush ✓ Paper towel 	<ul style="list-style-type: none"> ○ Brainstorming on hand washing procedures ○ Group work on cleaning materials ○ Demonstration on hand washing procedures ○ Individual practice on hand washing while respecting procedures 	<ul style="list-style-type: none"> - Internet - Markers - Boards - Flipchart - Videos - Sink - Hand brush - Soap - Warm running water - Paper towel - Dust bin
1.2 Use of work attire	<ul style="list-style-type: none"> • Components of work attire for food handlers • Importance of work attire 	<ul style="list-style-type: none"> ○ Brainstorming on the component of the work attire and its importance ○ Group discussion on importance of work attire ○ Demonstration on use of work attire ○ Individual practice on using/wearing work attire 	<ul style="list-style-type: none"> - Internet - Flipchart - Markers - Boards - Videos - Chef's hat - Apron - Torchon - Chef's jacket - Neck tie - Trouser/skirt - Black shoes

1.3 Perform medical test requirements	<ul style="list-style-type: none"> • Health regulations recommended to food handlers <ul style="list-style-type: none"> ✓ Importance of medical test ✓ Medical tests required for: <ul style="list-style-type: none"> ▪ Contagious and infectious diseases ▪ Tuberculosis ▪ Urine ▪ HIV 	<ul style="list-style-type: none"> ○ Brainstorming on the importance of medical test ○ Group discussion on contagious and infectious diseases ○ Research on contagious and infectious diseases, tuberculosis and HIV ○ Visit of a nearby medical health centre for medical tests 	<ul style="list-style-type: none"> - Internet - Flipchart - Markers - Boards - Videos - Medical health centre
1.3 Clean body	<ul style="list-style-type: none"> • Importance of cleaning body <ul style="list-style-type: none"> ✓ Skin ✓ Hair • Body cleaning chemicals and tools <ul style="list-style-type: none"> ✓ Soap ✓ Warm water ✓ Scissors ✓ towel 	<ul style="list-style-type: none"> ○ Display of cleaning chemicals and tools ○ Brainstorming on importance of cleaning the body ○ Group discussion on importance of cleaning body ○ Video presentation on cleaning body 	<ul style="list-style-type: none"> - Internet - Flipchart - Markers - Boards - Videos - Soap - Warm water - Towel - Scissors - Shaving foam - Shaving tool

Learning unit 2: Maintain workplace hygiene

Learning hours: 10

Learning outcomes	Content	Leaning activities	Resources
2.1 Sanitise work area	<ul style="list-style-type: none"> • Define sanitize • Importance of sanitising • Sanitising procedures <ul style="list-style-type: none"> ✓ Clean ✓ Wash ✓ Rinse ✓ Sanitize 	<ul style="list-style-type: none"> ○ Brainstorming on sanitizing ○ Group discussion on importance of sanitizing ○ Demonstrate on sanitizing procedures ○ Individual practice on sanitizing 	<ul style="list-style-type: none"> - Internet - Markers - Boards - Flipchart - Videos - Sink - Warm running water - Paper towel - Detergents - Sponge - Brush
2.2 Sanitise and sterilise tools and equipment	<p>Sanitization</p> <ul style="list-style-type: none"> ✓ Importance of sanitising tools and equipment ✓ Types of sanitizers <ul style="list-style-type: none"> ▪ Chlorine bleach ▪ Quaternary ammonia ▪ Iodine concentration ✓ Sanitising techniques <p>Sterilization</p> <ul style="list-style-type: none"> ✓ Importance sterilising tools and equipment ✓ Types of sterilizers <ul style="list-style-type: none"> ▪ Steam sterilization (autoclave) ▪ Dry heat sterilization ▪ Unsaturated chemical vapor sterilizers ✓ Sterilizing techniques 	<ul style="list-style-type: none"> ○ Brainstorming on importance of sterilising and sanitising tools and equipment ○ Group discussion on importance of sterilising and sanitising tools and equipment ○ Demonstrate on sterilising and sanitising procedures ○ Individual practice on sanitizing and sterilizing tools and equipment 	<ul style="list-style-type: none"> - Internet - Markers - Boards - Flipchart - Videos - Sink - Warm running water - Paper towel - Detergents - Sponge - Brush - Power/steamer

2.4 Maintain cleaning schedule of the kitchen	<ul style="list-style-type: none"> • Cleaning schedule of the kitchen according to standards while complying with health regulations <ul style="list-style-type: none"> ✓ Deep cleaning rules/schedule ✓ Personal Protective Equipment (PPE) ✓ Safety guidelines regarding cleaning of Equipment 	<ul style="list-style-type: none"> ○ Brainstorming on health rules and regulations ○ Group discussion on health rules and regulations ○ Research on health rules and regulations ○ Demonstration on Cleaning ○ Individual practice on cleaning schedule of the kitchen according to standards while complying with health regulations 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Boards - Internet - Gloves - Scotch bright - Soap - Detergents - Warm water - Sanitizers - Sterilizers
---	---	--	--

Learning unit 3. Apply food hygiene and safety preventive measures

Learning hours: 40

Learning outcomes	Content	Leaning activities	Resources
3.1 Identify high risk and non-risk foods	<ul style="list-style-type: none"> • Definition of high risk and non-risk foods • Types of high risk and non-high risk foods 	<ul style="list-style-type: none"> ○ Brainstorming on high risk and non-risk foods ○ Group discussions on types of high risk and non- risk foods ○ Research on high risk and non- risk foods 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Boards - High risk and non-risk foods

<p>3.2 Handle high risk and non- high risk foods</p>	<ul style="list-style-type: none"> • Handling high risk and non- high risk foods according to food hygiene and safety procedures <ul style="list-style-type: none"> ✓ Transportation ✓ Cooking/preparation ✓ Storing 	<ul style="list-style-type: none"> • Brainstorming on handling high risk and non- high risk foods according to food hygiene and safety procedures • Group discussions on handling high risk and non- high risk foods according to food hygiene and safety procedures • Group work on handling high risk and non- high risk foods according to food hygiene and safety procedures ○ Demonstration on handling high-risk and non-risk foods • Individual practice on handling high risk and non- high risk foods according to food hygiene and safety procedures 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Boards - Meat thermometer - Fridges - Containers - Knives - Trolley - Shelves - Freezer - Stove - Cutting boards -
<p>3.3 Store perishables and non-perishable foods at the required temperature</p>	<p>storage temperatures for perishables and non- perishable foods</p>	<ul style="list-style-type: none"> - Brainstorming on storage temperature of perishable and non-perishable foods - Group discussion storage temperature of perishable and non-perishable foods - Group work on storage temperature of perishable and non-perishable foods - Demonstration on storage temperature of perishable and non-perishable foods - Individual practice on storage temperature of perishable and non-perishable foods 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Boards - Fridge - Freezer - Shelves - Containers - Knives

3.4 Store cold and hot food	<ul style="list-style-type: none"> • Required food storage temperature for food served hot or cold <ul style="list-style-type: none"> ✓ danger zone • Food poisoning • Cross contamination and bacteria 	<ul style="list-style-type: none"> ○ Brainstorming on danger zone, food poisoning, cross contamination and bacteria ○ Group discussions on danger zone, food poisoning, cross contamination and bacteria ○ Group work on danger zone, food poisoning, cross contamination and bacteria ○ Demonstration on storing cold food ○ Individual practice on storing while considering danger zone, food poisoning, cross contamination and bacteria 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Boards - Fridges - Containers - Cold food - Fridge
3.5 Identify food poisoning, cross contamination and bacteria			
3.6 Maintain food safety and hygiene	<ul style="list-style-type: none"> • Preventive measures regarding hygiene and food safety <ul style="list-style-type: none"> ✓ Proper storage ✓ During food Preparation ✓ During cooking ✓ Hot holding ✓ Cooling ✓ Reheating 	<ul style="list-style-type: none"> ○ Brainstorming on Preventive measures regarding hygiene and food safety ○ Group discussion on Preventive measures regarding hygiene and food safety ○ Group work on Preventive measures regarding hygiene and food safety ○ Demonstration on Preventive measures regarding hygiene and food safety ○ Individual practice on Preventive measures regarding hygiene and food safety 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Boards - Fridges - Containers - Chopping boards - Knives - Pots - Oven

ASSESSMENT GUIDELINES

PART I. Portfolio

SECTION A. Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		
1. Maintain body cleanliness	Proper maintenance of hands hygiene as per procedures	<ul style="list-style-type: none"> ○ Right tools and chemicals <ul style="list-style-type: none"> - Hand brush - Liquid soap - Hand sanitizer - Paper roll - Dust bin (with foot pedal) - Warm running water ○ Follow hand washing procedures <ul style="list-style-type: none"> - Wet hands with running water as hot as you can comfortably stand (at least 100°F/38°C) - Apply soap - Vigorously scrub hands and arms for twenty seconds 			<p>Picture evidence Select the right cleaning tools and chemicals.</p> <p>Written evidence 1. List all cleaning tools and equipment</p> <p>Performance evidence (observation checklist: procedures) 1. Wash hands following procedures</p>	

		<ul style="list-style-type: none"> - Rinse thoroughly under running water - Dry hands and arms with a single-use paper towel - Use a paper towel to turn off the faucet. 				
	Appropriate use of work attire in the kitchen as required	<p>Characteristics of a professional work attire:</p> <ul style="list-style-type: none"> - Colour - Texture for the jacket, apron, trouser, neck tie & torchon - Non high heeled shoes - Paper made chef's hat <p>Composition of professional work attire:</p> <ol style="list-style-type: none"> 1. Hat <ul style="list-style-type: none"> - Hair is well protected - Sweat is absorbed 2. Torchon <ul style="list-style-type: none"> - Has been used while holding hot stuff 3. Jacket <ul style="list-style-type: none"> - Chest is well protected (must be in cotton material) 4. Trouser/skirt and Apron 			<p>Written evidence</p> <ol style="list-style-type: none"> 1. What are the rules regarding hygienic professional attire <p>Performance evidence</p> <ol style="list-style-type: none"> 1. Select the professional work attire 	

		<ul style="list-style-type: none"> - Thighs and legs are protected from hot stuff in case of accidents <p>5. Black rubber shoes (clog)</p> <ul style="list-style-type: none"> - S/he is protected from sliding - Feet are protected from any falling stuffs <p>6. Neck tie</p> <ul style="list-style-type: none"> - Sweat from the neck is absorbed <p>Hygienic rules regarding professional work attire:</p> <ul style="list-style-type: none"> - Visiting toilets 				
	Relevant medical test for food handlers is done according to the requirements	<p>Medical tests undergone by food handlers</p> <ul style="list-style-type: none"> o Types of diseases: <ul style="list-style-type: none"> - TB - HIV o Periodic medical tests o Importance of medical tests for food handlers 			<p>Written evidence</p> <ol style="list-style-type: none"> 1. List diseases that requires medical test for food handler. 2. How long should food handler go for medical test 3. Essay on the importance of medical test for food handlers 	
	Effective cleanliness of body and hair as per hygiene standards	<ul style="list-style-type: none"> - Follow the right Procedures of cleaning the body and hair - Body cleaning chemicals and tools 			<p>Written evidence</p> <ol style="list-style-type: none"> 1. List body cleaning chemicals and tools 	

2. Maintain workplace hygiene	Proper sanitization of the work area as per standards requirements	Follow the right Procedures of Sanitization <ul style="list-style-type: none"> o Clean o Wash o Dry o Sanitize Cleaning chemicals and tools			Perform evidence <ol style="list-style-type: none"> 1. Select cleaning tools and chemicals Written evidence <ol style="list-style-type: none"> 1. List cleaning chemicals and tools 	
	Appropriate sanitization and sterilization of equipment and tools as per standards	Follow the right procedures of sanitization and sterilization Cleaning chemicals and tools			Written evidence <ol style="list-style-type: none"> 1. Label cleaning sanitizers and sterilizers 2. list cleaning sanitizers and sterilizers 	
	Adequate cleaning schedule of the kitchen according to standards while complying with health regulations	<ul style="list-style-type: none"> - Cleaning schedule - Cleaning chemicals and tools - Assign responsibilities 			Written evidence <ol style="list-style-type: none"> 1. What is appropriate time of cleaning 2. List cleaning chemicals and tools 3. Who is supposed to clean 	
3. Apply food hygiene and safety preventive measures	Appropriate identification of high and non-high risk foods	<ul style="list-style-type: none"> - Identify high risk and non-high risk foods 			Written evidence <ol style="list-style-type: none"> 1. Describe high risk foods and non- high risk foods 	
	Correct standards of handling high risk and non-high risk foods according to food hygiene and safety	<ul style="list-style-type: none"> - Correct tools and equipment to handle both high risk and non-high risk foods - 			Performance evidence <ol style="list-style-type: none"> 1. Select tools and equipment's of handling high risk and non-high risk foods Written evidence	

	procedures				1. List tools and equipment of handling high risk and non- high risk foods	
	Appropriate storage temperatures for perishables and non- perishable foods	- Store perishable and non-perishable foods in the right temperatures			Performance evidence Select the right temperatures of perishable and non-perishable temperatures	
	Appropriate identification of the required food storage temperature for hot and cold food as well as the danger zone for each.	- Temperature for hot food - Temperature for cold food - Danger zone for food stored			Written evidence 1. List the right temperatures	
	Proper identification of food poisoning in terms of food cross contamination as well as bacteria that cause food poisoning	Identify improper storage - Check leakage of food - Un covered food - un cleaned tools			Picture evidence 1. Select and label leakage of food Written evidence 1. List un cleaned tools and equipment	
	Appropriate identification of prevention measures in order to maintain food safety and hygiene.	- Right food containers and tools - Clean work place - Use of gloves			Performance evidence 1. Select the right containers and tools 2. Which chemicals and tools for cleaning work place	

HOTCA102 MAINTAIN SAFETY AND SECURE WORK ENVIRONMENT		
Competence : MAINTAIN SAFETY AND SECURE WORK ENVIRONMENT		
RTQF LEVEL: 1	CREDITS: 4	LEARNING HOURS : 40
SECTOR: Hospitality and tourism		SUB-SECTOR: Hospitality
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to follow safety and security procedures, identify hazards, assess the associated safety risks and take measures to eliminate or control and minimise the risk.

Also, the module describes the skills and knowledge required to participate in environmentally sustainable work practices.

It is an obligation for each employee to participate in the management of their own safety and security, and that of their colleagues and anyone else in the workplace. They have a duty to cooperate with their employer's initiatives to ensure safety at work and sustainability of the work environment.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

CCM302 : Health, Safety, security and environment in the workplace

HOTCA101 : Hygiene and food safety

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence	Performance criteria
By the end of the module, the trainee will be able to :	
1. Sterilize tools and equipment	1 Appropriate identification sterilizers used for kitchen tools and equipment 1 Proper dosage of chemicals used in sterilization of kitchen tools and equipment Appropriate techniques of sterilization of kitchen tools and equipment with regard to the hygiene and safety procedures in the kitchen
2. Sanitize the workplace	2 Appropriate cleaning of the workplace with correct tools and chemicals 2 Effective dosage of cleaning agents/chemicals in a way to keep the workplace free of bacteria and parasites
3. Use tools, equipment and chemicals in kitchen safely	3 Adequate manipulation and handling of tools and equipment at the workplace following the safety procedures 3 Appropriate arrangement of tools and equipment in the workplace in a manner to avoid any potential damages 3 Proper utilization of tools and equipment by respecting what it is meant to in order to avoid tools and equipment damages as well as food cross contamination Appropriate respect of rules regarding safety in cleaning procedures such as avoiding 3 putting or placing sharpen items in the sink Correct carrying on and lifting up of tools and equipment, hot food stuff as well as heavy 3 goods

	3	Proper washing and cleaning of tools and equipment before storage to avoid rust.
4. Store tools, equipment and chemicals	4	Appropriate arrangement of tools and equipment and chemicals in good place, (shelves, ...) position and separately according to instructions 4 Correct covering of chemicals after use according to instructions 4 Appropriate disposition of tools and equipment in the storage area

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Sterilize kitchen tools and equipment

Learning hours: 15

Learning outcomes	Content	Learning activities	Resources
1.1 Identify sterilizers of tools and equipment used in kitchen	<ul style="list-style-type: none"> • Importance of sterilization of kitchen tools and equipment • Types of sterilizers used in kitchen 	<ul style="list-style-type: none"> ○ Display on types of sterilizers ○ Brainstorming on importance of sterilizer ○ Group discussion on types of sterilizers ○ Research on sterilization and its importance 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet - Videos - Sterilizers

1.2 Use chemicals	<ul style="list-style-type: none"> • Dosage of chemicals used in sterilization of kitchen tools and equipment <ul style="list-style-type: none"> ✓ volume ✓ weight 	<ul style="list-style-type: none"> ○ Brainstorming on unit measurements ○ Group discussion of tools when dosing chemicals ○ Demonstration on dosing chemicals ○ Individual practice on dosing chemicals 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet - Videos - Weighing scales - Measuring jugs - Containers - Sterilisers/chemicals
1.3 Apply sterilization techniques	<ul style="list-style-type: none"> • Sterilization techniques of kitchen tools and equipment 	<ul style="list-style-type: none"> ○ Presentation on kitchen sterilization techniques ○ Group discussion on sterilization techniques ○ Demonstration on sterilization techniques Individual practice on cleaning techniques ○ Individual practice on sterilization techniques 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet - Videos - Cling film - Aluminium foil - Containers - Warm water - Paper towel - Sanitizers
1.4 Apply hygiene and safety procedures in kitchen	<ul style="list-style-type: none"> • Hygiene and safety procedures in the kitchen <ul style="list-style-type: none"> ✓ Tools ✓ Equipment (with labels regarding safety) 	<ul style="list-style-type: none"> ○ Brainstorming on hygiene and safety procedures in the kitchen ○ Presentation on hygiene and safety procedures in the kitchen ○ Group discussion on hygiene and safety procedures in the kitchen ○ Demonstration on hygiene and safety procedures in the kitchen ○ Individual practice on hygiene and safety procedures in the kitchen 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet - Videos - Warm water - Paper towel - Sanitizers - Cleaning chemicals - Equipment

Learning unit 2: Sanitize the workplace

Learning hours: 10

	Content	Leaning activities	Resources
2.1 Clean workplace	<ul style="list-style-type: none"> • Cleaning procedures <ul style="list-style-type: none"> ✓ Clearing ✓ Wash ✓ Rinse ✓ Sanitise • Cleaning tools • Types of detergents and chemicals 	<ul style="list-style-type: none"> ○ Brainstorming on cleaning procedures ○ Group discussion on cleaning procedures ○ Demonstration on cleaning procedures ○ Individual practice on cleaning procedures ○ Display of cleaning tools and chemicals 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet - Videos - Scotch bright - Containers - Warm water - Paper towel - Sanitizers - Soaps
2.2 Identify cleaning chemicals		<ul style="list-style-type: none"> ○ Brainstorming on types cleaning chemicals ○ Group discussion on cleaning chemicals ○ Display of cleaning chemicals 	
2.3 Measure cleaning chemicals	<ul style="list-style-type: none"> • Measurement of cleaning agents/chemicals in a way to keep the workplace free of bacteria and parasites <ul style="list-style-type: none"> ✓ Volume ✓ Weight 	<ul style="list-style-type: none"> ○ Presentation on dosage/measurement of cleaning chemicals ○ Group discussion on dosage/measurement of cleaning chemicals ○ Display of cleaning chemicals ○ Demonstration on dosage/measurement of cleaning chemicals ○ Individual practice on dosage/measurement of cleaning chemicals 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet - Videos - Containers - Warm water - Measuring jugs/cups - Sterilizers - Soaps

Learning unit 3. Use tools, equipment and chemicals safely in kitchen

Learning hours: 10

Learning out come	Content	Leaning activities	Resources
3.1 Handle tools, chemicals and equipment safely	<ul style="list-style-type: none"> • Safe practices of handling tools, equipment and chemicals while dealing with the following: <ul style="list-style-type: none"> ✓ Tools and equipment <ul style="list-style-type: none"> ▪ Carrying ▪ Lifting ▪ Storing ✓ Chemicals <ul style="list-style-type: none"> ▪ Diluting ▪ Storing 	<ul style="list-style-type: none"> ○ Brainstorming on safe practices of handling tools, equipment and chemicals ○ Group discussion on safe practices of tools, equipment and chemicals ○ Demonstration on safe handling of tools, equipment and chemicals ○ Individual practice on safe handling of tools, equipment and chemicals ○ Display of chemicals, tools and equipment 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet - Videos - Containers - soap - sharpening stones - Greasing oil
3.2 Arrange tools and equipment	<ul style="list-style-type: none"> • Positioning of tools and equipment while storing <ul style="list-style-type: none"> ✓ On shelves 	<ul style="list-style-type: none"> ○ Brainstorming on arranging tools and equipment ○ Demonstration on positioning of tools and equipment ○ Individual practice on positioning of tools 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet - Videos - Shelves - Hanging
3.3 Maintain tools and equipment	<ul style="list-style-type: none"> • Maintenance rules of tools and equipment <ul style="list-style-type: none"> ✓ Basic maintenance procedures (Sharpening, cleaning and greasing) ✓ Storage standards for tools and equipment 	<ul style="list-style-type: none"> ○ Brainstorming on maintenance procedures of tools and equipment ○ Demonstration on maintenance procedures of tools and equipment ○ Group discussion on maintenance procedures of tools and equipment 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Reference books - Internet

		<ul style="list-style-type: none"> ○ Research on maintenance procedures of tools and equipment ○ Individual practice on maintenance procedures of tools and equipment 	<p>Videos</p> <ul style="list-style-type: none"> - Containers - Soap - Scotches - Sterilizer - Sanitizer - Greasing oil - Paper rolls - Shelves - Hanging
3.4 Apply safety rules	<ul style="list-style-type: none"> ● Knife skills and handling ● Proper use of equipment ● Mopping techniques and rules 	<ul style="list-style-type: none"> ○ Brainstorming on knife skills and handling procedures ○ Demonstration on knife skills and proper use of equipment ○ Group discussion on mopping rules ○ Individual practice on knife skills and proper use of equipment and mopping 	<ul style="list-style-type: none"> - Flipchart - videos - Markers - Boards - Reference books - Internet Videos - Knives - Soap - Containers - Mopping rugs - Sanitizers - Mop squeezer - Safety signs
3.5 Carry and lift tools and equipment	<ul style="list-style-type: none"> ● Carrying procedures of tools and equipment ● Lifting techniques of tools and equipment 	<ul style="list-style-type: none"> ○ Brainstorming on lifting techniques of tools and equipment ○ Group discussion lifting techniques of tools and equipment ○ Demonstration on carrying techniques of tools and equipment ○ Individual practice on carrying techniques of tools and equipment 	<ul style="list-style-type: none"> - Flipchart - Videos - Markers - Boards - Reference books - Internet Videos

			<ul style="list-style-type: none"> - Knives - Containers - Trolley
--	--	--	---

Learning unit 4: Store tools, equipment and chemicals

Learning outcome	Content	Leaning activities	Resources
4.1 Arrange tools, equipment and chemicals	<ul style="list-style-type: none"> • Labelling shelves for tools equipment and chemicals containers • Separation of storage for <ul style="list-style-type: none"> ✓ Tools ✓ equipment ✓ chemicals 	<ul style="list-style-type: none"> ○ Brainstorming on labelling shelves for tools equipment and chemicals containers and separation of storage for tools, equipment and chemicals ○ Demonstration on labelling shelves for tools equipment and chemicals containers separating storage for tools, equipment and chemicals ○ Individual practice on labelling shelves for tools equipment and chemicals containers separating storage for tools, equipment and chemicals 	<ul style="list-style-type: none"> - Flipchart - Markers - Board - Labels - Internet - Containers - Shelves - Kitchen tools and equipment
4.2 Cover chemicals	<ul style="list-style-type: none"> • Cover chemicals according to type • Covering chemicals rules • Covering materials 	<ul style="list-style-type: none"> ○ Brainstorming on covering of chemicals and materials ○ Demonstration on cutting covering materials and covering of chemicals ○ Individual practice on covering of chemicals following rules 	<ul style="list-style-type: none"> - Flipchart - Markers - Board - Labels - Internet - Cling film - Scissors - Aluminium foil - Chemicals - Containers
4.3 Store tools and equipment	<ul style="list-style-type: none"> • Storage rules <ul style="list-style-type: none"> ✓ Store according to type and use ✓ Store only cleaned tools and equipment 	<ul style="list-style-type: none"> ○ Brainstorming on storage rules and devices ○ Presentation storage rules and devices ○ Individual practice storage while respecting rules and using appropriate devices 	<ul style="list-style-type: none"> - Flipchart - Markers - Board - Labels - Internet

	<ul style="list-style-type: none">✓ Indicate damaged tools and equipment• Types of storage devices:<ul style="list-style-type: none">✓ Shelves✓ Hanging✓ Containers		<ul style="list-style-type: none">- Containers- Shelves- Wiping cloth/paper roll
--	--	--	--

ASSESSMENT GUIDELINES
PART I. PORTFOLIO

SECTION A: Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Observation Description of activity/test proposed
			Yes	No	
1 Sterilize tools and equipment	Appropriate identification of sterilizers used for kitchen tools and equipment	- Chemicals used for sterilizing kitchen tools and equipment			<p>Performance evidence</p> <p>1. From the displayed chemicals on the table, select chemicals used for sterilizing kitchen tools and equipment</p> <p>Written evidence</p> <p>2. Label the chemicals used for sterilizing kitchen tools and equipment</p>
	Proper dosage of chemicals used in sterilization of kitchen tools and equipment	- Right tools for measuring chemicals - Right doze of chemicals used in sterilization of kitchen tools and equipment			<p>Performance evidence</p> <p>1. Select tools for measuring chemicals</p> <p>2. Measure the right dose of chemicals used in sterilization of kitchen tools and equipment</p>
	Appropriate techniques of sterilization of kitchen tools and equipment with regard to the hygiene and safety procedures in the kitchen	Sterilization procedures - Sterilization techniques of kitchen equipment and tools - Hygiene and safety procedures when sterilizing			<p>Performance evidence</p> <p>1. Sterilize kitchen tools and equipment</p>

2 Sanitize the workplace	Appropriate cleaning of the workplace with correct tools and chemicals	Workplace cleanliness - Cleaning procedures - Cleaning tools and detergents used		Written evidence 1. Essay writing on cleaning procedures 2. Clean the workplace following procedures
	Effective dosage of cleaning agents/chemicals in a way to keep the workplace free of bacteria and parasites	- The right dosage of cleaning agents/chemicals in a way to keep the workplace free of bacteria and parasites		Performance evidence 1. Measure the cleaning chemicals while respecting dosage per each ingredient.
3. Use tools, equipment and chemicals in kitchen safely	Adequate manipulation and handling of tools and equipment at the workplace following the safety procedures	- Dismantle and re-assemble of tools and equipment -		Perform evidence 1. Select and label tools and equipment
	Appropriate arrangement of tools and equipment in the workplace in a manner to avoid any potential damages	- Separation of tools and equipment - Placement of tools and equipment's		Performance evidence Arrange tools and equipment respecting safety rules
	Proper utilization of tools and equipment by respecting what it is meant to in order to avoid tools and equipment damages as well as food cross contamination	- Usage of each tool and equipment		Performance evidence Use and operate tools and equipment

	<p>Appropriate respect of rules regarding safety in cleaning procedures such as avoiding putting or placing sharpen items in the sink</p> <p>Correct carrying on and lifting up of tools and equipment, hot food stuff as well as heavy goods</p>	<ul style="list-style-type: none"> - Cleaning of tools and equipment - Protective cleaning material - Cleaning chemicals - Carrying and lifting techniques of tools and equipment, hot food stuff as well as heavy loads 			<p>Performance evidence</p> <ol style="list-style-type: none"> 1. Select and label cleaning tools, chemicals regarding safety 2. Role play on lifting and carrying techniques of tools and equipment, hot food stuff as well as heavy loads
4. Store tools, equipment and chemicals	<p>Appropriate arrangement of tools and equipment and chemicals in good place, (shelves, ...) position and separately according to instructions</p>	<ul style="list-style-type: none"> - Store in different shelves in accordance of the usage 			<p>Performance evidence</p> <ol style="list-style-type: none"> 1. Label different shelves in accordance of their usage
	<p>Correct covering of chemicals after use according to instructions</p>	<ul style="list-style-type: none"> - Cover container with the right covers according to instructions 			<p>Performance evidence</p> <ol style="list-style-type: none"> 1. Label containers according to instructions
	<p>Appropriate disposition of tools and equipment in the storage area</p>	<ul style="list-style-type: none"> - Follow the right labels indicated on store shelves - placement of tools and equipment on the shelves 			<p>Performance evidence</p> <ol style="list-style-type: none"> 1. Label shelves of different tools and equipment

HOTCA103 MISE EN PLACE PREPARATION		
Competence: PREPARE MISE EN PLACE		
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 60
SECTOR: Hospitality and tourism		SUB-SECTOR: Hospitality
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to use kitchen equipment and tools, to prepare mise-en-place of the different ingredients, using the proper cutting and preparation techniques, techniques in defrosting meat and other food stuffs.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: Safety and secure work environment

HOTCA101: HYGIENE AND FOOD SAFETY

HOTCA105: Storage ingredients

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence By the end of the module, the trainee will be able to :	Performance criteria
1. Select kitchen equipment and tools	1 Proper identification of kitchen tools, utensils and equipment for mise en place Appropriate dismantling and assembling of tools and equipment in order to make them ready to use. 1 Correct storage of equipment and tools in appropriate position and shelves as per standards 1
2. Prepare ingredients	2 Appropriate selection of ingredients according to the recipe requirements 2 Accurate measurements and weighing of ingredients according to the recipe requirements 2 Proper handling of frozen items as per instructions regarding defrosting and thawing of meat items

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The learning activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Select kitchen equipment and tools

Learning hours: 40

Learning outcomes	Content	Learning activities	Resources
1.1 Describe mise en place	<ul style="list-style-type: none"> • Definition of mise en place • Purpose of mise en place 	<ul style="list-style-type: none"> ○ Brainstorming on definition of mise en place ○ Group discussion on mise en place purpose ○ Presentation on mise en place and its purpose 	<ul style="list-style-type: none"> - Videos - Pictures - Reference books - Internet - Flipchart, markers - Projectors - Board - Laptops
1.2 Identify kitchen tools, utensils and equipment	<ul style="list-style-type: none"> • Types of kitchen equipment and tools <ul style="list-style-type: none"> ✓ Hand tools ✓ Electrical tools ✓ Heavy equipment • Uses of Kitchen equipment & tools 	<ul style="list-style-type: none"> ○ Observation of kitchen equipment & tools ○ Group discussion on the use of kitchen equipment & tools ○ Research on kitchen equipment and tools ○ Group work on the use of kitchen tools and equipment ○ Individual practice on selection of kitchen tools and equipment as per their use 	<ul style="list-style-type: none"> - Kitchen equipment - Kitchen tools - Reference Books - Flipchart, markers - Projectors - Board - Laptops - Internet website - Pictures - videos

<p>1.2 Manipulate kitchen equipment and tools</p>	<ul style="list-style-type: none"> • Instructions for kitchen equipment and tools regarding: <ul style="list-style-type: none"> ✓ Safety precautions ✓ Standard operational procedures ✓ Manufacturers' recommendation 	<ul style="list-style-type: none"> ○ Brainstorming on kitchen equipment & tools instructions ○ Group discussion on the safety precautions of kitchen equipment & tools and maintenance ○ Demonstration on maintenance and manipulating in respect to instructions kitchen equipment and tools ○ Group work on safety precautions for kitchen tools and equipment ○ Individual practice on maintenance and manipulating in respect to instructions kitchen equipment and tools 	<ul style="list-style-type: none"> - Kitchen equipment - Kitchen tools - Reference Books - Flipchart, markers - Projectors - Board - Laptops - Internet website - Pictures - videos
<p>1.3 Maintain Kitchen equipment and tools</p>	<ul style="list-style-type: none"> • Basic maintenance procedures of kitchen tools and equipment <ul style="list-style-type: none"> ✓ Dismantling and assembling equipment and tools ✓ Cleaning procedure of <ul style="list-style-type: none"> ▪ Hand tools ▪ Electrical tools ▪ Heavy equipment ✓ Storage techniques of tools and equipment after use <ul style="list-style-type: none"> ▪ Hand tools ▪ Electrical tools ▪ Heavy equipment 	<ul style="list-style-type: none"> ○ Brainstorming on kitchen equipment & tools maintenance procedures ○ Group discussion on the maintenance procedures kitchen equipment & tools ○ Demonstration on maintenance and kitchen equipment and tools ○ Display of kitchen equipment and tools ○ Group work on storage procedures of kitchen tools and equipment ○ Individual practice on maintenance procedures kitchen equipment and tools 	<ul style="list-style-type: none"> - Kitchen equipment, - Kitchen tools - Reference Books - Flipchart, markers - Projectors - Board - Laptops - video - Internet website - Pictures

Learning unit 2: Prepare ingredients

Learning hours: 50

Learning outcomes	Content	Leaning activities	Resources
<p>2.1 Select ingredients</p>	<ul style="list-style-type: none"> • Categories of ingredients and their characteristics <ul style="list-style-type: none"> ✓ Meat, fish and poultry ✓ Eggs ✓ Vegetables ✓ Fruits ✓ Pasta and starch • Characteristics of quality ingredients 	<ul style="list-style-type: none"> ○ Brainstorming on categories of food and characteristics of quality ingredients ○ Group discussion on categories of food and characteristics of quality ingredients ○ Research on categories of food and characteristics of quality ingredients ○ Individual practice on selection of on different categories of food respecting characteristics of quality ingredients 	<ul style="list-style-type: none"> - Recipe books - Reference books - Flipchart - Markers - Projectors - Pictures - Board - Computer - Ingredients
<p>2.2 Measure ingredients</p>	<ul style="list-style-type: none"> • Importance of measuring ingredients • The measuring tools and their use: <ul style="list-style-type: none"> ✓ Measuring cups ✓ Measuring glass ✓ Scales ✓ Measuring spoons ✓ Centimeter • Measuring units for: <ul style="list-style-type: none"> ✓ Capacity/liquid ✓ Weight ✓ Length ✓ Numbers 	<ul style="list-style-type: none"> ○ Brainstorming on measuring, measuring units for ingredients and tools ○ Presentation on the importance of measuring, measuring units for ingredients and tools ○ Group discussion on the importance of measuring ○ Demonstration on measuring ingredients using different units ○ Individual practice on measuring ingredients using different units 	<ul style="list-style-type: none"> - Flipchart - Markers - Projectors - Pictures - Reference Books - Flipchart, markers- - Projectors - Board - Computer - Ingredients - Weighing scale - Measuring cups - Measuring glass - Measuring spoons - Centimeter

2.3 Handle ingredients safely	<ul style="list-style-type: none"> • Frozen principles: <ul style="list-style-type: none"> ✓ temperature • Techniques of handling frozen ingredients <ul style="list-style-type: none"> ✓ defrosting ✓ thawing food • Safe practices of handling ingredients while dealing with the following: <ul style="list-style-type: none"> ✓ frozen food ✓ dairy products ✓ fruit ✓ vegetables ✓ meat, fish and poultry ✓ cooked food 	<ul style="list-style-type: none"> ○ Observation of frozen ingredients; ○ Brainstorming on safe practices of handling of ingredients ○ Group discussion on safe practices of handling of ingredients, techniques of handling frozen ingredients ○ Demonstration on safe practices handling techniques of ingredients ○ Presentation on safe practices handling techniques of ingredients ○ Individual practice on safe practices handling techniques of ingredients 	<ul style="list-style-type: none"> - Kitchen equipment and tools - Hand gloves - Reference Books - Flipchart, markers- - Projectors - Board - Pictures - Videos - Computer - ingredients
--------------------------------------	---	---	--

ASSESSMENT GUIDELINES

PART I. PORTFOLIO

SECTION A . Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Observation Description of activity/test proposed
			Yes	No	
1. Select kitchen equipment and tools	Proper identification of kitchen tools, utensils and equipment for mise en place	<ul style="list-style-type: none"> • Types of kitchen equipment and tools <ul style="list-style-type: none"> ✓ Hand tools ✓ Electrical tools ✓ Heavy equipment • Uses of Kitchen equipment & tools 			Written evidence <ol style="list-style-type: none"> 1. Match(link) kitchen tools/utensils, equipment with their type 2. Tick appropriate answer (s) (Multiple choices) of the use of each picture of equipment/tools/utensils

	Appropriate dismantling and assembling of tools and equipment in order to make them ready to use.	<ul style="list-style-type: none"> • Instructions for kitchen equipment and tools regarding: <ul style="list-style-type: none"> ✓ Safety precautions ✓ Standard operational procedures ✓ Manufacturers' recommendation • Cleaning procedure of <ul style="list-style-type: none"> ✓ Hand tools ✓ Electrical tools ✓ Heavy equipment • Dismantling and assembling procedures for kitchen tools and equipment 		<p>Performance/product evidence (Observation checklist)</p> <ol style="list-style-type: none"> 1. Clean tools and equipment in order to make them ready to use 2. Dismantle and assemble kitchen tools and equipment
	Correct storage of equipment and tools in appropriate position and shelves as per standards	<ul style="list-style-type: none"> • Storage of : <ul style="list-style-type: none"> ✓ Hand tools ✓ Electrical tools ✓ Heavy equipment 		<p>Performance/product evidence (observation checklist and picture of the end result)</p> <ul style="list-style-type: none"> • Store tools and equipment after use respecting storage procedures
2. Prepare ingredients	Appropriate selection of ingredients according to the recipe requirements	<ul style="list-style-type: none"> • Categories of ingredients and their characteristics <ul style="list-style-type: none"> ✓ Meat, fish and poultry ✓ Eggs ✓ Vegetables ✓ Fruits ✓ Pasta and starch 		<p>Performance/product evidence</p> <ol style="list-style-type: none"> 1. Select fresh ingredients according to their categories
	Accurate measurements and weighing of ingredients according to the recipe	<ul style="list-style-type: none"> • The measuring tools and their use: <ul style="list-style-type: none"> ✓ Measuring cups ✓ Measuring glass 		<p>Written evidence</p> <ul style="list-style-type: none"> • Match (Link the measuring tools with their appropriate measuring units)

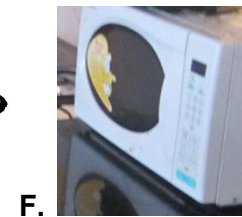
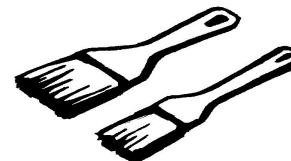
	requirements	<ul style="list-style-type: none"> ✓ Scales ✓ Measuring spoons ✓ Centimeter • Measuring units for: <ul style="list-style-type: none"> ✓ Capacity/liquid ✓ Weight ✓ Length ✓ Numbers 		<ul style="list-style-type: none"> • Tick the appropriate answer (Multiple choices) of types of food with their corresponding measuring units. <p>Performance evidence</p> <ul style="list-style-type: none"> • Perform measuring of the displayed ingredients on the working table (milk, eggs, meat, fish finger/croquette)
	Appropriate application of preparation procedures of ingredients in terms of washing, rinsing, peeling, cutting, chopping, slicing ...)	Preparation procedures <ul style="list-style-type: none"> ▪ washing, ▪ rinsing, ▪ peeling, ▪ cutting, ▪ chopping, ▪ slicing 		<p>Performance and product evidence</p> Prepare ingredients displayed on the working table: (vegetables: pumpkin and papaya fruit)
	Proper handling of frozen items as per instructions regarding defrosting and thawing of meat items	<ul style="list-style-type: none"> • Frozen principles: <ul style="list-style-type: none"> ✓ temperature • Techniques of handling frozen ingredients while: <ul style="list-style-type: none"> ✓ Defrosting ✓ Thawing food 		<p>Written evidence</p> 1. Sentence completion: Fill in the blank space the right word to complete the sentences <p>Performance/product evidence</p> (observation checklist & picture of the end result) <ol style="list-style-type: none"> 1. Handle frozen ingredients 2. Defrost and thaw food

SECTION B. Develop the activity/test described in the table above and the check-list to assess the activity/test.

1. Match/Link kitchen tools and equipment with their types

Types of kitchen equipment and tools		kitchen tools and equipment
1. Hand tools		Blender machine
		Knives
		Fridge
2. Electrical tools		Slicing machine
		Pastry mixers
3. Heavy equipment		Chopping board
		Wire whisk

2. Name the kitchen tools/utensils and equipment mentioned below by completing table



<u>LETTERS</u>	<u>NAMES OF TOOLS AND EQUIPMENT</u>
A.	
B.	
C.	
D.	
E.	
F.	

2. Clean tools and equipment in order to make them ready to use. The equipment and tools to clean are: i) blender machine and ii) pastry mixer.

Observation checklist

- Instructions for kitchen equipment and tools regarding:
 - ✓ Safety precautions
 - ✓ Standard operational procedures
 - ✓ Manufacturers' instructions
- Cleaning procedure for
 - ✓ Hand tools
 - ✓ Electrical tools

✓ Heavy equipment

3. Dismantle and assemble kitchen tools and equipment

- Dismantling and assembling procedures for kitchen tools and equipment

4. You have already used meat mincer machine (meat grinder) and chopping boards, store them respecting storage procedures.

5. From the working table, select ingredients and arrange each ingredients under its category:

Vegetables,

Fruits,

Meat,

Poultry

Starches and pastas

Respecting their quality characteristics.

N.B: On the working table there are (Onions, passion fruits, rice, sweet potatoes, corn flour, oranges, salmon, chicken, beef, veal, tilapia, cannelloni, lasagna, leeks, duck, celery, turkey...)

6. Link the measuring tools with their appropriate measuring units

Measuring tools		Measuring units
✓ Measuring cups		✓ Liter =Capacity/liquid
✓ Measuring glass		✓ Kg = Weight
✓ Scales		✓ Centimeter = Length

✓ Measuring spoons		✓ Numbers
✓ Centimeter		

6. Read carefully and answer by true or false the below statements:

- I. Liter is the measuring unit used to measure milk
- II. Liter is the measuring unit used to measure quantity of bottles of beer.
- III. If you want to measure the carrots, you can use kilogram
- IV. When you want to measure margarine, the measuring unit recommended is liter.
- V. The length of lasagna sheets is measured using centimeter.
- VI. Eggs are measured using centimeter

7. As a commis, move the stock and fish fillets to be used from freezer respecting handling technique

8. Thaw the stock and defrost fish fillets to be used safely in making fish soup.

PART II. INTEGRATED SITUATION (Summative assessment)

Task: RAINBOW Hotel hosts a workshop and 10 participants request minestrone soup and bread rolls and executive chef asks you to prepare tools, equipment and ingredients to use and report within 50 minutes.

Criteria	Assessment indicator	Checklist	Score		Observation
			Yes	No	
Hygiene		1. Professional attire is worn: <ul style="list-style-type: none"> ○ Black pant/ skirt, ○ Double breast shirt, ○ Chef's napkin/torchon ○ Chef's hat or cap 			
	ingredients are washed				
	Three container system is used				

	The work place is well cleaned and sanitized	<ul style="list-style-type: none"> ○ Apron ○ None slip shoes <ol style="list-style-type: none"> 2. The workplace is sanitized 3. Ingredients are washed using three container system 			
Safety	Tools and equipment are used safely respecting the safety procedures (switch on& off the burners, professional handling of knife)				
	Tools and equipment are handled safely (,knives, slicers, cookers)				
	Tools and equipment are kept safely after use according to the storage techniques				
Quality of process	Tools and equipment are selected accordingly (good status of tools, instructions and use)				
	Ingredients are selected according to the freshness				
	Portioning and cutting standards are maintained according to the recipe requirements (chopping, slicing, dicing, juliennes)				
	Preparation procedures of ingredients (measurements, washing, rinsing, peeling, cutting, chopping, slicing ...) are respected.				
Quality of product	Tools and equipment of good status are used according to the instructions)				

	The tools and ingredients are ready to use.				
	Tools, equipment and ingredients are presented attractively				
Relevance	All cutting standards are respected (chopping, dicing, julienne cutting, slicing...)				
	Appropriate measurements of ingredients are maintained				
	Required tools, equipment and ingredients are prepared and reported to the cook.				

HOTCA104 APPLYING COOKING METHODS		
Competence: APPLY COOKING METHODS		
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 60
SECTOR: Hospitality and tourism		SUB-SECTOR: Hospitality
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to use kitchen equipment and tools, to prepare mise-en-place of the different ingredients, using the proper cutting and preparation techniques.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA102: Safety and secure work environment

HOTCA101: Hygiene and food safety

HOTCA105: Storage ingredients

HOTCA103: Mise en place

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence	Performance criteria	
By the end of the module, the trainee will be able to :		
1. Identify cooking methods	1.1. 1.2. 1.3. 1.4	Appropriate identification of tools, utensils and equipment as per cooking method and type of food. Proper identification of types of cooking methods. Relevant identification of cooking temperature and cooking duration for each cooking methods and type of food. Appropriate identification of compatibility of different food items basing on the different cooking methods.
2. Prepare basic dishes	2.1. 2.2. 2.3. 2.4	Proper selection of utensils, tools and equipment according to the cooking method. Appropriate selection and preparation of ingredients according to the cooking methods. Respect of cooking temperature and cooking duration as per cooking method requirements. Neat presentation of the dish and/or cooling and storage of the dish at the required temperature.

3. Organize the workplace and storage tools and equipment	3.1.	Proper cleaning of tools and equipment used according to the manufacturer's instructions
	3.2.	Appropriate arrangement and storage of tools and equipment as per their functions
	3.3.	Proper cleaning and sanitization of the workplace as per standards.

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Identify cooking methods

Learning hours:10

Learning outcomes	Content	Leaning activities	Resources
1.1 Identify tools, utensils and equipment	Types of tools, utensils and equipment ✓ Cooking equipment ✓ Cutting equipment and tools ✓ Serving tools ✓ Storing tools and equipment ✓ Other tools and equipment for preparation of ingredients	<ul style="list-style-type: none"> ○ Display of tools, utensils and equipment ○ Brainstorming on types of tools, utensils and equipment ○ Group discussion on types of tools, utensils and equipment ○ Research on types of tools, utensils and equipment 	<ul style="list-style-type: none"> - Flipchart - Markers - Internet - Boards - Videos - Reference books - Grillers - Ovens

1.2 Identify types of cooking methods	<ul style="list-style-type: none"> • Types of cooking methods <ul style="list-style-type: none"> ✓ Boiling ✓ Steaming ✓ Stewing ✓ Poaching ✓ Grilling ✓ Baking ✓ Roasting ✓ Broiling • Temperature per cooking method • Cooking duration • Tools for measuring temperature 	<ul style="list-style-type: none"> ○ Brainstorming on types of cooking methods ○ Group discussion on types of cooking methods ○ Research on types of cooking methods ○ Brainstorming on temperature per cooking method ○ Group discussion on tools for measuring temperature ○ Display tools of measuring temperature ○ Research on temperature per cooking method 	<ul style="list-style-type: none"> - Roasting pans - Baking trays - Plates - Meat folk - Thermometer probe - Steaming pots - Chopping boards - Serving spoons - Stewing pots - Knives - Baking trays - Steaming pot - Stewing pot - Broiler - Poaching pan
1.3 Identify temperature standards per cooking method			
1.4 Identify compatibility of food items	Compatibility rules regarding cooking methods with food items	<ul style="list-style-type: none"> ○ Brainstorming on compatibility rules regarding cooking methods with food items ○ Group discussion on compatibility rules regarding cooking methods with food items ○ Presentation on compatibility rules regarding cooking methods with food items ○ Research on compatibility rules regarding cooking methods with food items 	<ul style="list-style-type: none"> - Flipchart - Markers - Internet - Boards - Videos - Reference books

Learning unit 2: Prepare basic dishes

Learning hours: 45

Learning outcomes	Content	Leaning activities	Resources
-------------------	---------	--------------------	-----------

2.1 Select utensils, tools and equipment	<ul style="list-style-type: none"> • Utensils • tools • equipment according to the cooking method 	<ul style="list-style-type: none"> ○ Display of types of utensils, tools and equipment ○ brainstorming on types of utensils ,tools and equipment ○ Group discussion on types of tools and equipment ○ Research on types of tools, utensils and equipment 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Utensils, tools and equipment
2.2 Prepare ingredients	<ul style="list-style-type: none"> • Ingredients <ul style="list-style-type: none"> ✓ Perishables ✓ Non perishables • Quality signs of ingredients • Preparation techniques of ingredients <ul style="list-style-type: none"> ✓ Standard measurement ✓ Cutting ✓ Washing 	<ul style="list-style-type: none"> ○ Brainstorming on ingredients and their quality signs ○ Group discussion on ingredients and their quality signs ○ Research on ingredients and their quality signs ○ Demonstration on ingredients and their quality signs and preparation techniques ○ Individual practice on ingredients preparation 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Weighing scale - Containers - Ingredients - Water - Chopping boards - Knives
2.3 Prepare basic dishes	Cooking temperature and cooking duration as per method and dish	<ul style="list-style-type: none"> ○ Brainstorming on serving temperature per cooking method ○ Group discussion cooking temperature cooking duration as per dish ○ Research on cooking temperature and cooking duration as per dish ○ Demonstrate cooking temperature and cooking duration as per dish ○ Individual practice on cooking basic dish respecting cooking temperature and duration 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Thermo probe - Containers - Ingredients - Cooking equipment - Serving spoons - Serving plates

2.4 Present dish	<ul style="list-style-type: none"> • Presentation techniques <ul style="list-style-type: none"> ✓ Presenting tools • Garnishing techniques <ul style="list-style-type: none"> ✓ Garnishes ✓ Garnishing tools • Cooling procedures as per dish • Storage procedures 	<ul style="list-style-type: none"> ○ Brainstorming on presentation techniques ○ Group discussion on presentation techniques tools and garnishing ○ Demonstration on presentation techniques tools and garnishing and cooling ○ Individual practice on presentation while using appropriate tools and garnish 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Plates - Internet - Garnishes - Knives - Fridge - Cling film - Containers
-------------------------	---	--	---

Learning unit 3: Organize the workplace and store tools and equipment

Learning hours: 5

Learning outcomes	Content	Leaning activities	Resources
3.1 Clean tools and equipment	<ul style="list-style-type: none"> • Cleaning procedures of tools and equipment • Cleaning and washing tools • Cleaning chemicals 	<ul style="list-style-type: none"> ○ Brainstorming on cleaning procedures of tools and equipment ○ Group discussion on cleaning and washing of tools ○ Demonstration on cleaning and washing of tools ○ Display of cleaning chemicals, tools and equipment ○ Individual practice on cleaning tools and equipment 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Boards - Soap - Scotch bright - Sponge - Sanitizer - Paper roll - Containers - Warm water

3.2 Arrange store	<ul style="list-style-type: none"> • Types of storage of devices: <ul style="list-style-type: none"> ✓ Shelves ✓ Storage container ✓ Hanging • Labelling of shelves as per tools and function 	<ul style="list-style-type: none"> ○ Brainstorming on types of storage devices ○ Group discussion on types of storage devices ○ Demonstration on labelling of storage devices ○ Research on of storage devices ○ Individual practice on labelling storage devices as per tools and function 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Labels - Container - Shelves
3.3 Clean and sanitize workplace	<ul style="list-style-type: none"> • Cleaning and sanitizing procedures • Cleaning tools • Types of sanitizers 	<ul style="list-style-type: none"> ○ Brainstorming on cleaning and sanitizing procedures, cleaning tools and types of sanitizers ○ Group discussion on cleaning and sanitizing procedures, cleaning tools and types of sanitizers ○ Demonstrate on cleaning and sanitizing ○ Individual practice on cleaning and sanitizing while following procedures. 	<ul style="list-style-type: none"> - Flipchart - Markers - Videos - Internet - Sanitizer - Container - Soap - Sponge - Scotch bright - Warm water - Paper rolls

ASSESSMENT GUIDELINES

PART I. PORTFOLIO

SECTION A. Summarize the activities/test required for each performance criteria

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		

1. Identify cooking methods	Appropriate identification of tools, utensils and equipment as per cooking method and type of food	Tools, utensils and equipment for: <ul style="list-style-type: none"> - Cooking equipment, utensils and tools - Serving utensils and tools - Storing utensils, tools and equipment 			Written evidence <ul style="list-style-type: none"> o Matching (link cooking methods with tools/utensils and equipment and their use) o Link pictures of equipment/tools/utensils with cooking methods o Essay (short or extended responses) 	
	Proper identification of types of cooking methods.	Different cooking methods: <ul style="list-style-type: none"> - Boiling - Steaming - Stewing - Poaching - Grilling - Baking - Roasting - Broiling 			Written evidence <ul style="list-style-type: none"> o Identify different cooking methods on the displayed pictures/videos or demonstration by the trainer 	
	Relevant identification of cooking temperature and cooking duration for each cooking methods and type of food.	<ul style="list-style-type: none"> - Danger cooking temperature - Standard cooking temperature - Nutrient value timing - Safe cooking timing 			Written evidence <ul style="list-style-type: none"> o Multiple choice questions : o underline the appropriate cooking temperature and duration for each cooking method 	
	Appropriate identification of compatibility of different food items basing on	Compatibility in terms of food: <ul style="list-style-type: none"> - Taste - Flavor - Presentation 			Written evidence/ Sentence completion In a scenario given to the trainees they fill in blank space appropriate	

	the different cooking methods	- Safety			cooking methods and/ or food items according to their compatibility	
2. Prepare basic dishes	Proper selection of utensils, tools and equipment according to the cooking method.	Arrangement of tools, utensils and equipment according to: <ul style="list-style-type: none"> - Preparation steps of the recipe - Type of tools, utensils or equipment that is appropriate to the cooking method - Volume of the tools, utensils and equipment according to cooking method - Hygiene regulations regarding tools, utensils and equipment 			Performance evidence (Observation checklist) 1a. Match recipe with tools, utensils and equipment 1b. List out letters/number of displayed picture under its corresponding recipe preparation steps	
	Appropriate selection and preparation of ingredients according	Different preparation techniques of ingredients <ul style="list-style-type: none"> - Peeling - Trimming 			Performance/product evidence Prepare ingredients for different recipes:	

	to the cooking methods.	<ul style="list-style-type: none"> - Cutting - Cleaning - Grinding - Sieving - Marinating - Deboning - Skinning - Filleting - Gutting - Scaling 			<ul style="list-style-type: none"> o Vegetables o Meat products o Fish products o Poultry products 	
	Respect of cooking temperature and cooking duration as per cooking method requirements.	Adjustment of cooker to the required temperature Count down (chronometre) the timing			Performance/product evidence Cook a given appropriate cooking temperature and duration for each cooking method and according to food type	
	Neat presentation of the dish and/or cooling and storage of the dish at the required temperature.	Presentation techniques Serving temperature			Performance evidence Present different dishes	
3. Organize the workplace and storage tools and equipment	Proper cleaning of tools and equipment used according to the manufacturer's instructions	Cleaning procedures			Performance evidence Clean tools and equipment	

	Appropriate arrangement and storage of tools and equipment as per their functions Proper cleaning and sanitization of the workplace as per standards.	Storage procedures Sanitization procedures for the workplace			Store tools and equipment Sanitize workplace	
--	--	---	--	--	---	--

HOTCA105 INGREDIENTS STORAGE			
Competence: STORAGE INGREDIENTS			
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 60	
SECTOR: Hospitality and tourism			SUB-SECTOR: Hospitality
ISSUE DATE: January 2013			REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills, knowledge and attitudes required to handle and store food accordingly.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: Hygiene and food safety

HOTCA103: Mise en place

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence	Performance criteria
-------------------------------	-----------------------------

By the end of the module, the trainee will be able to :	
1. Select ingredients to be stored	<ul style="list-style-type: none"> 1 Proper classification of ingredients used in kitchen 1 Effective sorting of perishable and non- perishable products/ingredients 1 Proper selection of ingredients of good quality.
2. Determine storage	<ul style="list-style-type: none"> 2 Proper identification of types of storage according to their temperature (dry and cold). Appropriate selection of storage container/devices according to the nature of ingredients 2 Appropriate cleaning of storage devices in order to eliminate and reduce risks of damages of ingredients to be packed in.
3. Storage ingredients	<ul style="list-style-type: none"> 3 Proper packing of ingredients as per standards in the container/devices in respecting the quantity that can fit in. 3 Relevant labelling indications with the ingredient, entry date and lifespan where applicable 3 Appropriate storage of ingredients by respecting the storage temperature requirements of the ingredients 3 Effective arrangement of the ingredients in the storage in accordance with the storage procedures (FIFO-LIFO). 3 Proper cleaning of the storage and tools used.

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Select ingredients to be stored

Learning hours: 20

Learning outcomes	Content	Leaning activities	Resources
1.1 Classify ingredients to be stored	<ul style="list-style-type: none"> • Categories of ingredients <ul style="list-style-type: none"> ✓ Dry goods ✓ dairy products ✓ perishable ingredients ✓ frozen products 	<ul style="list-style-type: none"> ○ Observation on type of ingredients ○ Brainstorming on type of ingredients ○ Research about type of ingredients ○ Group discussion about type of ingredients ○ Group work on type of ingredients ○ Presentation of type of ingredients ○ Personal exercises 	<ul style="list-style-type: none"> - Flipchart , markers - internet websites - computer - projectors - Reference books. - Ingredients - Board - Pictures - videos
1.2 arrange ingredients according to the perishability	<ul style="list-style-type: none"> • Types of ingredients regarding to the perishability; <ul style="list-style-type: none"> ✓ Perishable food ✓ Non-perishable food 	<ul style="list-style-type: none"> ○ Observation on type of tools and equipment ○ Brainstorming on type of tools and equipment ○ Research about type of tools and equipment ○ Group discussion about type of tools and equipment ○ Group work type of tools and equipment ○ Presentation of type of tools and equipment ○ Personal exercises on the type of tools and equipment 	<ul style="list-style-type: none"> - Kitchen tools and equipment - Ingredients - Flipchart , markers - internet websites - computer - projectors - Reference books. - Board

1.3 select ingredients of the quality	<ul style="list-style-type: none"> • Quality points for choosing ingredients and uses • Signs or characteristics of spoiled food 	<ul style="list-style-type: none"> ○ Observation of status of tools and equipment, Storage rules for quality ingredients ○ of tools and equipment 	<ul style="list-style-type: none"> - Kitchen tools and equipment - Ingredients - Flipchart , markers - internet websites - computer - projectors - Reference books. - Board
--	--	---	---

Learning unit 2: Determine storage

Learning hours: 20

Learning outcomes	Content	Leaning activities	Resources
2.1 Select storage	<ul style="list-style-type: none"> • Definition of storage • The two main storage; <ul style="list-style-type: none"> ✓ Cold storage(refrigerator, freezing) ✓ Dry storage (dry storage) Characteristics of good storage area; <ul style="list-style-type: none"> ✓ Dry storage area ✓ Freezer ✓ Cool room/ refrigerator • Storage guidelines regarding to the optimal storage temperature and duration to the different types of food; <ul style="list-style-type: none"> ✓ Fruit ✓ Vegetables ✓ Meat ✓ Fishes ✓ Cooked food ✓ Dairy products 	<ul style="list-style-type: none"> ○ Observation of types of storage area ○ brainstorming on types of 	<ul style="list-style-type: none"> - Flipchart - Markers - Internet - Projectors - Reference books - Hand gloves - Liquid soap - Sanitizers - Different types of storage

	<ul style="list-style-type: none"> ✓ Dry goods ✓ juices • General safety storage rules • Evidence of food pest, insects. • Prevention procedures 		
2.2 Select storage container/devices and their rules	<ul style="list-style-type: none"> • Types of storage devices <ul style="list-style-type: none"> ✓ Freezer ✓ Fridge ✓ Dry storage • Rules for storage devices <ul style="list-style-type: none"> ✓ Freezer ✓ Fridge ✓ Dry storage 	<ul style="list-style-type: none"> ○ Research ○ Brainstorming ○ Presentation ○ practical exercises on selection of containers and device 	<ul style="list-style-type: none"> - Flipchart - Markers - Internet - projectors - Reference books - Room storage - Hand gloves - Lamp - Air conditioners - Boards
2.3 Clean storage containers/devices	<ul style="list-style-type: none"> • Cleaning procedures of storage devices • sanitization 	<ul style="list-style-type: none"> ○ Brainstorming ○ Presentation ○ Practical exercises 	<ul style="list-style-type: none"> - Cleaning detergents - Fridge - Freezer - Containers

Learning unit 3: Store ingredients

Learning hours: 20

Learning outcomes	Content	Leaning activities	Resources
-------------------	---------	--------------------	-----------

<p>3.1 Identify the optimal storage temperature for food storage</p>	<ul style="list-style-type: none"> • Receiving temperature levels <ul style="list-style-type: none"> ✓ Ambient/room temperature ✓ Chilled/ refrigerator for fresh, dried or canned items or processed food ✓ Frozen/ freezer temperature for high items that are in longer term storage • storage temperature levels for food <ul style="list-style-type: none"> ✓ Dry goods ✓ Perishable goods ✓ Dairy products ✓ Frozen products 	<ul style="list-style-type: none"> ○ Brainstorming ○ Presentation ○ Research 	<ul style="list-style-type: none"> - Flipchart - Markers - Internet - Projectors - Reference books - Food thermometer - Storage
<p>3.2 Handle and store ingredients</p>	<ul style="list-style-type: none"> • Safe handling techniques of ingredients to prevent cross-contamination • Storage procedures. <ul style="list-style-type: none"> ✓ FIFO system, ✓ LIFO ✓ Labeling ✓ Stocktaking ✓ Packaging ✓ Cooling • Stock control of the different types of ingredients (dry goods, dairy products, perishable ingredients ,frozen products); <ul style="list-style-type: none"> ✓ Stock receiving process ✓ Storing stock process ✓ Stock rotation process 	<ul style="list-style-type: none"> ○ Brainstorming on definition of storage and objectives of storing ○ Demonstration on the safe practices of handling ingredients ○ Individual practice on the safe practices of handling ingredients ○ Visit of a kitchen store 	<ul style="list-style-type: none"> - Flipchart - Markers - Internet - Projectors - Computers - Videos - Ingredients - Reference books

3.3 Maintain storage equipment and tools	Cleaning procedures of equipment and tools; <ul style="list-style-type: none"> ✓ Pre-rinsing or soaking ✓ Washing in detergent solution ✓ Scrapping off the dirt deposits ✓ Rinsing in very hot water ✓ Air drying ✓ Returning to the storage 	<ul style="list-style-type: none"> ○ Brainstorming on cleaning procedures of tools and equipment ○ Demonstration on cleaning procedures of tools and equipment ○ Individual practice on cleaning procedures of tools and equipment 	<ul style="list-style-type: none"> - Flipchart - Markers - Internet - Projectors - Computer - Labels - Videos - Reference books - Ingredients - Containers - Storage - Pictures
---	---	---	---

**ASSESSMENT GUIDELINES
PART I. PORTFOLIO**

SECTION A . Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		
4. Select ingredients to be stored	Proper classification of ingredients used in kitchen	<ul style="list-style-type: none"> • Categories of ingredients <ul style="list-style-type: none"> ✓ Dry goods ✓ dairy products ✓ perishable ingredients ✓ frozen products 			Written evidence <ul style="list-style-type: none"> • multiple choice of categories of ingredients • matching (link the categories of ingredients with their examples) 	

	Effective sorting of perishable and non-perishable products/ingredients	<ul style="list-style-type: none"> • Types of ingredients regarding to the perishability; <ul style="list-style-type: none"> ✓ Perishable ingredients ✓ Non-perishable ingredients 			Written evidence <ul style="list-style-type: none"> • Multiple choice of types of ingredients according to the perishability • Essay (short or extended responses) 	
	Proper selection of ingredients of good quality.	<ul style="list-style-type: none"> • Quality points for choosing ingredients and uses • Signs or characteristics of spoiled food 			Performance/product evidence <ul style="list-style-type: none"> • select ingredients regarding quality points and spoilage 	
2. Determine storage	Proper identification of types of storage according to their temperature (dry and cold).	<p>The two main storage;</p> <ul style="list-style-type: none"> ✓ Cold storage(refrigerator, freezing) ✓ Dry storage (dry storage) <p>Characteristics of good storage area;</p> <ul style="list-style-type: none"> ✓ Dry storage area ✓ Freezer ✓ Cool room/ refrigerator <p>Storage guidelines regarding to the optimal storage temperature and duration to the different types of food;</p> <ul style="list-style-type: none"> ✓ Fruit ✓ Vegetables ✓ Meat 			Written evidence <ul style="list-style-type: none"> • Filling the sentence of the two main types storage with their examples • Matching (link the storage area and types of food) 	

		<ul style="list-style-type: none"> ✓ Fishes ✓ Cooked food ✓ Dairy products ✓ Dry goods ✓ Juices <p>General safety storage rules</p>				
	Appropriate selection of storage container/devices according to the nature of ingredients	<ul style="list-style-type: none"> • Types of storage devices <ul style="list-style-type: none"> ✓ Freezer ✓ Fridge ✓ Dry storage, shelves • Rules for storage devices <ul style="list-style-type: none"> ✓ Freezer ✓ Fridge ✓ Dry storage 			<p>Written evidence</p> <ul style="list-style-type: none"> • Fill the sentences with types of storage and their appropriate devices 	
	Appropriate cleaning of storage devices in order to eliminate and reduce risks of damages of ingredients to be packed in.	<ul style="list-style-type: none"> • Cleaning procedures of storage devices • sanitization 			<p>Performance/product evidence</p> <ul style="list-style-type: none"> • Clean and sanitize the storage devices according to the procedures 	
3. Storage ingredients	Proper packing of ingredients as per standards in the container/devices in respecting the	<ul style="list-style-type: none"> • Safe packaging techniques of ingredients to prevent cross-contamination 			<p>Performance/product evidence</p> <ul style="list-style-type: none"> • Pack ingredients safely respecting rules to prevent cross-contamination 	

	quantity that can fit in.				
	Relevant labelling indications with the ingredient, entry date and lifespan where applicable	Types of Information on the label; <ul style="list-style-type: none"> ✓ Entry date ✓ Lifespan ✓ Name of ingredients Labeling techniques			Performance/product evidence <ul style="list-style-type: none"> • Essay (short or extended responses) Mention the appropriate information or indications on the label and fix it on relate packed ingredients.
	Appropriate storage of ingredients by respecting the storage temperature requirements of the ingredients	storage temperature levels for food <ul style="list-style-type: none"> ✓ Dry goods ✓ Perishable goods ✓ Dairy products ✓ Frozen products 			Written evidence <ul style="list-style-type: none"> • Filling the sentences of storage temperature levels for different categories of food
	Effective arrangement of the ingredients in the storage in accordance with the storage procedures	Stock control of the different types of ingredients (dry goods, dairy products, perishable ingredients ,frozen products): <ul style="list-style-type: none"> ✓ Stock receiving process ✓ Storing stock process 			Performance/product evidence Arrange the stock according to the storage procedures (FIFO-LIFO)

	(FIFO-LIFO).	✓ Stock rotation process				
	Proper cleaning of the storage and tools used.	Cleaning procedures of equipment and tools; <ul style="list-style-type: none"> ✓ Pre-rinsing or soaking ✓ Washing in detergent solution ✓ Scrapping off the dirt deposits ✓ Rinsing in very hot water ✓ Air drying ✓ Returning to the storage 			Performance/product evidence <ul style="list-style-type: none"> • Clean equipment and tools respecting procedures 	

SECTION B. Develop the activity/test described in the table above and the check-list to assess the activity/test.

Q. A. Read carefully and answer yes or not the following sentences;

- i. Yoghurt is classified into dry goods
- ii. Cheese includes in dairy products
- iii. Cabbages are perishable ingredients
- iv. Basmati rice is frozen products
- v. Fishes are non-perishable ingredients

Q. B. link the categories of ingredients with their examples.

Categories of ingredients		Examples of ingredients
✓ Dry goods		Fishes

✓ dairy products		Cheese
✓ perishable ingredients		Yoghurt
✓ frozen products		Ice cream
		Frozen stock
		Dry beans
		Fresh mushrooms

Performance. 2

Q. A. Answer **yes** or **no**, if ingredients mentioned bellows are perishable or non- perishable.

- i. Eggs are perishable ingredients
- ii. Fishes are no-perishable ingredients
- iii. Dry beans are perishable ingredients
- iv. Cheese and yoghurts are non-perishable ingredients
- v. Tomato cans are perishable ingredients

Q. B.

1. Distinguish perishable and non-perishable ingredients.
2. Give five examples of perishable and non-perishable ingredients

LU.1. performance.3

- i. As trainee, Select ingredients regarding to the freshness
- ii. Sort the spoiled ingredients

L.U.2Determine storage

performance.1

A.Q Filling the following sentence by two main storage methods with their examples

- i. Refrigeration includes.....method.
- ii. In dry storage methods.....is the useful storage area to store dry beans.

B.Qlink the storage area and types of food

<u>STORAGE AREAS</u>		<u>TYPES OF FOOD</u>
Dry store		✓ Fruit
		✓ Vegetables
Cool room/ refrigerator		✓ Meat
		✓ Fishes
Freezer		✓ Cooked food
		✓ Dairy products
		✓ Dry goods
		✓ juices
		✓ Fruit

performance.2

Q.Fill the sentences with types of storage or their appropriate devices

- i. In the cold storage methods,.....is the useful device to vegetables or fruits
- ii. In the cold storage methods,.....is the useful device used to store fishes

- iii. Shelve is the storage container/ device used to store.....
- iv. Devices used in dry storage method are.....
- v. The two most useful devices in cold storage are.....

performance.3

Q.As a commis, clean and sanitize the fridge according to the procedures to avoid cross-contamination

L.U.3 Storage ingredients

performance.1

Q. As a trainee,packsafely those ingredients: fresh tomatoes, maize flour, beef, dry& fresh beans and eggs respecting rules to prevent cross-contamination.

performance.2

Q. A. State the relevant information to be mentioned on label that will be posted on the following packed ingredients; fresh tomatoes, maize flour, beef, dry& fresh beans and eggs.

Q. B. As store man, mention the appropriate information or indications on the label and post it on relate packed ingredients.

performance.3

Q. Filling the following sentences withstorage temperature levels for different categories of ingredients (food);

- i. Dry goods are stored at.....⁰c
- ii. Perishable goods are stored at.....⁰c
- iii. Dairy products are stored at.....⁰c
- iv. Frozen products are stored at.....⁰c

performance.4

Q. As a commis, arrange the meat in thestock respectingstock receiving, storing stock andstock rotation procedures.

performance.5

Q. As a commis, clean basket, bucket, cleaning sponge and plastic basin after use respecting cleaning procedures.

HOTCA106 FRUITS PREPARATION		
Competence : Prepare fruits		
RTQF LEVEL: 1	CREDITS: 4	LEARNING HOURS : 40
SECTOR: Hospitality and tourism	SUB-SECTOR: Hospitality	
ISSUE DATE: January 2013	REVIEW DATE:	

PURPOSE STATEMENT

This module describes the skills and knowledge required to store, select and prepare fruit salad dishes, while following food safety and hygiene standards and customer satisfaction while preparing.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: HYGIENE AND FOOD SAFETY

HOTCA103: Mise en place

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Learning units By the end of the module, the trainee will be able to :	Performance criteria	
1. Prepare ingredients, tools and equipment	1.1. 1.2. 1.3.	Proper choice of fresh fruits to use Appropriate cleaning of ingredients Proper selection of tools according to the recipe
2. Prepare fruit salads	2.1 2.2 2.3 2.4	Correct preparation of tools, workplace and equipment according to the recipe Proper identification of fruit based products Respect of cutting procedures for fruit salads Proper presentation of the fruit salads
3. Storage fruits salads	3.1. 3.2. 3.3.	Proper identification of container and the type of storage Appropriate labelling of product container Appropriate storage and respecting the required temperature

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning Unit 1: Select ingredients, tools and equipment

Learning hours: 20

Learning Outcome	Content	Learning Activities	Resources
<p>1.1 Identify fruits</p>	<p>The types of fruits.</p> <ul style="list-style-type: none"> ✓ Soft ✓ Hard ✓ Stone ✓ Citrus <p>Quality signs of fruits:</p> <ul style="list-style-type: none"> ✓ Crispy ✓ Firm ✓ Not wilted ✓ Specific quality criteria 	<ul style="list-style-type: none"> ○ Display of different types of fruits ○ Research on the quality of fresh fruits ○ Presentation on classification of fruits ○ Observation of fruits ○ Group discussion on fruits ○ Brainstorming on fruits ○ Group work on classification of fruits 	<ul style="list-style-type: none"> - Fruits - Reference books - Flipchart - Boards - Markers - Video aids - Pictures
<p>1.2 Select tools and equipment</p>	<ul style="list-style-type: none"> • Types of equipment and tools used <ul style="list-style-type: none"> ✓ Selection Criteria <ul style="list-style-type: none"> ▪ Recipe <ul style="list-style-type: none"> ➤ Capacity ➤ Preparation method ➤ Usage of tools and equipment • Basic maintenance of tools and equipment 	<ul style="list-style-type: none"> ○ Brainstorming on tools and equipment and the selection criteria ○ Research on tools and equipment usage ○ Group work on tools and equipment and the selection criteria ○ Presentation on tools and equipment and the selection criteria ○ Demonstration on selection and handling tools and equipment ○ Practical exercise on selection and handling tools and equipment 	<ul style="list-style-type: none"> - Reference books - Knives - Cutting boards (Green and White colour) - Fruit Blender - Containers - Pans - Plates - Strainers - Wire Whisk - Video aids

1.3 Clean ingredients	<ul style="list-style-type: none"> • Fruits cleaning procedures • Safe practices in washing and preparation of fruits for nutritional value purpose • Safety rules: <ul style="list-style-type: none"> ✓ Clean as you go ✓ Work planning ✓ Three container system ✓ Wiping the fruits. • Measuring ingredients rules <ul style="list-style-type: none"> ✓ Wastage ✓ Portioning 	<ul style="list-style-type: none"> ○ Research on cleaning procedures ○ Presentation on cleaning procedures ○ Demonstration on cleaning fruits respecting procedures ○ Practical exercise on cleaning fruits respecting procedures ○ Research on safety and measuring ingredients rules ○ Group discussion on safety and measuring ingredients rules ○ Presentation on safety and measuring ingredients rules ○ Individual exercise how to make a work plan, set up work table and measure the ingredients ○ Demonstration on using three container system 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - Fruits - Internet - Sinks - Running water - Knives - Containers
------------------------------	--	--	--

Learning Unit 2: Prepare fruits salad

Learning hours: 20

Learning Outcome	Content	Learning Activities	Resources
3.4 Prepare workplace, tools and equipment	<ul style="list-style-type: none"> • Hygienic procedures of workplace, tools and equipment: <ul style="list-style-type: none"> ✓ Cleaning ✓ Sterilizing ✓ Sanitizing 	<ul style="list-style-type: none"> ○ Demonstration on cleaning, sterilizing and sanitizing. ○ Practical exercise on hygienic procedures and workplace arrangement ○ Brainstorming on preparation of the workplace, tools and equipment 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - Different types of tools - Internet - Different

			Chemical products
2.2 Identify fruit based products	<ul style="list-style-type: none"> • Products types <ul style="list-style-type: none"> ✓ Jams ✓ Juices ✓ Sauces ✓ Salads ✓ Desserts ✓ Flavours 	<ul style="list-style-type: none"> ○ Research on fruit based products ○ Presentation on fruit based products ○ Display of fruit based products ○ Observation ○ Group work on fruit based products ○ Brainstorming on fruit based products 	<ul style="list-style-type: none"> - Fruit based products - Boards - Video aids - Pictures - Markers - Internet - Reference books
2.2 Cut fruits	<ul style="list-style-type: none"> • Preparation techniques depending on type of fruit <ul style="list-style-type: none"> ✓ Peeling off loose skins Trimming ✓ Preservation (before serving to maintain its color) • Cutting techniques of fruits <ul style="list-style-type: none"> ✓ Cubes ✓ Slices ✓ Macedoine 	<ul style="list-style-type: none"> ○ Research on peeling and cutting techniques ○ Presentation on peeling and cutting techniques ○ Demonstration on and cutting peeling techniques ○ Individual practice on peeling and cutting techniques ○ Demonstration on cleaning fruits ○ Practical exercise on cleaning fruits ○ Presentation on cleaning fruits 	<ul style="list-style-type: none"> - Video aids - Reference books - Internet - Knives - Cutting boards - Pots - Pans - Wire whisk - Containers - Paper roll(wiping materials) - Clean Water - Video aids

<p>2.3 Present fruit salads</p>	<ul style="list-style-type: none"> • Presentation techniques: <ul style="list-style-type: none"> ✓ Garnishing techniques <ul style="list-style-type: none"> ▪ Garnishes ✓ Serving tools <ul style="list-style-type: none"> ▪ Plates ▪ Glasses ▪ Platters ▪ bowls • Presentation tools <ul style="list-style-type: none"> ✓ Plates ✓ Glasses ✓ Bowls ✓ Platters 	<ul style="list-style-type: none"> ○ Brainstorming on garnishing techniques ○ Demonstration on garnishing fruit salads ○ Practical exercises on garnishing fruit salads 	<ul style="list-style-type: none"> - Reference books - Video aids - Knives - Cutting boards - Pots - Pans - Wire whisk - Containers - Video aids - Drinking water - Blender - Strainer
<p>2.4 Present fruit salads</p>		<ul style="list-style-type: none"> ○ Demonstration on garnishing and presentation ○ Practical exercise on garnishing and presentation ○ Presentation on fruit based products presentation and garnishing ○ Brainstorming on fruit based products presentation and garnishing 	<ul style="list-style-type: none"> - Reference books - Video aids - Boards - Markers - Plates - Glasses - Bowls - Platters - Internet - Fruit products - Pictures

Learning Outcome	Content	Learning Activities	Resources
3.1 Identify container and the type of storage	Types of storage <ul style="list-style-type: none"> ✓ Dry storage ✓ Perishable storage Storage tools: <ul style="list-style-type: none"> ✓ Plastic containers ✓ Porcelain container ✓ Polycarbon container 	<ul style="list-style-type: none"> ○ Research on types of storage and containers ○ Presentation on types containers ○ Brainstorming on types of storage and containers ○ Demonstration on types of storage and containers ○ Study tour of a nearby hotel ○ Practical exercise on classification on types of containers 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - Internet - Fridge - Containers
3.2 Label storage container	<ul style="list-style-type: none"> ● Importance of labelling ● Labelling techniques: <ul style="list-style-type: none"> ✓ label information ✓ writing rules ✓ position of label/ products logo on the storage container 	<ul style="list-style-type: none"> ○ Research on labelling techniques ○ Demonstration on labelling ○ Practical exercise on labelling ○ Brainstorming on labelling techniques ○ Presentation on labelling ○ Individual practice on labelling ○ Group work on importance of labelling and techniques 	<ul style="list-style-type: none"> - Video aids - Internet - Labels - Logos - Storage containers - Boards - Markers - Reference books - Pictures
3.4 Apply storage procedures	<ul style="list-style-type: none"> ● Storage procedures: <ul style="list-style-type: none"> ✓ LIFO ✓ FIFO ✓ Temperature 	<ul style="list-style-type: none"> ○ Research on storage procedures ○ Demonstration on storing while respecting storage procedures ○ Presentation on storage procedures ○ Practical exercise on storing while respecting storage procedures ○ Brainstorming on storage procedures 	<ul style="list-style-type: none"> - Reference books - Video aids - Procedural pictures - Internet - Products - Fridge - Boards

			<ul style="list-style-type: none"> - Markers - Containers - Shelves
--	--	--	--

ASSESSMENT GUIDELINES

PART I. PORTFOLIO (Formative assessment)

SECTION A . Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		
1. Prepare ingredients, tools and equipment	Proper choice of fresh fruits to use	- Identify fresh fruits to use			Perform evidence 1. Select fresh fruits to use	
	Appropriate cleaning of ingredients	- Cleaning procedures			Written evidence 1. Essay writing about cleaning procedures	
	Proper selection of tools according to the recipe	Identify tools according to the Recipe			Perform evidence 1. Select tools according to the recipe	
2. Prepare fruit salads	Correct preparation of tools, workplace and equipment according to the recipe	- Recipe guidance			Written evidence 1. Essay writing on use of recipe when preparing tools ,equipment and work place	

3.Storage fruits salads	Proper identification of fruit based products	Identify fruits based products			Written evidence 1. List fruits based products	
	Appropriate storage and respecting the required temperature	<ul style="list-style-type: none"> - Storing process - Checking the required temperature 			Written evidence 1. Essay writing on storing process and temperature	
	Respect of cutting procedures for fruit salads Proper presentation of the fruit salads	<ul style="list-style-type: none"> - Cutting techniques of fruits - Presentation tools of fruit salad 			Written evidence 1. Fill in black space cutting techniques Perform evidence 1. Present salads	
	Proper identification of container and the type of storage	<ul style="list-style-type: none"> - Identify containers per storage 			Perform evidence 1. Select containers per storage	
	Appropriate labelling of product container	<ul style="list-style-type: none"> - Labelling procedures 			Written evidence 1. Essay writing on labelling procedures	

HOTCA107 HOT AND COLD DRINKS		
Competence : Prepare hot and cold drinks		
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 60
SECTOR: Hospitality and tourism		SUB-SECTOR: Hospitality
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to use kitchen equipment and tools properly while preparing hot and cold drinks using different ingredients and respecting hygiene and food safety especially in the preparation of cold drinks.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: HYGIENE AND FOOD SAFETY

HOTCA103: Mise en place

HOTCA104: Cooking methods

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Learning units By the end of the module, the trainee will be able to :	Performance criteria	
1. Select tools and ingredients	1.1 1.2 1.3 1.4 1.5	Precise selection of tools for hot and cold drinks Proper choice of fresh ingredients for cold and hot (where required) drinks according to the recipe Proper selection of dry ingredients for hot drinks which are not expired Appropriate preparation of ingredients (peeling, cutting, mashing and chopping) for cold and hot drinks Appropriate cleaning of tools and ingredients according to hygiene standards
2. Cook hot drinks	2.1 2.2 2.3 2.4	Accurate scaling of ingredients in regard with the ratio (quantities) per ingredients required as described in the recipe Proper cooking of hot drinks while respecting the standards temperature according to the recipe Appropriate straining of the hot drinks to be served Appropriate presentation of hot drinks in the standard utensils
3. Prepare cold drinks	3.1. 3.2. 3.3.	Proper preparation of cold drinks according to the recipe Adequate maintenance of hygiene standards and safety security to avoid food cross contamination while preparing cold drinks Proper presentation and storage of cold drinks at the required temperature and in

		hygienic container.
--	--	---------------------

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning Unit 1: Select tools and equipment

Learning hours: 5

<p>1.1 Identify equipment and tools used in preparing hot and cold drinks</p>	<ul style="list-style-type: none"> • Type of equipment and tools in hot and cold drinks while : <ul style="list-style-type: none"> ✓ Washing ✓ Cutting ✓ Cooking ✓ Presenting ✓ Storing 	<ul style="list-style-type: none"> ○ Research on different types of equipment and tools ○ Presentation on different types of equipment and tools ○ Demonstration on handling equipment and tools ○ Brainstorming on equipment and tools 	<ul style="list-style-type: none"> - Reference books - Internet - Boards - Markers - Flip chat - Tools and equipment - Video aids - Projectors - Computers - Pictures
--	--	---	---

<p>1.2 Clean tools and equipment</p>	<ul style="list-style-type: none"> • Maintenance procedures: <ul style="list-style-type: none"> ✓ Dismantling and assembling techniques of equipment and tools ✓ Cleaning, sanitizing and sterilizing techniques ✓ Greasing 	<ul style="list-style-type: none"> ○ Brainstorming on dismantling and assembling techniques of equipment and tools ○ Group work on Dismantling and assembling techniques of equipment and tools ○ Demonstration on dismantling and assembling equipment and tools ○ Practical exercise on dismantling and assembling, sanitizing and sterilizing and greasing equipment and tools 	<ul style="list-style-type: none"> - Chemicals - Equipment and tools - Water - Projector - Boards - Markers - Internet - Video aids - Sterilizers - Sanitizer - Pictures
<p>1.3 Identify hot and cold drinks</p>	<ul style="list-style-type: none"> • Types of drinks: <ul style="list-style-type: none"> ✓ Hot drinks: <ul style="list-style-type: none"> ▪ Coffee ▪ Tea ▪ Hot chocolate ✓ Cold • Fresh juices 	<ul style="list-style-type: none"> ○ Brainstorming on types of drinks ○ Research fresh on types of drinks ○ Group discussion on types of drinks ○ Presentation on hot and cold drinks ○ Display of hot and cold drinks 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - Hot drinks - Cold drinks - Internet - Pictures - Projector

1.4 Select fresh ingredients	<ul style="list-style-type: none"> • Fresh ingredients of hot and cold drinks ✓ milk ✓ water <ul style="list-style-type: none"> ✓ herbs ✓ fresh Ginger ✓ fruits ✓ fresh lemon ✓ fresh lemon glass 	<ul style="list-style-type: none"> ○ Brainstorming on fresh ingredients ○ Research fresh ingredients ○ Group discussion on fresh ingredients ○ Presentation on fresh ingredients for hot and cold drinks ○ Display of fresh ingredient ○ Individual practice on selection of fresh ingredients 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - Fresh ingredients - Internet - Pictures - Projector
1.5 Select dry ingredients	<p>Dry ingredients for hot and cold drinks</p> <ul style="list-style-type: none"> ✓ Sugar ✓ Spices ✓ Tea leaves ✓ Coffee powder ✓ Chocolate ✓ Milk powder 	<ul style="list-style-type: none"> ○ Brainstorming on dry ingredients for hot and cold drinks ○ Group discussion on dry ingredients for hot and cold drinks ○ Display of dry ingredients ○ Individual practice on selection of dry ingredients 	<ul style="list-style-type: none"> - Ingredients - Projectors - Internet - Boards - Markers - Video aids - Pictures
1.6 Prepare of ingredients for hot and cold drinks	<ul style="list-style-type: none"> • Preparation techniques of ingredients <ul style="list-style-type: none"> ✓ Peeling ✓ Cutting ✓ Mashing ✓ Chopping 	<ul style="list-style-type: none"> ○ Brainstorm on preparation of ingredients for hot and cold drinks ○ Group discussion on preparation of ingredients for hot and cold drinks ○ Individual practice on preparation of ingredients for hot and cold drinks 	<ul style="list-style-type: none"> - Video aids - Reference books - Internet - fruits and other ingredients - Running water

1.7 Clean ingredients in hygienic standards	<ul style="list-style-type: none"> • Washing techniques of ingredient and condiments • Cleaning techniques of dry ingredients and wiping of perishable ingredients 	<ul style="list-style-type: none"> ○ Presentation on cleaning fruits and other ingredients ○ Demonstration on cleaning fruits and other ingredients ○ Practical exercise on cleaning fruits and other ingredients 	<ul style="list-style-type: none"> - Running water - Fresh and dry ingredients - Projector - Internet - Boards - Markers - Flip chart - Video aids - Pictures - Paper roll
--	--	--	--

Learning Unit 2: Cook hot drinks

Learning hours: 25

Learning outcome	Content	Learning Activities	Resources
2.1 Weigh ingredients	<ul style="list-style-type: none"> • Weighing rules <ul style="list-style-type: none"> ✓ Accurate scales ✓ Check weighing scale is at zero ✓ Place the ingredients on top of the scale to require weight ✓ Set the scale back to zero • Measurement of units <ul style="list-style-type: none"> ✓ Weight (gram) ✓ Volume (Litre) 	<ul style="list-style-type: none"> ○ Presentation on weighing of ingredients ○ Demonstration on weighing of ingredients ○ Individual practice on weighing of ingredients ○ Brainstorming on weighing of ingredients ○ Group discussion on weighing of ingredients 	<ul style="list-style-type: none"> - Reference books - Pictures - Recipes - Plates - Scales - Projector - Flipchart - Boards - Markers - Internet - Ingredients - Projectors - Internet - Boards - Markers

			<ul style="list-style-type: none"> - Flip chart - Pictures - Video aid
2.2 Cook hot drinks	<ul style="list-style-type: none"> • Cooking methods: <ul style="list-style-type: none"> ✓ Boiling ✓ Steaming Straining techniques 	<ul style="list-style-type: none"> ○ Brainstorming on cooking hot drinks ○ Presentation on cooking hot drinks ○ Group discussion on cooking hot drinks ○ Demonstration on cooking hot drinks ○ Individual on cooking hot drinks ○ Group discussion on straining hot drinks ○ Demonstration on straining hot drinks ○ Individual practice on straining hot drinks 	<ul style="list-style-type: none"> - Reference books - Recipes - Projector - Flipchart - Boards - Markers - Internet - Videos - Tea pots - Coffee machine - Stove - Ingredients - Fine sieves
2.3 Strain hot drinks			
2.4 Present hot drinks	<ul style="list-style-type: none"> • Presentation techniques • Presentation tools: <ul style="list-style-type: none"> ✓ Flask ✓ Teapots ✓ Tea urns 	<ul style="list-style-type: none"> ○ Presentation on hot drinks ○ Group discussion on hot drinks ○ Demonstration on hot drinks ○ Individual practice on hot drinks ○ Display of hot drinks 	<ul style="list-style-type: none"> - Tea pots - Flasks - Tea urns - Projectors - Internet - Boards - Markers - Video aids - Flip chart - Computers

Learning unit 3: Prepare cold drinks

Learning hours: 30

<p>3.1 Prepare cold drinks</p>	<ul style="list-style-type: none"> • Types of juices <ul style="list-style-type: none"> ✓ Fruit juices ✓ Vegetable juices • Preparation techniques • Apply hygiene guidelines regarding cold drinks preparation <ul style="list-style-type: none"> ✓ avoid food cross contamination • safe handling of cold drinks 	<ul style="list-style-type: none"> ○ Brainstorming on of cold drinks and preparation techniques and hygiene standards when preparing cold drinks ○ Presentation on of cold drinks and preparation techniques and hygiene standards when preparing cold drinks ○ Group discussion on of cold drinks and preparation techniques and hygiene standards when preparing cold drinks ○ Demonstration on of cold drinks and preparation techniques ○ Individual practice on preparation of cold drinks respecting hygiene regulations 	<ul style="list-style-type: none"> - Ingredients - Tools and equipment - Projector - Internet - Video aid - Boards - Fruits - vegetables - Jugs - Flip chat - Pictures - Markers - Computer
<p>3.2 Maintain hygiene standards on cold drinks</p>			<ul style="list-style-type: none"> - Projectors - Flipchart - Paper roll - Pictures - Markers - Boards - Computer - Video - Internet - sanitizers

3.3 Present and/or store cold drinks	<ul style="list-style-type: none"> • Presentation techniques of cold drinks <ul style="list-style-type: none"> ✓ Utensil ✓ Garnish ✓ Serving temperature • Cooling tips <ul style="list-style-type: none"> ✓ Container ✓ Cooling temperature 	<ul style="list-style-type: none"> ○ Brainstorming on presentation of cold drinks ○ Presentation on how to present cold drinks ○ Demonstration on presentation on cold drinks ○ Individual practice on presentation of cold drinks 	<ul style="list-style-type: none"> - Projectors - Flipchart - Containers - Pictures - Markers - Boards - Computer - Video - Internet - Pictures - jugs
---	---	--	---

ASSESSMENT GUIDELINES

PART I. PORTFOLIO (Formative assessment)

SECTION A . Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		
1. Select tools and ingredients	Precise selection of tools for hot and cold drinks	Tools and equipment for: <ul style="list-style-type: none"> ✓ Cooking hot drinks ✓ Preparing cold drinks ✓ Storing hot and cold drinks 			Performance evidence 1. Select tools, displayed on the table, used in hot and cold drinks preparation.	
	Proper choice of fresh ingredients for cold and	Identify fresh ingredients for hot and cold drinks according to the recipe:			Performance evidence 2.Select fresh ingredients for hot and cold drinks	

	<p>hot (where required) drinks according to the recipe</p>	<p>For hot drinks</p> <ul style="list-style-type: none"> ✓ Hot water ✓ Sugar ✓ Milk ✓ Herbs ✓ Fresh Ginger ✓ Leaves (lemon) ✓ Tea leaves ✓ Coffee powder/bean <p>For cold drinks</p> <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> ✓ Fresh fruits ✓ Vegetables <p>Quality signs of fresh ingredients:</p> <ul style="list-style-type: none"> ✓ Milk ✓ Fruits ✓ Vegetables 		<p>Written evidence</p> <p>2.</p> <p>3. In a scenario given to the trainees they fill in blank space appropriate fresh ingredients for cooking hot and preparing cold drinks</p>	
	<p>Proper selection of dry ingredients for hot drinks which are not expired</p>	<p>Select dry ingredients for hot drinks (recipe guidance)</p> <ul style="list-style-type: none"> ○ Types of dry ingredients for hot drinks: <ul style="list-style-type: none"> ✓ Sugar ✓ Tea powder ✓ Coffee powder ✓ Tea Masala ✓ Spices ✓ Milk powder 		<p>Written evidence/</p> <p>4. Sentence completion: trainees fill in blank space the correct types of dry ingredients for hot drinks</p> <p>5. In a scenario given to trainees are requested to select dry ingredients respecting their quality signs.</p>	

		<ul style="list-style-type: none"> ○ Quality signs of dry ingredients for hot and cold drinks: <ul style="list-style-type: none"> ✓ Expiry date ✓ Color ✓ Smell 			
	Appropriate preparation of ingredients (cleaning, peeling, cutting, mashing and chopping) for cold and hot drinks	Preparation techniques for hot and cold drinks: <ul style="list-style-type: none"> ✓ Cleaning /washing ✓ Peeling ✓ Cutting ✓ Mashing ✓ Chopping 			<p>Performance /written evidence</p> <p>6. Sentence completion: trainees fill in the missing words regarding preparation techniques of ingredients for hot and cold drinks</p> <p>1. Prepare ingredients for hot and cold drinks</p>
	Appropriate cleaning of tools and ingredients according to hygiene standards	<ul style="list-style-type: none"> • Cleaning procedures for tools • Cleaning procedures for ingredients 			<p>Performance evidence (Observation checklist)</p> <p>9. Clean tools, ingredients and equipment while using the three system container according to hygiene standards</p> <p>Written evidence</p> <p>10. Select perishable ingredients</p>

					that can be wiped (banana)	
2.Cook hot drinks	1. Accurate scaling of ingredients in regard with the ratio (quantities) per ingredients required as described in the recipe	<p>Quantify each ingredient according to the recipe</p> <ul style="list-style-type: none"> ✓ Appropriate scaling tool ✓ Grams ✓ Litres 			<p>Performance evidence (Observation checklist)</p> <p>Written evidence</p> <p>1a. Measure ingredients in regard with the ratio (quantities) per ingredients required as described in the recipe</p> <p>1b. Matching scaled ingredients in regard with the quantity of recipe</p>	
	2. Proper cooking of hot drinks while respecting the standards temperature according to the recipe	<p>Cooking methods of hot drinks</p> <ul style="list-style-type: none"> ✓ Boiling ✓ Steaming <p>Cooking temperature standard of hot drinks according to the recipe(beverage)</p>			<p>Performance/product evidence</p> <p>In a scenario given to the trainees they fill in blank space appropriate cooking methods of hot drinks.</p> <p>Matching pictures by appropriate cooking temperature standard of the recipe(beverage)</p>	

		<ul style="list-style-type: none"> ✓ Boiled → 100° ✓ Steamed → 100°-130° 			
	<p>3. Appropriate straining of the hot drinks to be served</p>	<p>Straining steps of hot drinks</p> <ul style="list-style-type: none"> ✓ Standing container for correct strained beverage ✓ Arranging strainer on stand container ✓ Pouring hot drinks required to strained ✓ Correcting strained hot drinks on appropriate tool 			<p>Performance/product evidence/written evidence</p> <p>Matching straining pictures with their steps</p> <p>In a scenario given to the trainees they fill in blank space appropriate straining steps of hot drinks.</p> <p>Choosing on pictures of strained hot drinks</p>
	<p>4. Appropriate presentation of hot drinks the standard utensils</p>	<p>Hot drinks Presentation tools:</p> <ul style="list-style-type: none"> ✓ Flask ✓ Teapots ✓ Tea urns ✓ Cups <p>Presentation process of hot drinks in standard utensils</p> <ul style="list-style-type: none"> ✓ Pouring 			<p>Performance/product evidence/written evidence</p> <p>1. In a scenario given to the trainees they fill in blank space of well presented hot drinks in standard utensils.</p> <p>2. Matching pictures with well</p>

		<ul style="list-style-type: none"> ✓ Wiping (cleaning) <p>hot drinks presentation in standard utensils for:</p> <ul style="list-style-type: none"> ✓ Appeal to the senses sight and smell ✓ The actual situation: <ul style="list-style-type: none"> - Culture - Society 			presented hot drinks in standard utensils	
3. Prepare cold drinks	1. Proper preparation of cold drinks according to the recipe	<p>Identify the types of cold drinks to be prepared:</p> <ul style="list-style-type: none"> ✓ Juices <ul style="list-style-type: none"> - Fruits juices (Maracuja) - Vegetable juices (beetroot) <p>Techniques to be followed while preparing cold drinks:</p> <ul style="list-style-type: none"> ✓ Washing ✓ Wiping ✓ Peeling ✓ Cutting ✓ Trimming ✓ Slicing ✓ Grating 			<p>Performance/product evidence/written evidence</p> <ol style="list-style-type: none"> 1. In a scenario given to the trainees they fill in blank space of juice preparation techniques. 2. Mind map the types of cold drinks to be prepared by using examples 	

		<ul style="list-style-type: none"> ✓ Chipping ✓ Coring ✓ Blending ✓ Boiling ✓ Straining and cooling 			
	<p>2.Adequate maintenance of hygiene standards and safety security to avoid food cross contamination while preparing cold drinks</p>	<p>Food safety registrations:</p> <ul style="list-style-type: none"> ✓ Controlling and reducing food poisoning ✓ Preventing food and equipment contaminations ✓ Training food handlers ✓ Prevision of clean water, sanitary facilities and washing facilities. <p>The causes of cross-contaminations</p> <ul style="list-style-type: none"> ✓ Touching raw and cooked food at the same time ✓ Soil from dirty vegetables 			<p>Performance/product evidence/written evidence</p> <ol style="list-style-type: none"> 1. In a scenario given to the trainees they fill in blank space by using hand washing procedures. 2. Write an essay by using the ways of controlling cross contaminations <ul style="list-style-type: none"> ○ List the cause of cross contamination on displayed picture\videos

		<ul style="list-style-type: none">✓ Dirty staff uniforms and equipment✓ Unwashed hands while touching food(raw and cooked)✓ Pests droppings <p>Ways of controlling cross contamination:</p> <ul style="list-style-type: none">✓ Separate working and storage area.✓ Cooling recipe✓ Washing ingredients before use✓ Apply good personal practices✓ Put clear strict policies in place of staffs and visitors✓ Using color coded tools and equipment <p>Hand washing procedures</p>				
--	--	--	--	--	--	--

		<ul style="list-style-type: none"> ✓ Wetting hands with running water ✓ Apply soap(liquid) ✓ Rub hands ✓ Wash fingertips ,nails and wrists ✓ Rinse off ✓ Dry hands 			
	<p>3. Proper presentation and storage of cold drinks at the required temperature and in hygienic container.</p>	<p>Presentation process of cold drinks:</p> <ul style="list-style-type: none"> ✓ Using correct container ✓ Chilling ✓ Garnishing ✓ Decorating ✓ Cleaning <p>Storage of cold drinks in hygienic container in:</p> <ul style="list-style-type: none"> ✓ Bottles ✓ Cups ✓ Jugs ✓ Glasses ✓ Mugs <p>Checking the required</p>		<p>Performance/product evidence/written evidence</p> <p>Matching straining pictures with their steps</p> <p>In a scenario given to the trainees they fill in blank space appropriate straining steps of hot drinks.</p> <p>Choosing on pictures of strained hot drinks</p>	

		temperature for storing cold drinks by using refrigerator: ✓ Control fridge remote from 3° to 18°.				
--	--	---	--	--	--	--

SECTION B. Develop the activity/test described in the table above and the check-list to assess the activity/test.

1.1 Observation checklist.

The trainer will tick where appropriate in the table if the student has picked/selected or not the tool in preparing hot and cold drink.

Tools/ type of drink	Yes	No
Tools used in preparing hot drinks - Flask - Pots		
Tools used in preparing cold drinks: - Blender - Jug - Weighing scale		

2. Proper choice of fresh ingredients for cold and hot (where required) drinks

2.1 As a commis in sport view Select fresh ingredients for hot and cold drinks from store

Checklist

- a) Ingredients for hot drinks
- b) Ingredients for cold drinks

2.2 Mind map the ingredients of for hot drinks

3. Proper selections of dry ingredients for hot drinks which are not expired

3.1 fill in blank space by using dry ingredients for hot drinks with their qualities

- ✓ Sugar
- ✓ Tea powder
- ✓ Coffee powder
- ✓ Tea Masala
- ✓ Spices
- ✓ Milk powder
- ✓ Expiry date
- ✓ Color
- ✓ Smelling

For tea and coffee preparation use.....andin order to have their name and use.....for sweetening, addfor correcting aroma all ingredients should bewith goodand good.....

4. Appropriate preparation of ingredients (peeling, cutting, mashing and chopping) for cold and hot drinks

4.1 As a cook in Halal Restaurant, prepare ingredients for green tea and beetroot juice by respecting preparation methods of hot and cold drinks.

5. Appropriate cleaning of tools and ingredients according to hygiene standards

5.1 Answer by true or false

- ✓ Soak all ingredients
- ✓ Select all ingredients to be used

- ✓ Rinse well ingredients
- ✓ Use ingredients unwashed

1.2 As a steward in Halal restaurants, clean passion and mango fruits required to be used in juice preparation and clean the following tools: plates, cutting board, knives and bowls required.

Accurate scaling of ingredients in regard with the ratio (quantities) per ingredients required as described in the recipe

1a. As a commis weigh sugar tea powder and milk as hot drinks ingredients **in regard with the ratio (quantities) per ingredients required as described in the recipe**

2b. Fill in blank spaces with appropriate scaling tool with their unity
 - Grams / scale, Litres / cups

In hot drinks preparation , usefor scaling sugar in.....unity and scale milk with.....in unity of.....

Proper cooking of hot drinks while respecting the standards temperature according to the recipe

1. Fill in blank space about cooking methods and temperature used in hot drinks preparation(boiling and steaming)
 Coffee and tea are prepared by.....methodsat temperature..... and milk should at temperature.
2. Write an essay about cooking temperature hot drinks while respecting the standards temperature according to the recipe

3. Appropriate straining of the hot drinks to be served

1. Mind map straining steps for hot drinks
 - a) Correcting strained hot drinks on appropriate tool
 - b) Pouring hot drinks required to strained

c) Standing container for correcting strained beverage

d) Arranging strainer on stand container

HOTCA108 VEGETABLES PREPARATION		
Competence : Prepare vegetables		
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 60
SECTOR: Hospitality and tourism		SUB-SECTOR: Hospitality
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to select fresh vegetables, apply cutting techniques, prepare and store vegetables dishes. The learner considers the hygiene standards and customer satisfaction when preparing vegetables.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: Hygiene and food safety

HOTCA103: Mise en place

HOTCA104: Cooking methods

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence	Performance criteria	
<p>By the end of the module, the trainee will be able to :</p> <p>1. Select equipment, tools and ingredients</p>	<p>1.1 1.2 1.3 1.4 1.5 1.6</p>	<p>Proper identification of equipment, tools used in preparing vegetables</p> <p>Appropriate dismantling and assembling of equipment and tools</p> <p>Proper cleaning and sterilization of equipment and tools</p> <p>Proper identification of the six categories/ types of vegetables</p> <p>Appropriate identification of the importance of vegetables on the menu</p> <p>Proper identification of good qualities of vegetables and the advantages of purchasing fresh vegetables</p>
<p>2. Prepare vegetables</p>	<p>2.1 2.2 2.3 2.4 2.5 2.6</p>	<p>Proper selection of raw materials to use that are fresh according to the recipe guide</p> <p>Proper cleaning of raw materials like: trimming and peeling off the loose skins</p> <p>Regularly examination of quality signs of freshness of the vegetables</p> <p>Proper setting of work table basing on the work plan while respecting three system container</p> <p>Accurate measurements of raw materials in terms of quantity according to the recipe standards</p> <p>Relevant cutting of vegetables in accordance with the recipe standards (e.g.: Brunoise,</p>

		macedoine, juliene, batonnettes, chiffonade, etc.
3. Cook vegetables	3.1. 3.2. 3.3. 3.4.	Proper hygiene standards to be followed while preparing vegetables Appropriate cooking method is applied according to recipe Correct timing to avoid vegetables change of color, texture and loss of nutrients Proper presentation of vegetable dishes
4. Store vegetables	4.1 4.2 4.3 4.4	Correct selection of storage temperature requirements for vegetables to be stored Proper cleaning and covering of storage containers and store area all the time in order to avoid insects and parasites Appropriate labelling of the storage containers with indication of items life span of the dish and preparation date Proper arrangement of storage containers per item in the fridge for the purpose of enhancing the storage procedures (FIFO-LIFO)

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning Unit 1: Select equipment, tool, and ingredients

Learning hours: 10

Learning Outcome	Content	Learning Activities	Resources
------------------	---------	---------------------	-----------

<p>1.1 Identify equipment and tools used in preparing vegetables</p>	<ul style="list-style-type: none"> • Type of equipment and tools in preparing vegetables for: <ul style="list-style-type: none"> ✓ Washing ✓ Peeling ✓ Cutting ✓ Cooking ✓ Presenting and garnishing ✓ Storing 	<ul style="list-style-type: none"> ○ Research on different types of equipment and tools ○ Brainstorming on equipment and tools ○ Group discussion different types of equipment and tools ○ Presentation on different types of equipment and tools ○ Display of different types of equipment and tools ○ Practical exercise on handling equipment and tools ○ Study tour to the Hotel/supermarket 	<ul style="list-style-type: none"> - Reference books - Flipchart - Boards - Markers - Video aids - Knives - internet - Cutting board - Melon baller - Cookers - Strainers - Wooden spatula - Ladles - Carrot peeler - Vegetable slicer - Grater - Pots/pans - Perforated container
<p>1.2 Perform basic maintenance and cleaning of tools and equipment</p>	<ul style="list-style-type: none"> • Basic maintenance procedures: <ul style="list-style-type: none"> ✓ Dismantling and assembling techniques of equipment and tools ✓ Cleaning and sterilizing techniques ✓ Greasing techniques 	<ul style="list-style-type: none"> ○ Brainstorming on basic maintenance of techniques of equipment and tools ○ Group work on Dismantling and assembling techniques of equipment and tools ○ Demonstration on dismantling and assembling techniques of equipment and tools ○ Observation on dismantling and assembling techniques of equipment and tools ○ Practical exercise Dismantling and 	<ul style="list-style-type: none"> - Video aids - Reference books - Internet - Catalogue - Water - Paper rolls - Oil - Flipchart - Pictures - Boards - Cleaning and sanitizing

		assembling techniques of equipment and tools	products - User's manual
1.3 Identify vegetables	<ul style="list-style-type: none"> • Categories of vegetables: <ul style="list-style-type: none"> ✓ Bulbs ✓ Roots/Tubers ✓ Leaves/Shoots ✓ Flowers ✓ Fruits ✓ Fungi ✓ Pulses ✓ Grains • Importance of vegetables 	<ul style="list-style-type: none"> ○ Brainstorming on categories of vegetables ○ Group discussion on categories of vegetable ○ Presentation on categories of vegetables ○ Observation on categories of vegetables ○ Display of different categories of vegetables ○ Practical exercise on selection of different categories of vegetable ○ Study tour at a nearest market 	<ul style="list-style-type: none"> - Reference books - Video aids - Internet - Different categories of vegetables. - Pictures - Flipchart - Boards - Markers

Learning Unit 2: Prepare vegetables

Learning hours: 40

Learning Outcome	Content	Learning Activities	Resources
2.1 Select fresh vegetables	Characteristics of good quality(fresh) of vegetables: <ul style="list-style-type: none"> ✓ Crispy ✓ Firm ✓ Not wilted • Other Specific characteristics depending on type 	<ul style="list-style-type: none"> ○ Research on good qualities of vegetables ○ Brainstorming on good quality of vegetables ○ Observation on good quality of vegetables ○ Site visit ○ Demonstration on good quality of vegetables 	<ul style="list-style-type: none"> - Reference books - Video aids - Internet - Pictures - Flipchart - Markers - Boards - Vegetables (fresh and non-fresh)

		<ul style="list-style-type: none"> ○ Practical exercise on good quality of vegetables ○ Examination of quality signs of vegetables. 	
2.2 Clean vegetables while respecting nutritional values	<ul style="list-style-type: none"> ○ Vegetables cleaning procedures ○ Safe practices in washing and preparation of vegetables for nutritional value purpose <ul style="list-style-type: none"> ✓ trimming ✓ peeling off the loose skins 	<ul style="list-style-type: none"> ○ Research on cleaning procedures ○ Presentation on cleaning procedures ○ Demonstration on cleaning vegetables respecting procedures ○ Practical exercise on cleaning vegetables respecting procedures ○ Research on safety and measuring ingredients rules ○ Group discussion on safety and measuring ingredients rules ○ Presentation on safety and measuring ingredients rules ○ Individual exercise how to make a work plan, set up work table and measure the ingredients ○ Demonstration on using three container system 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - Vegetables - Internet - Sinks - Running water - Knives - Colander - Containers
2.3 Set up work table and measure the ingredients	<ul style="list-style-type: none"> • Safety rules: <ul style="list-style-type: none"> ✓ Clean as you go ✓ Work planning ✓ three container system • Measuring ingredients rules <ul style="list-style-type: none"> ✓ Wastage ✓ Portioning 		
2.3 Cut vegetables	<p>Types of cuts :</p> <ul style="list-style-type: none"> ✓ Brunoise ✓ Macedoine ✓ Julienne ✓ Chiffonade ✓ Paysanne ✓ Turn vegetables ✓ Strips 	<ul style="list-style-type: none"> ○ Demonstration on vegetable cutting and different cuts ○ Display of vegetable cuts ○ Practical exercise on vegetables ○ Cutting observation ○ Individual practice on cutting techniques ○ Presentation of the vegetables 	<ul style="list-style-type: none"> - Knives - slicer machine - Containers - Weighing scale - Projector - Markers - Black board /white board

	<ul style="list-style-type: none"> ✓ Batonettes ✓ Slice ✓ Final chopping 	cutting	<ul style="list-style-type: none"> - Reference books - Video aids - Internet - Vegetables - Vegetable cuts - Chopping/cutting boards
--	---	---------	--

Learning unit 3: Cook vegetables

Learning hours: 20

3.1 Apply hygiene standards	<ul style="list-style-type: none"> • Hygiene standards to be followed while preparing vegetables 	<ul style="list-style-type: none"> ○ Demonstration on application of hygiene rules while preparing vegetables ○ Practical exercise on application of hygiene rules while preparing vegetables ○ Presentation on application of hygiene rules while preparing vegetables ○ Group discussion on application of hygiene rules while preparing vegetables 	<ul style="list-style-type: none"> - Reference books - Videos aid - Flipchart - Projector - Boards - Hygiene rules sheet - Markers - Cleaning and sanitizing chemicals - Wiping pads
------------------------------------	---	---	---

<p>3.2 Apply cooking method of vegetable dishes</p>	<ul style="list-style-type: none"> • Vegetable cooking methods and techniques: <ul style="list-style-type: none"> ✓ Boiling ✓ Blanching ✓ Frying ✓ Roasting ✓ Grilling ✓ Poaching ✓ Steaming ✓ Stewing ✓ Baking 	<ul style="list-style-type: none"> ○ Group discussion on vegetable cooking methods and techniques ○ Presentation on vegetable cooking methods and techniques ○ Demonstration on vegetable cooking vegetable ○ Individual practice on cooking vegetable while applying different methods and techniques 	<ul style="list-style-type: none"> - Reference books - Video aids - Pots - Pans - Cookers - Vegetables - Ladles/serving spoons - Wooden spatulas - Strainers - Containers - Pictures - Oven - Markers - Projector - Videos - Boards - Flipchart
<p>3.3 Apply cooking timing for vegetables</p>	<ul style="list-style-type: none"> • Importance of respecting timing while cooking vegetables: <ul style="list-style-type: none"> ✓ color ✓ texture ✓ loss of nutrients 	<ul style="list-style-type: none"> ○ Brainstorming on importance of cooking timing for vegetables ○ Group discussion on importance of cooking timing for vegetables ○ Demonstration on application of cooking timing for vegetables ○ Individual practice on application of cooking timing for vegetables 	<ul style="list-style-type: none"> - Kitchen clock - Reference books - Video aids - Pots - Pans - Cookers - Vegetables - Ladles/serving spoons - Wooden spatulas - Strainers - Containers - Pictures - Oven

			<ul style="list-style-type: none"> - Markers - Projector - Videos - Boards - Flipchart
3.4 Present vegetable dishes	<ul style="list-style-type: none"> • Importance of good presentation of vegetables • Presentation techniques 	<ul style="list-style-type: none"> ○ Group discussion on vegetable dishes presentation techniques ○ Demonstration on vegetable dishes presentation ○ Practical exercise on vegetable dishes presentation 	<ul style="list-style-type: none"> - Plates - Containers - Pictures - Pans - Pots - Garnishes

Learning Unit 4: Store vegetables

Learning hours: 10

Learning Outcome	Content	Learning Activities	Resources
1.1 Select storage	<ul style="list-style-type: none"> • Types of storage s <ul style="list-style-type: none"> ✓ Dry storage ✓ Perishable storage Storage tools: <ul style="list-style-type: none"> ✓ Containers <ul style="list-style-type: none"> ▪ Plastic ▪ Stainless steel ▪ Porcelain ✓ Shelves <ul style="list-style-type: none"> ▪ Stainless 	<ul style="list-style-type: none"> ○ Research on types of storage and tools ○ Presentation on types storage and tools ○ Brainstorming on types of storage and tools ○ Demonstration on types of storage and tools Study tour of a nearby hotel ○ Practical exercise on classification on types storage and tools 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - Internet - Fridge - Freezer - Containers - Cold room - Detergents - Cleaning tools - Water - Sanitizer

			- Wiping pads
4.2 Label storage containers	<ul style="list-style-type: none"> • Labelling principles: <ul style="list-style-type: none"> ✓ label information ✓ writing rules ✓ position of label/ products logo on the storage container • Importance of labelling 	<ul style="list-style-type: none"> ○ Research on labelling techniques ○ Demonstration on labelling ○ Practical exercise on labelling ○ Brainstorming on labelling techniques ○ Presentation on labelling ○ Group work on importance of labelling 	<ul style="list-style-type: none"> - Video aids - Internet - Labels - Logos - Storage containers - Boards - Markers - Reference books - pictures
4.3 Apply hygiene rules in storage	<ul style="list-style-type: none"> • Importance of cleaning storage area all the time in order <ul style="list-style-type: none"> ✓ avoid insects and parasites • Cleaning techniques and procedures according to the type of storage • Coverage of container to avoid cross contamination <ul style="list-style-type: none"> ✓ Covering materials: <ul style="list-style-type: none"> ▪ Aluminium foil ▪ plastic wrap 	<ul style="list-style-type: none"> ○ Group work on importance of cleaning storage and storage tools ○ Demonstration on cleaning storage and storage tools ○ Practical exercise on cleaning storage and storage tools while following procedures • Brainstorming on covering storage container to avoid cross contamination ○ Demonstration on covering storage container to avoid cross contamination ○ Practical exercise on covering storage container to avoid cross contamination 	<ul style="list-style-type: none"> - Cleaning tools - Cleaning and sanitizing chemicals - Shelves - Containers - Boxes - Aluminium foil - Plastic wrap - Flipchart - Projector - Markers - Boards
4.4 Apply storage procedures	<ul style="list-style-type: none"> • Storage procedures: <ul style="list-style-type: none"> ✓ LIFO ✓ FIFO ✓ Storage temperature 	<ul style="list-style-type: none"> ○ Brainstorming on storage procedures ○ Research on storage procedures ○ Demonstration on storing while respecting storage procedures ○ Presentation on storage procedures ○ Practical exercise on proper arrangement and food storing while respecting storage procedures 	<ul style="list-style-type: none"> - Reference books - Video aids - Procedural pictures - Internet - Products/food - Freezer - Fridge - Boards - Markers

			<ul style="list-style-type: none"> - Containers - Shelves - Plastic wrap - Aluminium foil
--	--	--	---

ASSESSMENT GUIDELINES

PART I. PORTFOLIO (Formative assessment)

SECTION A. Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		
1. Select equipment, tools and ingredients	1. Proper identification of equipment, tools and utensils used in preparing vegetables	Tools, utensils and equipment while: <ul style="list-style-type: none"> o Preparing ingredients o Cooking equipment, utensils and tools o Serving utensils and tools o Storing utensils, tools and equipment 			Performance evidence (Picture of the labels) 1. Sort and label tools, utensils and equipment used in preparing vegetables (displayed and mixed) Written evidence 2. List out all equipment; tools and utensils used in preparation of vegetables (preparation of ingredients, cooking, serving and storing)	
	2. Appropriate dismantling and assembling of equipment and tools	Follow <ul style="list-style-type: none"> o Assembling procedures (according to user's manual 				

		<ul style="list-style-type: none"> o dismantling procedures (according to user's manual guide) 			<p>equipment</p> <p>2. Assemble kitchen tools and equipment</p>	
	<p>3. Proper cleaning and sterilization of equipment and tools</p>	<p>Identify</p> <ul style="list-style-type: none"> o Cleaning chemicals o sterilizing chemicals <p>Follow</p> <ul style="list-style-type: none"> o Cleaning procedures of tools and equipment o Sanitizing procedures of tools and equipment o Sterilizing procedures of tools and equipment 			<p>Written evidence</p> <p>1. List out cleaning and sanitizing chemicals</p> <p>Performance evidence (picture)</p> <p>6. Select and label the right chemicals for sanitizing and cleaning utensils, tools and equipment</p> <p>Performance evidence (observation checklist: procedures)</p> <p>2.a Clean tools, utensils and equipment used in vegetables preparation</p> <p>2.b Sanitize tools, utensils and equipment used in vegetables preparation</p>	

					2.c Sterilize tools, utensils and equipment used in vegetables preparation	
	4.Proper identification of the six categories/ types of vegetables	Describe the categories of vegetables: <ul style="list-style-type: none"> ○ Bulbs ○ Root ○ Tuber ○ Shoot ○ Leaf ○ Flower ○ Fungi ○ Fruit ○ Squash Nutritional value			Written evidence 1. Match pictures of different types of vegetables with respective categories 2. Label different types of vegetables displayed	
	6.Proper identification of good qualities of vegetables and the advantages of purchasing fresh vegetables	Good quality vegetables <ul style="list-style-type: none"> ○ Crispy ○ Firm ○ Not wilted 			Written evidence 1. Essay writing on good and bad qualities of vegetables and advantages of purchasing fresh vegetables.	

2 prepare vegetables	1. Proper selection of raw materials to use that are fresh according to the recipe guide	<p>Selection criteria:</p> <ul style="list-style-type: none"> • Quality signs • Recipe 			<p>Performance evidence</p> <p>1. Select fresh raw materials according to recipe</p>	
	2. Proper cleaning of raw materials like: trimming and peeling off the loose skins	<p>Safe practices in washing vegetables for nutritional value purpose :</p> <ul style="list-style-type: none"> • Washing • Trimming • Peeling/off loose skin 			<p>Performance evidence</p> <p>Observation checklist</p> <p>Clean raw materials following safety practices for vegetables.</p>	
	3.Regularly examination of quality signs of freshness of the vegetables	<p>Quality signs of freshness of vegetables:</p> <ul style="list-style-type: none"> • Crispy • Firm • Not wilted <p>Other specific quality criteria for a particular vegetable</p>			<p>Performance evidence</p> <p>1. Select from displayed vegetables that are fresh.</p>	
	4.Proper setting of work table basing on the work plan while respecting three container system	<ul style="list-style-type: none"> • Recipe guidance • Work plan 				

	<p>5. Accurate measurements of raw materials in terms of quantity according to the recipe standards</p>	<p>Measurement tools per types of ingredients:</p> <ul style="list-style-type: none"> - Weighing scale for weight - Liter for volume - Meter for length <p>Measuring ingredients:</p> <ul style="list-style-type: none"> - Quantity on recipe - Number of people to be prepared for 			<p>Performance evidence</p> <p>1. Set up a work table for the preparation of your recipe.</p> <p>Performance evidence</p> <p>Measure raw materials according to the recipe provided.</p>	
	<p>6. Relevant cutting of vegetables in accordance with the recipe standards (e.g.: brunoise, macedoine, juliene, batonnettes, chiffonade, etc.</p>	<p>Vegetables cuts:</p> <ul style="list-style-type: none"> • Shape • Size 			<p>Performance evidence</p> <p>Prepare different vegetable cuts according to the recipe given.</p>	
	<p>Proper hygiene standards to be followed while preparing vegetables</p>	<p>Hygiene standards while preparing vegetables</p> <ul style="list-style-type: none"> - Sanitization of workplace equipment and tools - Sterilization equipment and tools - Personal hygiene - Food hygiene 			<p>Performance evidence</p> <p>Apply both personal and food hygiene practices while preparing vegetables</p>	

2. Cook vegetable	Appropriate application cooking method according to recipe	Different cooking methods and procedures: <ul style="list-style-type: none"> - Boiling - Steaming - Stewing - Poaching - Grilling - Baking - Roasting 			Performance evidence Cook vegetables according to the recipe given.	
	Correct timing to avoid vegetables change of color, texture and loss of nutrients	Recipe guidance <ul style="list-style-type: none"> - Method - Timing 			Performance evidence Cook vegetables while respecting cooking timing on the recipe	
	Proper presentation of vegetable dishes	Presentation techniques <ul style="list-style-type: none"> - Serving tool - Garnish 			Performance evidence Present vegetable dish	
3. Store vegetables	1. Correct selection of storage temperature requirements for vegetables to be stored	Storage temperature <ul style="list-style-type: none"> - Storage equipment Selection criteria of storage temperature <ul style="list-style-type: none"> - Life span - Type of dish 			Written evidence 1. Multiple choice questions : Circle the correct answer on correct storage temperatures for vegetables 2. Match storage temperature and equipment	

	2. Proper cleaning and covering of storage containers and store area all the time in order to avoid insects and parasites	Hygiene standards in vegetable storage <ul style="list-style-type: none"> • Cleaning procedures - storage containers - storage area 			Performance evidence 1. Clean storage area and containers	
	2. Appropriate labelling of the storage containers with indication of items life span of the dish and preparation date	Labelling procedures: <ul style="list-style-type: none"> - label information - writing rules - position of label on the storage container 			Written evidence 1. Essay writing on the importance of labelling in food storage Performance evidence 2. Label different food items	
	Proper arrangement of storage containers per item in the fridge for the purpose of enhancing the storage procedures (FIFO-LIFO)	Storage procedures: <ul style="list-style-type: none"> - FIFO - LIFO 			Performance evidence Store vegetable dishes while respecting the procedures	

SECTION B: Develop the activity/test described in the table above and the check-list to assess the activity/test.

Task :

The PAFP team (10 pax) is in a workshop at Beauséjour Hotel. On the last day, they have ordered sauté French beans. You are requested to prepare their order within 1h.

Element of competence	Performance criteria	Checklist	Score		Observation
			Yes	No	
Hygiene	<p>2.2. Proper cleaning of perishable and non-perishable ingredients where applicable as per recipe standards</p> <p>1.4 Proper sterilization of equipment and tools after use</p>	<ul style="list-style-type: none"> • Putting on a professional attire :black pant, double breast shirt, mini skirt , chef's hat or cap apron • Ingredients are washed properly using running water/or pre-boiled water • Three-system container is used • The work place is well cleaned and sanitized 			
Safety	<p>2.4. Right temperature of working area.</p> <p>1.5 Proper arrangement equipment of ingredients on the workstation</p> <p>2.3 Proper arrangement of ingredients on the work station regarding to the perishability</p> <p>Proper equipment of equipment and tools on the work station.</p>	<ul style="list-style-type: none"> • Correct use of tools and equipment is respected (good status of tools, use of tools and equipment according to the instructions • Tools and equipment are handled and used safely (washing, cleaning and cooking) • Ingredients are handled safely • Ingredients, tools and equipment are arranged on working station safely according to the food safety procedures to prevent cross-contamination. • Spoiled ingredients are sorted to prevent food cross-contamination 			
Quality of	1.1 Proper identification of tools and equipment to be used while preparing	<ul style="list-style-type: none"> • Ingredients are selected according to the recipe 			

<p>process</p>	<p>egg dishes.</p>	<ul style="list-style-type: none"> • Ingredients are measured using correct measuring tools (scale, measuring spoon, jug or cup) and units (weight; kg, capacity; l, ml or cl) • Cutting standards of ingredients are respected; Chopping, Slicing, Dicing, Juliennes, Macedoine. 			
	<p>1.2 Proper identification of ingredients to be used</p> <p>Appropriate dismantling and assembling of tools and equipment before use</p> <p>Proper choice of the raw materials to use in preparation of egg dishes</p> <p>Right measurements of ingredients to be used.</p> <p>Correct checking and cutting of ingredients used in making the dish as per recipe</p> <p>Careful breaking of eggshell before cooking process</p> <p>Proper selection of cooking methods according to the recipe</p> <p>Proper cooking techniques should be followed according to the recipe.</p>	<ul style="list-style-type: none"> • Preparation procedures of eggs (breaking) holding, cracking, opening egg halves, empty egg into mixing bowl, whisking and seasoning. • Recipe preparation procedures are respected (washing, peeling, cutting, frying, turning omelet) • Portioning standards are applied (chips and sweated minced meat of the quantity related to the egg in special omelette . omelette : 4 eggs per omelette for 5 			

Quality of product	Proper presentation and garnishing of different egg dishes according to standards	<ul style="list-style-type: none"> • Fresh ingredients are used • Prepared dishes are presented attractively (texture, colour, taste, flavour and shape) • The final product is presented accordingly (type of plate, garnishing) 			
Relevance	Appropriate cooking time according to the recipe	<ul style="list-style-type: none"> • Cooking degrees requested are respected (lightly-done, well-done). • Time is respected • Right ingredients for recipe are used (potato chips, sweated minced meat) • Requested dishes are prepared (special omelette and tomato and onion omelette) • Appropriate tools and equipment are used 			

HOTCA109 EGG DISHES AND CEREALS		
Competence : Prepare egg dishes and cereals		
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 60
SECTOR: Hospitality and tourism		SUB-SECTOR: Hospitality
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to prepare basic egg dishes and cereals in accordance with hygiene and food safety requirements while preparing eggs and applying different preparation techniques.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: Hygiene and food safety

HOTCA103: Mise en place

HOTCA104: Cooking methods

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence	Performance criteria
By the end of the module, the trainee will be able to :	
1. Select equipment and tools	1 Proper identification of tools and equipment to be used while preparing egg dish and cereals 1 Appropriate dismantling and assembling of tools and equipment before and after use for some 1 tools and equipment require these practices when washing and cleaning them. Proper sterilization of equipment and tools after use
2. Identify the raw materials	2 Proper choice of the raw materials to use in preparation of egg dishes 2 Proper cleaning of perishable and non-perishable ingredients where applicable as per recipe

	2 standards Proper arrangement of ingredients on the work station
3. Cook and present eggs	3 Proper selection of cooking method according to the recipe: poaching, pan-frying and boiling. Correct cutting of vegetables used in making the dish as per recipe 3 Proper presentation and garnishing of different egg dishes according to standards 3
4. Cook and Present cereal	4 Correct selection of quantity and quality of cereals as per request 4 Proper preparation of cereals at required temperature (cooked and non-cooked) Proper garnishing of cereals and good presentation 4
5. Store cereals	5 Appropriate selection of storage area for cereals (cool and dry place) 5 Appropriate arrangement of cereals boxes in respecting FIFO and LIFO procedures (expiry date). Correct application of cereal hygiene and safety guidelines in storage area. 5

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning Unit 1: Select tools and equipment

Learning hours : 5

Learning Outcome	Content	Learning Activities	Resources
1.1 Identify equipment and tools	<ul style="list-style-type: none"> • Type of equipment and tools while: <ul style="list-style-type: none"> ✓ Washing ✓ Mixing ✓ Cutting ✓ Cooking ✓ Presenting ✓ Storing ✓ Measuring ✓ Garnishing 	<ul style="list-style-type: none"> ○ Research on different types of equipment and tools ○ Presentation on different types of equipment and tools ○ Demonstration on handling equipment and tools 	<ul style="list-style-type: none"> - Reference books - Internet - Boards - Markers - Flip chat
1.2 Clean tools and equipment.	<ul style="list-style-type: none"> • Maintenance procedures: <ul style="list-style-type: none"> ✓ Dismantling and assembling techniques of equipment and tools ✓ Cleaning, sanitizing and sterilizing techniques ✓ Greasing techniques 	<ul style="list-style-type: none"> ○ Brainstorming on equipment and tools and maintenance procedures ○ Group work on cleaning, sanitizing and sterilizing techniques ○ Demonstration on dismantling and assembling techniques ○ Observation on maintenance procedures ○ Individual practice on dismantling and assembling techniques ○ Demonstration on cleaning, sanitizing and sterilizing 	<ul style="list-style-type: none"> - Cleaning chemicals - Tool and equipment - Flipchart - Projector - Boards - Markers - Videos - Internet - Cleaning

1.3 Sterilize equipment and tools		<ul style="list-style-type: none"> ○ Individual practice on cleaning, sanitizing and sterilizing techniques of equipment and tools ○ Individual practice on dismantling and assembling techniques of equipment and tools ○ Brainstorming on dismantling and assembling techniques ○ Group work on dismantling and assembling techniques of equipment and tools 	<ul style="list-style-type: none"> - pads - Reference books
--	--	--	---

Learning Unit 2: Prepare raw materials

Learning hours: 5

Learning Outcome	Content	Learning Activities	Resources
2.1 Select ingredients	<ul style="list-style-type: none"> • Types of ingredients ✓ Eggs ✓ Condiments <ul style="list-style-type: none"> ▪ Vegetables ▪ Meat and processed products/chicken ▪ Milk products ▪ Herbs and spices 	<ul style="list-style-type: none"> ○ Brainstorming ingredients and their uses ○ Research on egg based dishes ingredients ○ Group discussion on egg based dishes ingredients ○ Presentation on egg based dishes ingredients ○ Display of egg based dishes 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - ingredients - condiments - Internet - Pictures

	<ul style="list-style-type: none"> ▪ Olive oil 	<ul style="list-style-type: none"> ingredients ○ Individual practice on selection of egg based dishes ingredients 	<ul style="list-style-type: none"> - Projector
2.2 Clean perishable and non-perishable ingredients	<ul style="list-style-type: none"> • Cleaning techniques and procedures of ingredients and condiments <ul style="list-style-type: none"> ✓ perishable ingredients ✓ non perishable 	<ul style="list-style-type: none"> ○ Presentation on cleaning vegetables and other ingredients ○ Demonstration on cleaning vegetables and other ingredients ○ Practical exercise on cleaning vegetables and other ingredients 	<ul style="list-style-type: none"> - Video aids - Reference books - Internet - Vegetables and other ingredients - Running water
2.3 Perform measurements of ingredients to be used	<ul style="list-style-type: none"> • Quantities as per recipe guide 	<ul style="list-style-type: none"> ○ Proper arrangements of equipment and tools on the work station. ○ Practical exercises on measuring different ingredients 	<ul style="list-style-type: none"> - Reference books - Pictures - Recipes - Plates
2.4 Apply breaking of eggshell techniques	<ul style="list-style-type: none"> • Egg breaking procedures: <ul style="list-style-type: none"> ✓ Three container system 	<ul style="list-style-type: none"> ○ Presentation on egg breaking procedures ○ Demonstration on checking and cutting of ingredients ○ Individual practice on checking and cutting of ingredients ○ Demonstration on breaking eggs ○ Individual practices 	<ul style="list-style-type: none"> - Flipchart - Boards - Markers

Learning unit 3: Cook and present egg dishes

Learning hours: 25

Learning outcomes	Content	Learning activities	Resources
--------------------------	----------------	----------------------------	------------------

3.1 Cook basic egg dishes	<p>Basic egg dishes :</p> <ul style="list-style-type: none"> ✓ Omelets • Cooking methods <ul style="list-style-type: none"> ✓ Boiling ✓ Pan frying ✓ Poaching ✓ Stir frying ✓ Steaming ✓ Baking • Cooking duration/ timing 	<ul style="list-style-type: none"> ○ Presentation on preparation of different types of egg dishes ○ Demonstration on preparation of different types of egg dishes ○ Individual practice on preparation of different types of egg dishes ○ Brainstorming on preparation of different types of egg dishes ○ Group discussion on preparation of different types of omelettes 	<ul style="list-style-type: none"> - Video aids - Projectors - Flipchart - Frying pan - Containers - Eggs - Condiments - Kitchen equipment and tools - Cutting boards - Markers - Boards
2.3 Cut condiments /ingredients	<ul style="list-style-type: none"> • Preparation methods: <ul style="list-style-type: none"> ✓ Trimming ✓ Peeling ✓ Vegetables cutting techniques <ul style="list-style-type: none"> ▪ Slicing ▪ Dicing ▪ Chopping ▪ Cutting Chiffonade ▪ Cutting Supremes ▪ Zesting 	<ul style="list-style-type: none"> ○ Demonstration on preparation methods ○ Practical exercise on preparation methods ○ Group discussion on preparation methods ○ Presentation on preparation methods ○ Observation of vegetables cuts 	<ul style="list-style-type: none"> - Reference books - Video aids - Vegetables - Internet - Pictures - Boards - Cutting tools - Projector
3.2 Present egg-based dishes and cereals	<ul style="list-style-type: none"> • Accompaniments • Attractive presentation techniques of egg-based dishes <ul style="list-style-type: none"> ✓ Garnishing 	<ul style="list-style-type: none"> ○ Presentation on the importance of presenting egg based dishes ○ Demonstration on presentation techniques ○ Individual practice on presentation techniques 	<ul style="list-style-type: none"> - Garnishes - Video aids - Projectors - Flipchart - Frying pan - Containers - Kitchen equipment and tools - Cutting boards - Markers

			<ul style="list-style-type: none"> - Plates - Boards
--	--	--	--

Learning unit 4: cook and present cereals

Learning hours: 15

Learning outcomes	Content	Learning activities	Resources
4.1 Select cereals	<ul style="list-style-type: none"> • Cereals definition • Importance of cereals • Types of cereals • Quantity and quality of cereals as per request 	<ul style="list-style-type: none"> ○ Brainstorming on definition of cereals ○ Group discussion on types of cereals ○ Presentation on quality and quality of cereals 	<ul style="list-style-type: none"> - Reference book - Internet - Flip chat - Boards - Markers - cereals
4.2 Prepare cereals	<ul style="list-style-type: none"> • Preparation techniques of cereals <ul style="list-style-type: none"> ✓ cooked ✓ non-cooked 	<ul style="list-style-type: none"> ○ Brainstorming on preparation of cereals ○ Group discussion on preparation of cereals ○ Demonstration on preparation of cereals ○ Individual exercise on preparation of cereal 	<ul style="list-style-type: none"> - Reference books - Internet - Flip chat - Boards - Markers - Cereals - Projector - containers

<p>4.3 Garnish and present cereals</p>	<ul style="list-style-type: none"> • Garnishing techniques of cereals • Presentation techniques 	<ul style="list-style-type: none"> ○ Brainstorming on garnishing techniques ○ Group discussion on garnishing techniques ○ Presentation on garnishes techniques 	<ul style="list-style-type: none"> - Reference books - Internet - Flip chart - Markers - Boards - Projector - Plates - Garnishes
---	---	---	--

Learning Unit 5: Store eggs and cereals

Learning hours : 10

Learning outcome	Content	Learning Activities	Resources
5.1 Identify storage for eggs and cereals	<ul style="list-style-type: none"> • Storage requirements : <ul style="list-style-type: none"> ✓ Temperature ✓ Types of storage area <ul style="list-style-type: none"> ▪ Storage room ▪ Shelves ▪ Dry storage 	<ul style="list-style-type: none"> ○ Observation on storing eggs and cereals ○ Presentation on types of storage ○ Demonstration on correct use of storage facilities ○ Group practice on correct use of storage facilities 	<ul style="list-style-type: none"> - Fridge - Storage - Shelves - Dry storage - Containers
5.2 Storage egg dishes and cereals	<ul style="list-style-type: none"> • Storage requirements for cooked food : <ul style="list-style-type: none"> ✓ Temperature, refrigeration ✓ Containers ✓ Conservation life 		

**ASSESSMENT GUIDELINES
PART I. PORTFOLIO**

SECTION A . Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		

1. Select equipment and tools	1. Proper identification of tools and equipment to be used while preparing egg dish and cereals	Tools, utensils and equipment for: - Cooking equipment, utensils and tools - Serving utensils and tools Storing utensils, tools and equipment			Written evidence 1. Matching (link cooking methods with tools/utensils and equipment and their use) 2. Link pictures of equipment/tools/utensils with cooking methods	
	2. Appropriate dismantling and assembling of tools and equipment before and after use for some tools and equipment require these practices when washing and cleaning them.	Follow - Assembling procedures (according to user's manual guide) - dismantling procedures (according to user's manual guide)			Performance evidence (observation checklist on procedures) 3. Dismantle kitchen tools and equipment 4. Assemble kitchen tools and equipment	
	3. Proper sterilization of equipment and tools after use	- Cleaning chemicals - sterilizing chemicals - Follow - Cleaning procedures of tools and equipment - Sanitizing procedures of tools and equipment - Sterilizing procedures of tools and equipment			Performance evidence (picture) 5. Select and label the right chemicals for sanitizing and cleaning utensils, tools and equipment Performance evidence (observation checklist: procedures) Clean tools, utensils and equipment used in eggs and cereal preparation.	
2. Identify the raw materials	4. Proper choice of the raw materials to be used in preparation of egg dishes	- Quality signs of Eggs - Condiments			Performance evidence Select raw materials for egg	

					dishes	
	5. Proper cleaning of perishable and non-perishable ingredients where applicable as per recipe standards	- Cleaning procedures of perishables and non-perishable ingredients as per recipe standards			Performance evidence Clean perishables and non-perishable ingredients as demonstrated by the trainer	
	6. Proper arrangement of ingredients on the work station	Arrangement process of ingredients at the work station			Performance evidence Arrange the work station as demonstrated by the trainer	
3. Cook and present eggs		Correct cooking method according to the recipe: - pan-frying - poaching - boiling			Performance evidence cook different types of eggs using different methods of cooking as demonstrated by the trainer	
	7. Correct cutting of vegetables used in making the dish as per recipe	Cut vegetables - Brunoise - Slices - Julienne			Performance evidence Cut different types of vegetables - Bronoise - Macedoine - Julliene	
	8. Proper presentation and garnishing of different egg dishes according to standards	Presentation and garnishing techniques of egg dishes			Performance evidence Garnish and present eggs as demonstrated by the trainer	
4.cook and present cereals	9. Proper garnishing of cereals and good presentation	- Select quality cereals			Written evidence List out quality characteristics of cereals	
	10. Proper preparation of cereals at required temperature (cooked and non-cooked)	- Prepare cereals both cooked and non-cooked			Performance evidence Prepare cereals as demonstrated by the trainer	

	11. Proper garnishing of cereals and good presentation	- Garnishing and presentation techniques of cereals			Performance evidence Garnish and present cereals as demonstrated by the trainer.	
5. Store cereals	12. Appropriate selection of storage area for cereals (cool and dry place)	- Select storage areas suitable for cereals			Written evidence differentiate between : cold storage dry storage	
	13. Appropriate arrangement of cereals boxes in respecting FIFO and LIFO procedures (expiry date).	- Storage procedures considering FIFO and LIFO			Written evidence List out procedures considered when storing cereals	
	14. Correct application of cereal hygiene and safety guidelines in storage area	- Storage safety guidelines for cereals			Written evidence List down hygiene safety guidelines in the storage area	

HOTCA110 SALADS PREPARATION		
Competence : Prepare salads		
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 60
SECTOR: Hospitality and tourism		SUB-SECTOR: Hospitality
ISSUE DATE: January 2013		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to prepare and present different sorts of salads.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: Hygiene and food safety

HOTCA103: Mise en place

HOTCA104: Cooking methods

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence By the end of the module, the trainee will be able to :	Performance criteria
1. Prepare ingredients, tools and equipment	1.1. Proper identification of different types of salads 1.2. Proper selection of equipment and tools used in salad preparation 1.3. Appropriate selection of raw materials for different salads 1.4. Proper cleaning of salad ingredients 1.5. Proper handling procedures of salads regarding hygiene and safety 1.6. Appropriate cutting of simple and compound salads as per standards 1.7. Proper cleaning of tools and equipment ready to use 1.8. Proper arrangement of tools and equipment ready to use
2. Produce salad	2.1. Respect of guidelines in preparation of salad 2.2. Relevant composition of all parties of the salad and the balancing of ingredients while 2.3. respecting the colors requirements and the arrangement structure 2.4. Appropriate setting of storage temperature Correct storage of the salad while taking care of the arrangement vis- a- vis other food in the refrigerator and respecting storage procedures in order to avoid cross contamination
3. Prepare salad dressing or sauce	3.1 Appropriate identification of the salad dressings as per recipe 3.2 Accurate measurements of dressing ingredients as per recipe and serving portioning standards Proper production of the dressing in accordance with the consistence of the dressing with

	3.3	relevant seasoning according per recipe requirements and hygiene standards
4. Perform portioning	4.1.	Accurate portioning standards of salad according to the recipe
	4.2.	Correct seasoning of the salad
	4.3.	Proper presentation of the salad to the standard plate

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning Unit 1: Prepare ingredients, tools and equipment

Learning hours: 10

Learning Outcome	Content	Learning Activities	Resources
1.1 Identify types of salad	<ul style="list-style-type: none"> • Definition of salad • Types of salads <ul style="list-style-type: none"> ✓ Simple ✓ Compound • Nutritional value of salads 	<ul style="list-style-type: none"> ○ Brainstorming on salad definition and types of salads ○ Group discussion on types of salad ○ Presentation on types of salad ○ Research on types of salads, nutritional value of salads ○ Display of types of salads 	<ul style="list-style-type: none"> - Reference books - Boards - Markers or chalks - Flip chart - Pictures - Computer/ LCD - Videos/ movies - Projector - Internet - Salads
1.2 Select equipment and tools	<ul style="list-style-type: none"> • Tools and equipment for salad preparation and their use <ul style="list-style-type: none"> ✓ Cutting tools 	<ul style="list-style-type: none"> ○ Observation of tools and equipment for salad preparation ○ Group discussion on the use of different tools 	<ul style="list-style-type: none"> - Projector - Flipchart - Stove

for salad preparation	<ul style="list-style-type: none"> ▪ Knives ▪ Chopping boards ✓ Preparation tools <ul style="list-style-type: none"> ▪ Plastic gloves ▪ Plastic foil ▪ Mixing bowls ✓ Serving tools <ul style="list-style-type: none"> ▪ Salad platters ✓ Cooking equipment <ul style="list-style-type: none"> ▪ Pots ▪ Cookers 	<p>and equipment</p> <ul style="list-style-type: none"> ○ Demonstration on the use of tools and equipment for salad preparation ○ Selection of different tools and explain their use ○ Field visit of a nearby hotel ○ Presentation of the field visit outcomes 	<ul style="list-style-type: none"> - Knives - Chopping boards - Plastic gloves - Plastic foil - Mixing bowls - Salad platters - Pots - Reference books - Videos - Pictures - Markers - Slicer
1.3 Clean tools and equipment for salad preparation	<ul style="list-style-type: none"> • Hygienic cleaning procedures of tools and equipment: <ul style="list-style-type: none"> ✓ Cleaning ✓ Washing ✓ Wiping ✓ Sterilizing ✓ Sanitizing 	<ul style="list-style-type: none"> ○ Brainstorming on hygienic cleaning procedures of tools and equipment ○ Group discussion on hygienic cleaning procedures of tools and equipment ○ Demonstration on the hygienic cleaning procedures of tools and equipment ○ Observation of hygienic cleaning procedures of tools and equipment ○ Individual practice of hygienic cleaning procedures of tools and equipment 	<ul style="list-style-type: none"> - Projector - Flipchart - Kitchen tools and equipment - Container - Sinks - Paper roll - Chemicals - Reference books - Brushes/ sponges - Videos - Internet - Liquid soaps - Computer - Pictures - Markers
1.4 Arrange tools and equipment for	<ul style="list-style-type: none"> • Workplace organizational procedures as per task 	<ul style="list-style-type: none"> ○ Brainstorming on Workplace organizational procedures, arranging tools and equipment 	<ul style="list-style-type: none"> - Projector - Flipchart - Kitchen tools

<p>salad preparation</p>		<ul style="list-style-type: none"> ○ Group discussion on workplace organizational procedures and arranging tools and equipment as per work process ○ Individual practices on stacking or piling techniques of tools and equipment Demonstration on workplace organizational procedures and arranging tools and equipment ○ Observation of hygienic cleaning procedures of tools and equipment ○ Individual practice of on workplace organizational procedures and arranging tools and equipment 	<p>and equipment</p> <ul style="list-style-type: none"> - Containers - Reference books - Videos - Internet - Computer - Pictures - Markers
<p>1.5 Select ingredients for salad (raw materials)</p>	<ul style="list-style-type: none"> ● Types of salad ingredients ● Characteristics of fresh ingredients <ul style="list-style-type: none"> ✓ crisp ✓ firm ✓ not wilted 	<ul style="list-style-type: none"> ○ Display of fresh and non-fresh ingredients ○ Observation of salad ingredients according to the recipe ○ Group discussion on the Salad ingredients ○ Demonstration on the Salad ingredients ○ Individual practice on selection ingredients 	<ul style="list-style-type: none"> - Projector - Flipchart - Different ingredients - Gloves - Bowls/ basins - Reference books - Videos - Boards - Internet - Computer - Pictures - Markers
<p>1.6 Clean ingredients for salad</p>	<ul style="list-style-type: none"> ○ Cleaning procedures of ingredients 	<ul style="list-style-type: none"> ○ Brainstorming on cleaning procedures of ingredients, cleaning safety rules and Safe 	<ul style="list-style-type: none"> - Reference books - Flip Chart

	<ul style="list-style-type: none"> • Safety rules: <ul style="list-style-type: none"> ✓ Clean as you go ✓ Work planning ✓ Three container system ✓ Wiping ingredients 	<p>practices in washing and preparation of ingredients</p>	<ul style="list-style-type: none"> - Black/white boards - Pictures - Markers - Containers - Computer - Gloves - Knife sets - Colander - Videos/ movies - Projector - Recipes - Internet - Required ingredients - Cutting Board - Chopping boards - Markers or chalks - Tongs - Videos/ movies - Internet - Required ingredients - Plastic gloves - Plastic foil - Chemicals
<p>1.7 Handle ingredients for salad hygienically and safely</p>	<ul style="list-style-type: none"> • Safe practices in washing and preparation of ingredients for nutritional value purpose ○ Handling tools of ingredients for salad ○ Hygiene and safety techniques to be followed while handling ingredients for salad 	<ul style="list-style-type: none"> ○ Group discussion on cleaning procedures of ingredients, cleaning safety rules and safe practices in washing and preparation of ingredients ○ Demonstration on safe practices in washing and cleaning procedures of ingredients ○ Observation of on safe practices in washing and cleaning procedures of ingredients ○ Individual practice on cleaning procedures of ingredients and safe practices in washing and preparation of ingredients ○ Group discussion on handling tools and hygiene and safety handling techniques of ingredients ○ Demonstration on hygiene and safety handling techniques of ingredients ○ Observation of handling tools of ingredients and hygiene and safety handling techniques of ingredients ○ Individual practice on hygiene and safety handling techniques of ingredients 	<ul style="list-style-type: none"> - Black/white boards - Pictures - Markers - Containers - Computer - Gloves - Knife sets - Colander - Videos/ movies - Projector - Recipes - Internet - Required ingredients - Cutting Board - Chopping boards - Markers or chalks - Tongs - Videos/ movies - Internet - Required ingredients - Plastic gloves - Plastic foil - Chemicals
<p>1.8 Cut ingredients for salad</p>	<ul style="list-style-type: none"> • Preparation techniques depending on the recipe <ul style="list-style-type: none"> ✓ Peeling off loose skins ✓ Trimming 	<ul style="list-style-type: none"> ○ Brainstorming on preparation techniques depending on the recipe and the types of cuts ○ Group discussion on preparation techniques depending on the recipe and the types of cuts ○ Demonstration on preparation techniques 	<ul style="list-style-type: none"> - Reference books - Flipchart - Boards - Pictures

	<ul style="list-style-type: none"> ✓ Preservation (before serving to maintain its color) • The types of cuts: <ul style="list-style-type: none"> ✓ Brunoise ✓ Macedoine ✓ Julienne ✓ Chiffonade ✓ Paysanne ✓ Turned vegetables ✓ Batonnettes ✓ Slice ✓ Chopping 	<ul style="list-style-type: none"> depending on the recipe and the types of cuts ○ Observation of preparation techniques depending on the recipe and the types of cuts ○ Individual practice preparation techniques depending on the recipe, the types of cuts 	<ul style="list-style-type: none"> - Markers - Computer - Containers - Reference sheet for recipes - Videos/ movies - Projector - Knife sets - Color coded chopping boards - Internet - Required ingredients - Markers or chalks - Gloves - Cling film
--	---	---	---

Learning Unit 2: Prepare salad dressings or sauces

Learning hours: 5

Learning Outcome	Content	Learning Activities	Resources
2.1. Identify salad dressings or sauces	<ul style="list-style-type: none"> • Definition of dressing • Importance of dressing • Types of salad dressings: <ul style="list-style-type: none"> ✓ French dressing ✓ Italian dressing ✓ Dijon dressing ✓ Vinaigrette ✓ Thousand Island dressing • Compatibility (matching) of 	<ul style="list-style-type: none"> ○ Brainstorming on definition of dressing, Importance of dressing ○ Research about types of salad dressing, compatibility (matching) of dressings with different types of salads, ○ Group discussion about, Importance of dressing, Compatibility (matching) of dressings with different types of salads. ○ Group work on Compatibility (matching) of 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Plates - Videos aids - Internet websites - Ingredients for dressings

	<p>dressings with different types of salads.</p> <ul style="list-style-type: none"> • Quality points of salad dressing or sauces regarding on: <ul style="list-style-type: none"> ✓ Color ✓ Texture ✓ Taste and flavor ✓ Consistency of sauce or dressing 	<p>dressings with different types of salads</p> <ul style="list-style-type: none"> ○ Presentation for Compatibility (matching) of dressings with different types of salads. 	<ul style="list-style-type: none"> - Pictures
2.2. Measure dressing ingredients	<ul style="list-style-type: none"> • Importance of measuring ingredients of dressing • The measuring tools and their use: <ul style="list-style-type: none"> ✓ Measuring cups ✓ Measuring glass ✓ Scales ✓ Measuring spoons ✓ Centimeter • Measuring units for: <ul style="list-style-type: none"> ✓ Capacity/liquid ✓ Weight ✓ Length ✓ Numbers 	<ul style="list-style-type: none"> ○ Brainstorming on measuring units for ingredients and tools, importance of measuring ○ Presentation on the importance of measuring, measuring units for ingredients and tools ○ Group discussion on the importance of measuring ○ Demonstration on measuring ingredients using different units ○ Individual practice on measuring ingredients using different units 	<ul style="list-style-type: none"> - Flipchart - Markers - Projectors - Pictures - Reference Books - Flipchart, markers- - Projectors - Board - Computer - Ingredients - Weighing scale - Measuring cups - Measuring glass - Measuring spoons - Centimeter
3.3 Produce dressing or sauce	<ul style="list-style-type: none"> • Preparation procedures for salad dressing or sauces; <ul style="list-style-type: none"> ✓ Selecting ingredients ✓ Preparation of ingredients ✓ Incorporating or mixing of ingredients ✓ Seasoning dressing • Presentation ways of salad dressing or sauce; 	<ul style="list-style-type: none"> ○ Brainstorming on preparation procedures for salad dressing or sauces and presentation ways of salad dressing or sauce ○ Group discussion on preparation procedures for salad dressing or sauces and presentation ways of salad dressing or sauce ○ Presentation on preparation procedures for salad dressing or sauces and presentation ways of salad dressing or sauce 	<ul style="list-style-type: none"> - Reference Books - Markers - Flip chart - Projectors - Boards - Video aids - Computer - Ingredients

	<ul style="list-style-type: none"> ✓ Separately ✓ incorporated within salad 	<ul style="list-style-type: none"> ○ Demonstration on preparation procedures for salad dressing or sauces and presentation ways of salad dressing or sauce ○ Individual practice on preparation procedures for salad dressing or sauces and presentation ways of salad dressing or sauce 	<ul style="list-style-type: none"> - Containers - Plastic gloves - Knife sets - Color coded Chopping boards - Grater - Mixing spoons - Ladles
--	---	--	--

Learning Unit 3: Produce salad

Learning hours: 35

Learning Outcome	Content	Learning Activities	Resources
3.1. Identify salad preparation guidelines	<ul style="list-style-type: none"> • Guidelines while preparing salad • Components of salad <ul style="list-style-type: none"> ✓ Base ✓ Body ✓ Dressing ✓ Garnishing • Salad structure: <ul style="list-style-type: none"> ✓ A variety of color combination ✓ Flavor ✓ Texture ✓ Taste 	<ul style="list-style-type: none"> ○ Brainstorming on guidelines while preparing salad ○ Group discussion on guidelines while preparing salad ○ Research on guidelines while preparing salad ○ Presentation of guidelines while preparing salad ○ Brainstorming on Components of salad and salad structure ○ Group discussion on components of salad and salad structure ○ Research on components of salad and salad structure ○ Presentation of on components of salad and salad structure ○ Demonstration on making salads 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Internet - Pictures - Ingredients - Containers
3.2. Make salad in accordance with salad standards			

		<ul style="list-style-type: none"> ○ Individual practice on making salads while respecting the standards 	
3.3 Garnish salad	<ul style="list-style-type: none"> ● Definition of garnishing ● Importance of garnishing ● Types of salad toppings/condiments <ul style="list-style-type: none"> ✓ Tomato slices ✓ Tomato dices ✓ Black, green olives ✓ Capers ✓ Gherkins ✓ Cheese (slices, dices...) ✓ Sweet corns ● Garnishing techniques 	<ul style="list-style-type: none"> ○ Brainstorming on garnishing, its importance and types of salad toppings ○ Group discussion on garnishing, its importance and types of salad toppings ○ Research on types of toppings ○ Demonstration on garnishing techniques ○ Observation of types of salad toppings and garnishing techniques ○ Individual practice on garnishing 	<ul style="list-style-type: none"> - Reference books - Boards - Markers or chalks - Flipchart - Pictures - Internet - Computer - Videos aids - Projector - Salad recipes - Salad toppings
3.4 Set storage temperature for salad	<ul style="list-style-type: none"> ● Temperature levels for salad storage ● Duration of salad storage 	<ul style="list-style-type: none"> ○ Brainstorming on temperature levels for salad storage and duration ○ Group discussion on temperature levels for salad storage and duration ○ Presentation on temperature levels for salad storage and duration ○ Demonstration on temperature levels for salad storage and duration ○ Individual practice on temperature levels for salad storage and duration 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Internet - Pictures - Salads - Fridge

3.5 Store salad	<ul style="list-style-type: none"> • Storage rules for salad in the refrigerator • Storage procedures. <ul style="list-style-type: none"> ✓ Packaging/ wrapping ✓ Labeling ✓ FIFO system ✓ LIFO ✓ Cooling 	<ul style="list-style-type: none"> ○ Brainstorming on storage rules and procedures for salad in the refrigerator ○ Group discussion on storage rules and procedures for salad in the refrigerator ○ Demonstration on storage procedures ○ Observation on storage procedures ○ Individual practice on storage while respecting rules and procedures 	<ul style="list-style-type: none"> - Reference books - Flipchart - Boards - Prepared salad dishes - Cling film - Internet - Markers - Fridge - Labels/tags - Projector - Video aids - Storage containers
------------------------	---	---	--

Learning Unit 4: perform portioning

Learning hours: 10

Learning Outcome	Content	Learning Activities	Resources
4.1. Apply portioning standards for salad	<ul style="list-style-type: none"> • Definition of portioning • Importance of portioning • Portioning standards for salad while: <ul style="list-style-type: none"> ✓ Serving it as starter ✓ Serving it as main course 	<ul style="list-style-type: none"> ○ Brainstorming on portioning and its importance ○ Group discussion on portioning and its importance ○ Demonstration on portioning standards for salad ○ Presentation portioning and its importance ○ Individual practice on portioning standards of salad 	<ul style="list-style-type: none"> - Reference books - Flipchart - Boards - Markers - Plates - Videos aids - Knife sets - Salads - Pictures
4.2 Season salads	<ul style="list-style-type: none"> • Definition of seasoning • Importance of seasoning salads • Seasoning ingredients for 	<ul style="list-style-type: none"> ○ Brainstorming on seasoning, its importance and seasoning agents for salad ○ Group discussion on seasoning, its importance and seasoning agents for salad and seasoning 	<ul style="list-style-type: none"> - Reference Books - Markers - Flip chart

	<p>salad</p> <ul style="list-style-type: none"> • Seasoning techniques of salad 	<p>techniques of salad</p> <ul style="list-style-type: none"> ○ Presentation seasoning, its importance and seasoning agents for salad ○ Demonstration on seasoning techniques of salad ○ Individual practice seasoning techniques of salad 	<ul style="list-style-type: none"> - Projectors - Boards - Computer - Seasoning ingredients - Salads - Internet
4.3 Present salad	<ul style="list-style-type: none"> • Presentation techniques of salad • Presentation guidelines regarding: <ul style="list-style-type: none"> ✓ Portion size ✓ Accompaniments to be served with ✓ Types of plate to be used ✓ Color ✓ Garnish ✓ Cleanliness 	<ul style="list-style-type: none"> ○ Brainstorming on presentation techniques of salad and presentation guidelines ○ Research on presentation techniques of salad, presentation guidelines ○ Group discussion on presentation techniques of salad presentation and guidelines ○ Demonstration on presentation techniques of salad ○ Presentation on techniques and guidelines ○ Individual practice on presentation techniques while following salad presentation and guidelines 	<ul style="list-style-type: none"> - Reference Books - Markers - Flip chart - Projectors - Boards - Computer - Salads - Starter plates - Main course plates - Internet

**ASSESSMENT GUIDELINES
PART I. PORTFOLIO**

SECTION A . Summarize the activities/test required for each performance criteria.

Element of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		
1. Prepare ingredients, tools and equipment	2. Proper identification of different types of salads	Meaning of salad Identify the types of salads ✓ Simple e.g Simple salads ✓ Compound e.g coleslaw salad			Written evidence 1. Linking the salads with their types) 2. Essay on salads	
	2.Proper selection of equipment and tools used in salad preparation	Identify the equipment and tools used in salad preparation ✓ Cutting tools <ul style="list-style-type: none"> ▪ Peelers ▪ Knives ▪ Chopping boards ✓ Preparation tools <ul style="list-style-type: none"> ▪ Tongs ▪ Plastic gloves ▪ Plastic foil ▪ Mixing bowls ✓ Serving tools <ul style="list-style-type: none"> ▪ Tongs ▪ Salad platters(according the quantity) ✓ Cooking equipment <ul style="list-style-type: none"> ▪ Pots(according 			Written evidence 3.Listing the salad equipment and tools on the displayed pictures/videos or demonstration by the trainer 4.Multiple choice questions : underline the appropriate tools and equipment used in salad preparation	

		<p align="center">the quantity)</p> <ul style="list-style-type: none"> ▪ Cookers 			
	<p>3.Appropriate selection of raw materials for different salads</p>	<p>The quality of raw materials</p> <ul style="list-style-type: none"> ✓ Good quality ✓ Bad quality <p>The raw materials(ingredients) for salads preparation:</p> <ul style="list-style-type: none"> ✓ Vegetables ✓ Fruits ✓ Cereals ✓ Meat ✓ Oil ✓ Salt ✓ Water ✓ Vinegar 			<p>Performance evidence\Written evidence\check list</p> <p>5. List the quality of The raw materials(ingredients) for salads preparation on displayed photos</p> <p>6. Mind map the raw materials(ingredients) for salads preparation</p>
	<p>4. Proper cleaning of salad ingredients</p>	<p>cleaning process of salad ingredients:</p> <ul style="list-style-type: none"> ✓ Washing in running water ✓ Rinsing in running water ✓ Drying \wiping with towel 			<p>Written evidence/ Sentence completion</p> <p>6. In a scenario given to the trainees they fill in blank space appropriate process of salad preparation.</p>
	<p>5. Proper handling procedures of salads regarding</p>	<p>- Salads handling procedures</p> <ul style="list-style-type: none"> ✓ Washing hands before and after touching salads 			<p>Written evidence Sentence Completion/</p> <p>7. In a scenario given</p>

	hygiene and safety	<ul style="list-style-type: none"> ✓ Wearing plastic scarf while handling salads ✓ Wrapping with plastic foil after preparing salads 			to the trainees they fill in blank space appropriate procedures of salad handling.	
	6. Appropriate cutting of simple and compound salads as per standards	<ul style="list-style-type: none"> - The cutting standard of simple and compound salads according to the recipe: ✓ Burnoise ✓ Jardinière ✓ Macedonian ✓ Mirepoix ✓ Sticks ✓ Julienne ✓ Vichy ✓ Chiffonade ✓ Bouquet garni ✓ Matignon ✓ Minestrone 			Performance evidence/ 8. Perform the cutting of simple and compound salads as per standards displayed pictures/videos or demonstration by the trainer	
	7. Proper cleaning of tools and equipment ready to use	Identify the tools and equipment to be cleaned: <ul style="list-style-type: none"> ✓ Wooden ✓ Plastics ✓ Coppered ✓ Glass and porcelain and Earthenware ✓ Cast iron ✓ Stainless steel ✓ Coated metal 			Written evidence/ Sentence completion 9. In a scenario given to the trainees they fill in blank space appropriate tools and equipment to be cleaned in order to use them.	

		<p>Applying Cleaning procedures for each tools and equipment</p> <ul style="list-style-type: none"> ✓ Soaking ✓ Scraping ✓ Scrubbing ✓ Brushing ✓ Scouring ✓ Sterilizing ✓ Sanitizing ✓ Rinsing ✓ Wiping /drying/polishing ✓ Greasing 			<p>10. Naming the pictures by using cleaning procedures for each tools and equipment ready to use</p>	
	<p>8. Proper arrangement of tools and equipment ready to use</p>	<ul style="list-style-type: none"> - Identify the arrangement area of tools and equipment ready to use; <ul style="list-style-type: none"> ✓ Shelves ✓ Cupboards ✓ Drawers ✓ Hangers 			<p>Written evidence/ Sentence completion</p> <p>11. Naming the pictures by using tools and equipment arrangements area ready to use.</p> <p>12. Listing the cutting of simple and compound salads as per standards displayed pictures/videos or demonstration by the trainer</p>	
<p>2. Produce salad</p>	<p>1. Respect of guidelines in preparation of salad</p>	<ul style="list-style-type: none"> - Respect preparation procedures - Respect the guidelines procedures - Respect quality and quantity - Respect salad ingredients quality 			<p>Observation checklist:</p> <p>Written evidence</p> <p>13. List out letters/number of</p>	

		<ul style="list-style-type: none"> ✓ crispy ✓ firm ✓ not wilted <p>- Salads cutting techniques</p>			<p>displayed picture under its corresponding salad preparation steps</p> <p>14. In a scenario given to the trainees they fill in blank space appropriate salad qualities.</p>	
	<p>3.Relevant composition of all parties of the salad and the balancing of ingredients while respecting the colors requirements and the arrangement structure</p>	<p>Salad composition</p> <ul style="list-style-type: none"> ✓ Base ✓ Body ✓ Dressing ✓ Garnishing <p>Respect the salad makeup/structure:</p> <ul style="list-style-type: none"> ✓ A standard color mixture ✓ Flavor ✓ Texture 			<p>Written evidence</p> <p>15. In a scenario given to the trainees they fill in blank space appropriate salad composition.</p> <p>Product evidence</p> <p>16. Produce salad respecting the its composition and structure.</p>	
	<p>4.Appropriate setting of storage</p>	<p>Setting of storage temperature</p> <ul style="list-style-type: none"> ✓ Control cold room remote(0°- 			<p>Written evidence</p> <p>17. In a scenario given to the trainees they</p>	

	temperature	18°) ✓ Set the fridge remote(0°-7°)			fill in blank space with appropriate storage temperature Performance evidence 18. Set up the fridge at the salad storage temperature	
	4. Correct storage of the salad while taking care of the arrangement vis-a- vis other food in the refrigerator and respecting storage procedures in order to avoid cross contamination	Storage rules for salad in the fridge Storage procedures. ✓ Using correct tools ✓ Packaging/ wrapping ✓ Labeling ✓ FIFO system ✓ LIFO ✓ Cooling Respect the duration of salad in storage ✓ 24hours			Performance evidence 19. Store salad following procedures	
3.Prepare salad dressing or sauce	1. Appropriate identification of the salad dressings as per recipe	<ul style="list-style-type: none"> • Meaning of dressing • Importance of dressing • Types of salad dressings: <ul style="list-style-type: none"> ✓ Traditional dressing ✓ French dressing ✓ Greek dressing\German 			Written evidence\check list 20. Mind map on the salad dressings and its importance Underline the appropriate different	

		<ul style="list-style-type: none"> ✓ Italian dressing ✓ Dijon dressing ✓ Vinaigrette ✓ Thousand Island dressing ✓ Oils ✓ Sauces ✓ Vinegar <p>Identical dressings with different garnishing types of salads</p> <ul style="list-style-type: none"> ✓ Citrus twists ✓ Citrus zest ✓ Croutons ✓ Cucumber spirals ✓ Diced herbs ✓ Vandyke tomatoes 			types of salads dressing and corresponding garnishing.	
	<p>2.Accurate measurement of dressing ingredients as per recipe and serving portioning standards</p>	<ul style="list-style-type: none"> - Measuring of dressing ingredients as per recipe and serving portioning standards: - Importance of measuring ingredients of dressing - The measuring tools and their use: <ul style="list-style-type: none"> ✓ Measuring cup ✓ Measuring jug ✓ Measuring glass ✓ Digital Scales ✓ Analogue scales ✓ Measuring spoons • Measuring units for: <ul style="list-style-type: none"> ✓ Capacity/liquid ✓ Weight ✓ Length 			<p>Performance/Written evidence</p> <p>21. Listing the salad measuring tools on the displayed pictures/videos or demonstration by the trainer</p> <p>22. Multiple choice questions : Underline the appropriate Measuring units of different types of salads.</p>	

	3. Proper production of the dressing in accordance with the consistence of the dressing with relevant seasoning according per recipe requirements and hygiene standards	Produce dressing in according per recipe requirements and hygiene standards: <ul style="list-style-type: none"> ✓ Selecting ✓ Washing ✓ Cleaning ✓ Peeling ✓ Cutting ✓ Trimming ✓ Slicing ✓ Shaping ✓ Arranging \ Incorporating ✓ Seasoning 			Performance evidence\Written evidence\ sentence completion 23. Mind map the salad dressings procedures	
24. Perform portioning	1. Accurate portioning standards of salad according to the recipe	<ul style="list-style-type: none"> • Meaning of portioning • Importance of portioning <ul style="list-style-type: none"> ✓ Catch the attention • Portioning standards for salad <ul style="list-style-type: none"> ✓ (200g-300g) per person on starter ✓ (200g-300g) per person on main course 			Performance evidence Perform the salad portioning standards	

	2. Correct seasoning of the salad	-Using the correct seasoning of the salad: ✓ Salt ✓ Pepper ✓ Spices ✓ Herb salt			Performance evidence 25. In a scenario given to the trainees they perform seasoning salads appropriately.	
	3. Proper presentation of the salad to the standard plate	<ul style="list-style-type: none"> • Present salad to the standard plate in order to: <ul style="list-style-type: none"> ✓ Appealing the senses ✓ Not over cooked ✓ Correct height on plate - Presentation techniques of salad - The salad guidelines presentation regarding: <ul style="list-style-type: none"> ✓ Portion size ✓ Accompaniments to be served with ✓ Correct plate to be used ✓ Three standard colors ✓ Correct garnish ✓ Cleanliness 			Performance evidence 27. Present salads.	

PART II. INTEGRATED SITUATION (Summative assessment)

As a cook at Halal Restaurant and you are requested to prepare tomato salad (**4 Serving**) with coleslaw salad for (**6 servings**) 10 participants of BK within 50 minutes, all salads must be prepared ready.

Assessment criteria	Assessment indicator	Checklist	Score		observation
			Yes	No	
Hygiene and food safety	<ol style="list-style-type: none"> 1. Proper cutting of ingredients according to the recipe, while following hygiene and safety procedures 2. Appropriate preparation of the salad in accordance with hygiene standards 3. Correct temperature of working area 4. Right selection of container for storing salads. 5. Proper covering and labelling of salads' containers. 6. Appropriate adjustment of storage temperature 7. Correct storage of the salad while taking care of the arrangement vis- a- vis other food in the refrigerator and respecting storage procedures in order to avoid cross 	<ul style="list-style-type: none"> • Putting on a professional attire (5 elements) • Correct washing of ingredients (correct chemical, rinsing. Warm water tolerated) • Three-system container is used • The work place is well sanitized (correct product, cleaning and sanitizing) • Correct use of tools and equipment is respected (good status of tools, use of tools and equipment according to the instructions) • Proper handling of tools(washing/cleaning and storing) • Storage techniques (e.g. First in, first out, last in first out) are respected 			

	<p>contamination</p> <p>8. Respect of salad storage period according to the requirements</p>			
Quality of process	<p>9. Proper selection of tools and equipment to be used while preparing salads and dressings</p> <p>10. Appropriate dismantling and assembling of tools and equipment for cleanliness</p> <p>11. Proper sterilization of equipment and tools before use.</p> <p>12. Proper arrangement of equipment and tools used for salad and dressings preparation on the work station.</p> <p>13. Proper identification of different types of salads</p> <p>14. Appropriate selection of raw materials for different salads</p> <p>15. Correct checking of quality and quantity of ingredients used in making the dish as per recipe</p> <p>16. Proper cleaning of salad ingredients</p> <p>17. Accurate measurements of salad and dressing ingredients</p>	<ul style="list-style-type: none"> • Vegetables cuts are respected • All methods of preparation (dressing) are respected • Portioning standards are applied 		

	<p>18. Appropriate cutting of simple and compound salads as per standard recipe guide</p> <p>19. Relevant preparation of the dressing according to the type of salad</p>			
Quality of product	<p>20. Appropriate cutting of simple and compound salads as per standard recipe guide</p> <p>21. Proper mixing of compound salad ingredients respecting equal color balance/presentation</p> <p>22. Relevant composition of all parts of the salad and the balancing of ingredients while</p> <p>23. respecting the colours requirements and the arrangement structure</p> <p>24. Respect of guidelines, regarding presentation of salad composition on the plate, keeping it balanced and simple and its attractiveness, in preparation of salad</p> <p>25. Correct seasoning of the salad</p> <p>26. Neat presentation and garnishing of the salad to the standard plate</p>	<ul style="list-style-type: none"> • Freshness of ingredients is used • The texture, colour, taste, flavour, tenderness of the dish is respected • The final product is presented accordingly 		
Relevance	<p>27. Proper consistence of the dressing with relevant seasoning as per recipe</p>	<ul style="list-style-type: none"> • Recipe procedure (measurements, timing, ingredients and preparation 		

	requirements 28. Accurate portioning standards of salad according to the recipe and/or order	methods...) is respected • Appropriate tools and equipment are used • Required dish (salad) is prepared			
--	---	---	--	--	--

HOTCA111 STOCKS, SOUPS AND SAUCES PREPARATION		
Competence: PREPARE STOCKS, SOUPS AND SAUCES		
RTQF LEVEL: 1	CREDITS:10	LEARNING HOURS : 100
SECTOR: HOSPITALITY AND TOURISM		SUB-SECTOR: HOSPITALITY
ISSUE DATE:		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills and knowledge required to prepare different types of stocks, soups and sauces.

LEARNING ASSUMED TO BE IN PLACE:

HOTCA101: Hygiene and food safety

HOTCA103: Mise en place

HOTCA104: Cooking methods

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Elements of competence	Performance criteria	
By the end of the module, the trainee will be able to :		
1. Prepare tools, equipment and ingredients	1.1. 1.2. 1.3.	Proper selection of tools, equipment and ingredients according to the recipe Appropriate cleaning of ingredients, tools and equipment Proper preparation of ingredients according to the recipe (cutting and peeling)
2. Cook stocks	2.1 2.2 2.3 2.4	Appropriate identification of stocks as per cooking types Proper simmering the stock while skimming it in order to avoid the scum and get a clear stock Appropriate straining of the stock in order to separate it with bones and/or vegetables Proper cooling of the stock before it gets refrigerated in order to prevent it from bacteria
3. Cook soups	3.1. 3.2. 3.3. 3.4. 3.5.	Appropriate identification of soups as per types Proper selection of tools and equipment to be used according to the recipe Proper selection of ingredients according to the recipe requirements Precise use of thickening agent according to the recipe requirements Correct cooking methods as per type of soup to be prepared (clear soups, cream puree soup) according to the recipe

Learning outcomes	Content	Learning activities	Resources
1.1 Select tools,	<ul style="list-style-type: none"> • Identification of tools and 	<ul style="list-style-type: none"> ○ Display of tools, equipment and ingredients 	- Reference
4. Cook sauces	<ul style="list-style-type: none"> 4.1. Appropriate identification of sauces as per types 4.2. Proper selection of tools and equipment according to the recipe 4.3. Proper selection of ingredients according to the recipe 4.4. Precise using of appropriate thickening agents according to the recipe <p>Appropriate preparation of cold and hot sauces as per recipe standards</p>		
5. Store stock, soup and sauce dishes	<ul style="list-style-type: none"> 5.1. Adequate choice of container for storing stocks, soups and sauces according to the types 5.2. Appropriate storage of stocks, soups and sauces in the required container and respecting guidelines storage temperature 5.3. Effective labelling of the storage container with the following indications: dish/soup, preparation date and possible conservation duration. 5.4. Correct arrangement of food containers in the storage area 		

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Prepare tools, equipment and ingredients

Learning hours: 10

<p>equipment and ingredients</p>	<p>equipment</p> <ul style="list-style-type: none"> ✓ Cutting tools ✓ Cooking equipment ✓ Storing tools <p>• Types of Ingredients</p> <ul style="list-style-type: none"> ✓ Herbs ✓ Spices ✓ Vegetables ✓ Fresh bones of <ul style="list-style-type: none"> ▪ Fish ▪ Meat ▪ Chicken 	<ul style="list-style-type: none"> ○ Brainstorming on ingredients , equipment and tools ○ Group discussion on tools, equipment and ingredients ○ Group work on tools, ingredients equipment and 	<p>books</p> <ul style="list-style-type: none"> - Flipchart - Markers - Projectors - White board - Laptops - Recipe books - skimmer - stock pots - Cook’s knife - spatulas - cutting boards - Stove - lighter - Stove - Plastic containers - Vegetables - Fresh bones - Herbs - Spices
<p>1.2 Clean tools, equipment and ingredient</p>	<p>• Cleaning procedures and techniques</p> <ul style="list-style-type: none"> ✓ Tools ✓ Equipment ✓ Ingredients <ul style="list-style-type: none"> ▪ Using of three container system 	<ul style="list-style-type: none"> ○ Brainstorming on cleaning procedures and techniques of tools, ingredients and equipment ○ Group discussion on cleaning procedures and techniques of tools, ingredients and equipment ○ Presentation on cleaning procedures of equipment and tools ○ Demonstration on cleaning procedures of 	<ul style="list-style-type: none"> - Reference books - Flipchart - Markers - Projectors - White board - Laptops - Video aids - Containers - Internet - Sinks - Sponge - Knives

		ingredients, tools and equipment ○ Individual practice on cleaning while respecting procedures	- Cleaning chemicals - Running water - Potato brushes - Scotch bright
1.3 Prepare ingredients	<ul style="list-style-type: none"> ● Preparation techniques ✓ Cutting of ingredients 	<ul style="list-style-type: none"> ○ Brainstorming on preparation techniques ○ Group discussion on preparation techniques ○ Demonstration on preparation techniques ○ Individual practice on cutting of ingredients 	<ul style="list-style-type: none"> - Video aids - Reference books - Internet - Vegetables - Herbs - spices - menu - recipe books - chopping boards - knives - markers - flipchart - containers - fresh bones

Learning unit 2: Cook stocks

Learning hours: 15

Learning outcomes	Content	Learning activities	Resources
2.1 Identify stocks	<ul style="list-style-type: none"> ● Definition of stock ● Importance of stock 	<ul style="list-style-type: none"> ○ Brainstorming on definition and importance of stock ○ Presentation on different categories and types of stocks 	<ul style="list-style-type: none"> - Reference books - Flipchart - Markers

	<ul style="list-style-type: none"> • Categories of stocks <ul style="list-style-type: none"> ✓ Brown ✓ White • Types of stocks <ul style="list-style-type: none"> ✓ Beef stock ✓ Fish stock ✓ Chicken stock ✓ Vegetable stock 	<ul style="list-style-type: none"> ○ Group discussion on different types of stocks ○ Display of different categories of stocks 	<ul style="list-style-type: none"> - Projectors - White board - Laptops - Recipe books - Internet - Reference books - Stocks
2.2 Apply cooking methods	<ul style="list-style-type: none"> • Cooking methods and techniques <ul style="list-style-type: none"> ✓ Boiling ✓ Simmering ✓ Skimming ✓ Straining 	<ul style="list-style-type: none"> ○ Demonstration of cooking methods ○ Individual practice on cooking method ○ Presentation ○ Demonstration on simmering method ○ Individual practice on simmering method ○ Group discussion on simmering method ○ Research on simmering method 	<ul style="list-style-type: none"> - Note book - Pens - Board - Markers - Fresh bones - Cheese cloth - Conical strainers - Vegetables - Cooker - Skimmer - Stock pots - Herbs - Spices - Flipchart - Stove lighter
2.3 Apply simmering			
2.4 Handle stocks	<ul style="list-style-type: none"> • Handling procedures <ul style="list-style-type: none"> ✓ Cooling stock before it gets refrigerated in order to prevent it from bacteria ✓ Timing of cooling 	<ul style="list-style-type: none"> ○ Group discussion on techniques of handling stocks ○ Demonstration on cooling stocks ○ Individual practice on techniques of handling stocks ○ Group work on techniques of 	<ul style="list-style-type: none"> - Note book - Pens - Board - Markers - Stocks - Videos

		handling stocks	<ul style="list-style-type: none"> - Plastic containers - Wall clock - Projectors - Flipchart - Internet - Chiller
--	--	-----------------	--

Learning unit 3: Cook soup

Learning hours: 30

Learning outcomes	Content	Learning activities	Resources
3.1 Identify soups	<ul style="list-style-type: none"> • Definition of soup • Importance of soups • Classification of soups <ul style="list-style-type: none"> ✓ Thick soups ✓ Clear soups ✓ Specialty soups/ National soups ✓ Vegetarian soup 	<ul style="list-style-type: none"> ○ Presentation on classification of soups ○ Brainstorming on classification of soups ○ Group work on classification of soups ○ Group discussion on classification of soups 	<ul style="list-style-type: none"> - Recipe books - Reference books - Projectors - Videos - Flipchart - Markers - Boards - Laptops - Menu - Soup cups - Soup pots - Blender - Strainer - Soup ladles - Knife set - Spatulas - Cutting boards - Stove lighter - Pictures
3.2 Select tools	<ul style="list-style-type: none"> • Types of tools and equipment's <ul style="list-style-type: none"> ✓ Cooking tools and equipment 	<ul style="list-style-type: none"> ○ Brainstorming on tools and equipment ○ Group work on types of tools and 	<ul style="list-style-type: none"> - Reference books - Flipchart

and equipment	<ul style="list-style-type: none"> ✓ Cutting tools ✓ Serving tools ✓ Measuring tools ✓ Straining tools 	<p>equipment</p> <ul style="list-style-type: none"> ○ Group discussion on types of tools and equipment ○ Display of tools and equipment ○ Practical exercise on selection of tools and equipment 	<ul style="list-style-type: none"> - Markers - Projectors - Boards - Laptops - Recipe books - Menu - Soup cups - Soup pots - Blender - Strainer - Soup ladles - Knife set - Spatulas - Cutting boards - Stove lighter - Stove
3.3 Select ingredients	<ul style="list-style-type: none"> • Types of ingredients and their use <ul style="list-style-type: none"> ✓ Thickening agents ✓ Seasoning ✓ Stock ✓ Body/base ingredients <ul style="list-style-type: none"> ▪ Fish/meat/chicken ▪ Mushroom ▪ Vegetables 	<ul style="list-style-type: none"> ○ Group work on types of ingredients ○ Brainstorming on types of ingredients and their uses ○ Individual practice on selection of types of ingredients according to their uses ○ Display of different types of ingredients 	<ul style="list-style-type: none"> - Thickening agents - Seasoning ingredients - Stock - Body ingredients - Reference books - Flip chart - Markers - Displaying tables - Videos - Internet
3.4 Use thickening agent	<ul style="list-style-type: none"> • Preparation techniques of thickening agents: <ul style="list-style-type: none"> ✓ Roux ✓ White wash 	<ul style="list-style-type: none"> ○ Demonstration on preparation techniques ○ Individual practice on preparation techniques 	<ul style="list-style-type: none"> - Equipment's - Tools - Soup pots - Chef's knife

	<ul style="list-style-type: none"> ✓ Corn flour 	<ul style="list-style-type: none"> ○ Presentation on preparation techniques 	<ul style="list-style-type: none"> - Strainers - Soup ladles - Soup cups
3.5 Apply cooking methods	<ul style="list-style-type: none"> • Basic cooking procedures for cream and consommé soups • Cooking guidelines for vegetable soups • Standard portion sizes ✓ Appetizer portion:(200 to 250 mL) ✓ Main course portion: (300 to 350 mL) • Garnish/toppings <ul style="list-style-type: none"> ✓ Fresh herbs (parsley, chives) ✓ Bread croutons ✓ Fine julienne of vegetables ✓ Sliced almonds, toasted ✓ Grated cheese ✓ Grated parmesan cheese • Accompaniment <ul style="list-style-type: none"> ✓ Melba toast ✓ Corn chips ✓ Breadsticks ✓ Bread rolls ✓ Cheese straws ✓ Profiteroles 	<ul style="list-style-type: none"> ○ Demonstration on cooking method of soups ○ Individual practice on basic cooking procedures of thick and consommé soups ○ Presentation on standard portion sizes ○ Group work on cooking method of soups ○ Demonstration on garnish and toppings ○ Individual practice on garnish and toppings 	<ul style="list-style-type: none"> - Note book - Flipchart - Pens - Boards - Markers - Vegetable - Strainers - Soup ladle - Skimmer - Soup pots - Wall clock - Soup cups - Soup plates - Flour - Cheese - Almonds - Fresh herbs - Melba toast - Corn chips - Breadsticks - Bread rolls - Cheese straws - Profiteroles

Learning unit 4: Cook sauces

Learning hours: 40

Learning unit	Content	Learning activities	Resources
4.1 Identify sauces	<ul style="list-style-type: none"> • Classification of sauces: <ul style="list-style-type: none"> ✓ Cold sauces, ✓ Hot sauces, Types of sauces <ul style="list-style-type: none"> ✓ Mother sauces, ✓ Derivations, ✓ Special sauces 	<ul style="list-style-type: none"> ○ Presentation on classification and types of sauces ○ Brainstorming on classification and types of sauces ○ Research on types of sauces ○ Group discussion on classification and types of sauces 	<ul style="list-style-type: none"> - Recipe books - Reference books - Projectors - Books - Flipchart - Markers - Boards - Internet - Writing pads
4.2 Select tools and equipment	<p>Types of tools and equipment</p> <ul style="list-style-type: none"> • Cutting tools • Cooking equipment • Serving tools • Straining tools 	<ul style="list-style-type: none"> ○ Demonstration on types of tools and equipment ○ Presentation of tools and equipment ○ Individual practice of tools and equipment ○ Group work ○ Brainstorming ○ Presentation of tools and equipment 	<ul style="list-style-type: none"> - Flipcharts - knives - Sauce pots - Strainers - Sauce ladles - Sieve - Sauce boat - Markers - Internet - Boards - Cutting boards
4.3 Prepare ingredients	<ul style="list-style-type: none"> • Preparation techniques <ul style="list-style-type: none"> ✓ Aromatic ingredients ✓ Seasoning ✓ Other ingredients ✓ Garnishes 	<ul style="list-style-type: none"> ○ Presentation on preparation techniques ○ Demonstration on preparation techniques ○ Individual practice preparation techniques 	<ul style="list-style-type: none"> - Flipcharts - Knives - Sauce pots - Strainers - Sauce ladles - Sieve - Sauce boat - Markers

			<ul style="list-style-type: none"> - Internet - Boards - Cutting boards - Stock - Ingredients
4.4 Prepare sauces	<ul style="list-style-type: none"> • Cooking method <ul style="list-style-type: none"> ✓ Boiling ✓ Simmering • Quality standards of sauces 	<ul style="list-style-type: none"> ○ Research on cooking methods ○ Demonstration on preparation of hot and cold sauces ○ Individual practice on preparation of hot and cold sauces while respecting the quality standards ○ Presentation of quality standards of sauces 	<ul style="list-style-type: none"> - Flipcharts - Knives - Sauce pots - Strainers - Sauce ladles - Sieve - Sauce boat - Markers - Internet - Boards - Cutting boards - Stock - Ingredients - Cooker - Stove lighter
4.5 Apply thickening agent	<ul style="list-style-type: none"> • Types of thickening <ul style="list-style-type: none"> ✓ Roux ✓ corn flour ✓ Beuree manie ✓ Egg yolk • Procedure of thickening 	<ul style="list-style-type: none"> ○ Presentation on thickening agents ○ Demonstration on thickening procedures ○ Individual practice on thickening procedures 	<ul style="list-style-type: none"> - Flipcharts - knives - Sauce pots - Strainers - Sauce ladles - Sieve - Markers - Internet

			<ul style="list-style-type: none"> - Boards - Cutting boards - Stock - Eggs - butter
--	--	--	---

Learning unit 5: Store stocks, soups and sauces

Learning hours: 5

Learning outcomes	Content	Learning activities	Resources
5.1 Select storage containers	<ul style="list-style-type: none"> • Types of storage <ul style="list-style-type: none"> ✓ Temperature • Storage tools <ul style="list-style-type: none"> ✓ Plastic container ✓ Polycarbon container 	<ul style="list-style-type: none"> ○ Storage visit ○ Display of storage containers ○ Individual practice on types of storage tools ○ Research on types of storage tools ○ Group discussion on types of storage tools 	<ul style="list-style-type: none"> - Reference books - Flipchart - Markers - Projectors - White board - Laptops - Containers - Freezer - Perishable - Fridge - Labels
5.2 Apply storage guidelines	<ul style="list-style-type: none"> • Storage rules • Labelling principles • Importance of labelling 	<ul style="list-style-type: none"> ○ Research on labelling principles ○ Demonstration on labelling containers ○ Practical exercise on labelling ○ Brainstorming on labelling principles ○ Presentation on labelling of containers ○ Group work on importance of labelling 	
5.3 Label storage containers			
5.4 Apply storage	<ul style="list-style-type: none"> • Guidelines regarding the arrangement of 	<ul style="list-style-type: none"> ○ Group discussion on storage procedures 	<ul style="list-style-type: none"> - Reference books

procedures	containers in the refrigerator	<ul style="list-style-type: none"> ○ Presentation on storage procedures ○ Demonstration on storage procedures ○ Observation on storage procedures ○ Individual practice on storage procedures 	<ul style="list-style-type: none"> - Black board - Markers or chalks - Flip chart - Pictures - Internet - Computer - Videos/ movies - Stocks - Soups - Sauces - Storage containers - Refrigerator - Plastic wrap - Aluminum foil
------------	--------------------------------	---	--

ASSESSMENT GUIDELINES

PART I. PORTFOLIO

SECTION A. Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		
1. Prepare tools, equipment and ingredients	Proper selection of tools, equipment and ingredients according to the recipe	- Recipe guidance			<p>Written evidence</p> <p>1. List tools, equipment and ingredients according to the recipe</p> <p>Perform evidence</p> <p>2. Select ingredients ,tools and equipment according to</p>	

					the recipe	
	Appropriate cleaning of ingredients, tools and equipment	<ul style="list-style-type: none"> - Cleaning tools - Cleaning chemicals 			Perform evidence 1. Label and select chemicals for cleaning ingredients, tools and equipment 2. List tools for cleaning	
	Proper preparation of ingredients according to the recipe (cutting and peeling)	<ul style="list-style-type: none"> - Procedures of vegetable cut 			Perform evidence 1. Label vegetable cuts	
2.Cook stocks	Appropriate identification of stocks as per cooking types	<ul style="list-style-type: none"> - Stock names as per cooking type 			Perform evidence 1.Label stocks as per cooking type Picture evidence 1.Select stocks as per cooking type	
	Proper simmering of the stock while skimming it in order to avoid the scum and get a clear stock	<ul style="list-style-type: none"> - Simmering techniques - Skimming tools 			Written evidence 1. Write an essay on simmering techniques 2. List skimming tools	
	Appropriate straining of the stock in order to separate it with bones and/or vegetables	<ul style="list-style-type: none"> - Straining tools of the stock in order to separate it with bones and/or vegetables 			Perform evidence Label and select straining tools Written evidence List cooling equipment and tools	
	Proper cooling of the stock before it gets refrigerated in order to prevent it from bacteria	<ul style="list-style-type: none"> - Cooling procedures - Cooling equipment 				

		and tools				
3. Cook soup	Appropriate identification of soups as per types	Soup names as per cooking type			Perform evidence 1. Label soups as per cooking type 2. Select soup as per cooking type	
	Proper selection of tools and equipment to be used according to the recipe	- Recipe guidance			Written evidence 1. List tools, equipment and ingredients according to the recipe Perform evidence 2. Select ingredients ,tools and equipment according to the recipe	
	Proper selection of ingredients according to the recipe requirements	- Follow the recipe guidelines			Written evidence 1.List ingredients according to the recipe	
	Precise use of thickening agent according to the recipe requirements	- Thickening techniques - Thickening materials			Perform evidence 1. Label thickening agent Written evidence 1. List thickening techniques	
	Correct cooking methods as per type of soup to be prepared (clear soups, cream soup and puree	- Follow the right Cooking method as per type of soup according to the recipe			Perform evidence 1. Essay writing on Cooking method as per type of soup according to the recipe	

	soup) according to the recipe					
4. Cook sauces	Appropriate identification of sauces as per types	- Names of sauces as per type			Written evidence 1. List names of sauces as per type	
	Proper selection of ingredients according to the recipe requirements	- Follow recipe guidelines			Perform evidence 1. Select the right ingredient following recipe guidelines	
	Proper selection of tools and equipment according to the recipe	- Required tools and equipment according to the recipe			Written evidence List tools and equipment according to the recipe	
	Proper selection of ingredients according to the recipe	- Portion standard of ingredients according to the recipe - Correct ingredients according to the recipe			Written evidence Mind map on why do we portion ingredients Performance evidence select ingredients according to the recipe	
	Precise using of appropriate thickening agents according to the recipe	- Thickening techniques - Thickening materials according to the recipe			Written evidence List thickening techniques Performance evidence Select thickening materials according to the recipe	
	Appropriate preparation of	- Method of preparation of cold			Written evidence Describe methods of preparation	

	cold and hot sauces as per recipe standards	and hot sauces as per recipe standards			of cold and hot sauces as per recipe standard	
5. Store soup, stock and sauce dishes	Adequate choice of container for storing stocks, soups and sauces according to the types	- Types of containers for storing stocks, soups and sauces			Performance evidence Select containers for storing stocks, soups and sauces Choose the store for storing stocks, soups and sauces	
	Appropriate storage of stocks, soups and sauces in the required container and respecting guidelines storage temperature	- Type of store respecting temperature - Storage guidelines			Performance evidence Choose the store for storing stocks, soups and sauces	
	Effective labelling of the storage container with the following indications: dish/soup, preparation date and possible conservation duration.	Labeling tools and materials - Markers - Plasters - Cutters - Papers - superglue			Written evidence List labeling tools and materials of containers with the following indications: dish/soup, preparation date, possible conservation and duration	
	Correct arrangement of food containers in the storage area	- Placement of containers in the store per type of food			Performance evidence Arrange containers of cold soup in the fridge	

PART II. INTEGRATED SITUATION (Summative assessment)

Task: Lemigo hotel is having different groups of participants in ADB annual conference, on their booking they have booked full board. You are a cook at Lemigo Hotel and were given an order from guests to prepare a mushroom soup and Tomato sauce for 10 people within 2 hours. Note that the guest are vegetarian.

Assessment criteria	Assessment indicator	Checklist	Score		Observation
			Yes	No	
Quality of process	<p>The correct ingredients are selected and assembled to produce soups, including stocks and prepared garnishes</p> <p>Clarifying and thickening agents and methods are used where appropriate.</p> <p>A variety of hot and cold sauces are produced from classical and contemporary recipes.</p> <p>A variety of thickening agents and convenience products are used</p>	<ul style="list-style-type: none"> • All methods of preparation (boiling, simmering) are respected • Portioning standards are applied • Identification of tools and equipment (sauce boats, soup bowls, stock pots...) 			

	<p>appropriately.</p> <p>Sauces are evaluated for flavour, colour and consistency and any problems are rectified.</p> <p>Soups are evaluated for flavour, colour, consistency and temperature and any problems are rectified.</p>			
Hygiene		<ul style="list-style-type: none"> • Putting on a professional attire • Washing of ingredients • Three-system container is used <p>The work place is well sanitized</p>		
Safety	<p>Store stocks, sauces and soups to maintain optimum freshness and quality.</p>	<ul style="list-style-type: none"> • Correct use of tools and equipment is respected (good status of tools, use of tools and equipment according to the instructions) • Proper handling of tools(washing/cleaning and storing) • Storage techniques (e.g. First in, first out, last in first out) are respected 		

Quality of product	Soups are presented at the right temperature in clean serviceware without drips and spills, using suitable garnishes and accompaniments	<ul style="list-style-type: none"> • The texture (colour, taste, flavour, consistency) of the dish is respected • Presentation should be attractive(soup bowls, sauce boats and Garnishing) • Rectification techniques are applied(sauce, soup and stock) 			
Relevance	Reconstitute stocks, sauces and soups to appropriate standards of consistency	<ul style="list-style-type: none"> • Recipe procedure (measurements, timing, ingredients and preparation methods...) is respected • Appropriate tools and equipment are used • Required dish (sauce/soup stocks) are prepared 			

HOTCA112 STARCHES AND PASTAS PREPARATION		
Competence : PREPARE STARCHES AND PASTAS		
RTQF LEVEL: 1	CREDITS: 7	LEARNING HOURS : 70
SECTOR: Hospitality and tourism	SUB-SECTOR: Hospitality	
ISSUE DATE: January 2013	REVIEW DATE:	

PURPOSE STATEMENT

This module describes the skills and knowledge required to prepare and present pastas and starches

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: Hygiene and food safety

HOTCA103: Mise en place

HOTCA104: Cooking methods

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence	Performance criteria
<p>By the end of the module, the trainee will be able to :</p> <p>1. Prepare tools, equipment and ingredients of starches and pastas</p>	<p>1.1. Proper selection of tools and equipment required</p> <p>1.2. Proper selection of dry pasta ingredients in respecting the required raw materials (flour) and recipe standards</p> <p>1.3. Appropriate selection of fresh or non-expired (for dry ingredients) starch ingredients</p> <p>1.4. Proper preparation of ingredients as required in the recipe such as peeling, washing, cutting, storing and sieving)</p>
<p>2. Cook pasta</p>	<p>2.1. Appropriate portioning standards of ingredients in terms of quantity per person</p> <p>2.2. according to the recipe standards</p> <p>2.3. Relevant duration for cooking according to type of pasta and recipe standards</p> <p>2.4. Correct color and flavor of dish as per recipe</p> <p>Neat and adequate garnishing of the dish</p> <p>Good presentation of the dish on the appropriate plate as per recipe</p>
<p>3. Cook starch</p>	<p>3.1 Accurate quantities standards of ingredients (ratio per ingredient) according to different cooking methods (e.g.: oil for frying, ...) according to cooking procedures</p> <p>Appropriate color and flavor of dish as per recipe by respecting the cooking duration of starches</p>

	3.2	Neat and adequate garnishing of the dish
	3.3	Presentation of food in the appropriate dish as per recipe or starches
	3.4	
4. Store pasta and starch dishes	4.1	Proper identification of the required container while storing pasta and starch dishes
	4.2	Effective labelling of container according to the recipe
	4.3	Correct arrangement and wrapper of the container in the storage in order to reduce food cross contamination.

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The learning activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning Unit 1: Prepare tools, equipment and ingredients of starches and pastas

Learning hours: 5

Learning outcome	Content	Learning Activities	Resources
1.1 Select tools and equipment	<ul style="list-style-type: none"> • Types of tools and equipment for cooking pastas while: <ul style="list-style-type: none"> ✓ Preparing ingredients ✓ Cooking ✓ Blanching ✓ Baking • Types of tools and equipment for 	<ul style="list-style-type: none"> ○ Brainstorming on tools and equipment ○ Observation/display of tools and equipment ○ Group discussion on tools and equipment ○ Presentation on tools and equipment 	<ul style="list-style-type: none"> - Reference books - Black board - Markers or chalks - Flip chart - Pictures - Stock pots/ sauce pans

	cooking starches while: ✓ Preparing ingredients ✓ Cooking ✓ Blanching ✓ Baking	○ Individual practice on selection of different tools and equipment	- Pasta steamer - Noodle machine - Blender or food processor - Spatulas/ lifters - Mixing bowls - Spoons - Knives (paring, knife set) - Internet - Strainers - Mortar and pestle - Computer - Videos/ movies - Projector - Baking trays - Baking Ovens - Pasta rolling pin - Colander - Spaghetti tongs - Forks - Platters
1.2 Select pasta ingredients	Definition of pasta Categories of pasta: ✓ Fresh pasta (home made pasta) ✓ Dry pasta • Importance of pasta	○ Brainstorming on categories of pasta ○ Group discussion on categories of pasta ○ Presentation on categories of pasta ○ Display of pasta ○ Documentary research on categories and importance of pasta	- Reference books - Flipchart - Markers - Pastas
1.3 Select starches ingredients	• Definition of starch • Categories of starches; ✓ Roots ✓ Tubers ✓ Stem ✓ Fruits	○ Brainstorming on types of starches ○ Presentation on types of starches ○ Group discussion on types of starch ○ Display of different starches	- Reference books - Flipchart - Markers - Starches - Pictures - Videos

	<ul style="list-style-type: none"> • Sources of Starches; <ul style="list-style-type: none"> ✓ Cassava ✓ Yams ✓ Sweet potatoes ✓ Irish potatoes ✓ Rice ✓ Corn meal ✓ Green banana • Importance of starch 		
1.4 Prepare ingredients of pasta and starches	<p>Preparation techniques for pasta and starch ingredients</p> <ul style="list-style-type: none"> ✓ Sieving ✓ Peeling ✓ Washing ✓ Rinsing ✓ Cutting <ul style="list-style-type: none"> • Ingredients for food pastas <ul style="list-style-type: none"> Green White Pink 	<ul style="list-style-type: none"> ○ Brainstorming on types of starches ○ Presentation on types of starches ○ Group discussion on preparation of ingredients ○ Demonstration of preparation of ingredients ○ Individual practice on preparation of ingredients 	<ul style="list-style-type: none"> - Knives (paring, knife set) - Internet - Strainers - Computer - Videos/ movies - Projector - Dough sheeter/Pasta rolling pin - Noodle machine - Colander - Spaghetti tongs - Spatula - Different food color - Mixing bowls - Platters

Learning Unit 2: Cook pasta

Learning hours: 35

Learning outcome	Content	Learning Activities	Resources
2.1 Perform pasta portioning	<ul style="list-style-type: none"> • Portioning standards • Suggested serving sizes per person when it is: 	<ul style="list-style-type: none"> ○ Presentation of Portioning standards ○ Demonstration on Portioning standards ○ Individual practice on Portioning standards 	<ul style="list-style-type: none"> - Reference books - Black board

	<ul style="list-style-type: none"> ✓ Entrée (starters) Cold or hot ✓ Main dish 		<ul style="list-style-type: none"> - Markers or chalks - Flipchart - Pictures - Internet - Computer - Videos/ movies - Projector - Pastas - Weighing scale - Mixing bowls
2.2 Prepare pasta dish	<ul style="list-style-type: none"> • Basic cooking method for pasta <ul style="list-style-type: none"> ✓ boiling ✓ blanching • Duration and temperature for <ul style="list-style-type: none"> ✓ Fresh pasta ✓ Dried pasta • Range of pasta dishes • Accompaniments sauces for pastas: <ul style="list-style-type: none"> ✓ Bolognaise sauce ✓ Napolitano sauce ✓ Tomato sauce ✓ Pesto sauce • Different ingredients used to make sauces for pasta <ul style="list-style-type: none"> ✓ Cheese ✓ Meat ✓ Fish ✓ Poultry ✓ Herbs ✓ Vegetable and spices ✓ Wine ✓ Stock ✓ Cream ✓ Eggs 	<ul style="list-style-type: none"> ○ Brainstorming on cooking method and cooking tips, and range of starch dishes ○ Group discussion on cooking method and cooking tips of starch ○ Demonstration on preparation of starch dishes ○ Individual practice on preparation of pasta dishes ○ Presentation cooking method and cooking tips, and range of starch dishes 	<ul style="list-style-type: none"> - Baking trays - Baking Ovens - Required ingredients - Cooking pans - steamer - Flip chart - Markers - Reference books - pictures - Boards - Forks - Spoons - Internet - movies - Plates

	✓ Milk		
2.3 Garnish pasta dish	<ul style="list-style-type: none"> • Importance of garnishing • Garnishing ingredients • Garnishing techniques • The ways of presenting pasta and sauces as per recipe 	<ul style="list-style-type: none"> ○ Observation of garnishing techniques ○ Brainstorming on garnishing techniques, appropriate sauces for pasta dishes ○ Demonstration on garnishing techniques ○ Individual practice on garnishing techniques ○ Presentation on presentation techniques ○ Demonstration on presentation techniques ○ Individual practice on presentation techniques 	<ul style="list-style-type: none"> - Garnishing ingredients - Flip chart - Markers - Pasta plate - Boards - Pictures - Movies - Pasta forks - Reference books - Serving spoons - Mixing bowls - Sauce boat
2.4 Present pasta dish			

Learning Unit 3: Cook starch

Learning hours: 25

Learning outcome	Content	Learning Activities	Resources
3.1 Perform portioning of ingredients	<ul style="list-style-type: none"> • Quantities standards of ingredients (ratio per ingredient) according to different cooking methods and procedures: <ul style="list-style-type: none"> ✓ frying ✓ baking ✓ roasting ✓ stewing ✓ boiling ✓ steaming • Portion standards per person 	<ul style="list-style-type: none"> ○ Brainstorming on ratio per ingredient according to different cooking methods and procedures and serving portion. ○ Group discussion on ratio per ingredient according to different cooking methods and procedures and serving portion. ○ Demonstration on ratio per ingredient according to different cooking methods and procedures and serving portion. ○ Individual practice on ratio per ingredient according to different cooking methods and procedures and serving portion. 	<ul style="list-style-type: none"> - Reference books - Black board - Markers or chalks - Flipchart - Pictures - Internet - Computer - Videos/ movies - Projector - Starches

			<ul style="list-style-type: none"> - Weighing scale - Slicer - Chopping boards - Cook's knife
3.2 Produce starch dishes	<ul style="list-style-type: none"> • Cooking methods of starches: <ul style="list-style-type: none"> ✓ boiling ✓ steaming ✓ roasting ✓ grilling ✓ stewing ✓ baking 	<ul style="list-style-type: none"> ○ Demonstration on preparation of starch dishes ○ Individual practice on preparation of starch dishes ○ Presentation on starch cooking methods 	<ul style="list-style-type: none"> - Rice cooker - Pots - Wooden spatula - Serving spoons - Roasting pans - Baking trays - Oven - Cooker - Chopping boards - Videos - Flipchart - Markers - Projector - Computer - Menus - Recipes

3.3 Garnish starch dishes	<ul style="list-style-type: none"> • Importance of garnishing starch dishes • Garnishes • Garnishing techniques • The ways of presenting starches • Presentation guidelines regarding: • Portion size <ul style="list-style-type: none"> ✓ Accompaniments to be served with ✓ Types of plate to be used ✓ Color ✓ Garnish ✓ Cleanliness 	<ul style="list-style-type: none"> ○ Observation of garnishing techniques ○ Brainstorming on garnishing techniques, appropriate sauces for pasta dishes ○ Demonstration on garnishing techniques ○ Individual practice on garnishing techniques ○ Presentation on presentation techniques ○ Demonstration on presentation techniques ○ Individual practice on presentation techniques 	<ul style="list-style-type: none"> - Garnishes - Starch dishes - Dinner plates - Cook's knife - Scooper
3.4 Present starch dish			

Learning Unit 4: Store pasta and starch dishes

Learning hours: 5

Learning outcome	Content	Learning Activities	Resources
4.1 Select storage containers	Storage containers for: starch and pasta dishes Cooling techniques Temperature levels when storing Starch and pasta for service as a cold dish	<ul style="list-style-type: none"> ○ Observation on different types of starches and pasta ○ Group discussion on cooling techniques ○ Presentation of storage containers, temperature and cooling techniques for starches and pasta 	<ul style="list-style-type: none"> - Reference books - Black board - Markers or chalks - Flip chart - Pictures - Internet - Computer - Videos/ movies - Projector - Internet - Starch dishes - Pasta dishes - Storage containers - Refrigerator

4.2 Apply storage procedures	<p>Storage procedures for pasta and starch dishes: Cooling Packaging Wrapping Labeling Stocktaking FIFO system LIFO Guidelines regarding to the arrangement in the refrigerator</p>	<ul style="list-style-type: none"> ○ Group discussion on storage procedures ○ Presentation on storage procedures ○ Demonstration on storage procedures ○ Observation on storage procedures ○ Individual practice on storage procedures 	<ul style="list-style-type: none"> - Reference books - Black board - Markers or chalks - Flip chart - Pictures - Internet - Computer - Videos/ movies - Projector - Internet - Starch dishes - Pasta dishes - Storage containers - Refrigerator - Plastic wrap - Aluminum foil
4.3 Follow safety procedures to avoid food cross contamination	<ul style="list-style-type: none"> ● Importance of wrapping food container ● Covering materials ● Wrapping of the container in the storage in order to reduce food cross contamination 	<ul style="list-style-type: none"> ○ Brainstorming on storage container covering materials ○ Demonstration on wrapping food container ○ Group discussion on wrapping food container ○ Observation on wrapping food container ○ Individual practice on wrapping food container 	<ul style="list-style-type: none"> - Reference books - Black board - Markers or chalks - Flip chart - Pictures - Internet - Computer - Videos/ movies - Projector - Internet - Starch dishes - Pasta dishes - Storage containers - Refrigerator - Plastic wrap - Aluminum foil

ASSESSMENT GUIDELINES
PART I. PORTFOLIO

SECTION A . Summarize the activities/test required for each performance criteria.

Elements of competence	Performance criteria	Checklist	Score		Description of activity/test proposed	Observation
			Yes	No		
1. Prepare tools, equipment and ingredients of starches and pastas	Proper selection of tools and equipment required	<ul style="list-style-type: none"> • Types of tools and equipment for cooking pastas while: <ul style="list-style-type: none"> ✓ Preparing ingredients ✓ Cooking ✓ Blanching ✓ Baking • Types of tools and equipment for cooking starches while: <ul style="list-style-type: none"> ✓ Preparing ingredients ✓ Cooking ✓ Blanching ✓ Baking 			Written evidence <ol style="list-style-type: none"> 1. Matching (link the cooking equipment and tools with preparation procedures of pastas 2. Multiple choice of cooking equipment and tools with preparation procedures of starches 	
	Proper selection of dry pasta ingredients in respecting the required raw materials (flour) and recipe standards	<ul style="list-style-type: none"> • Categories of pasta: <ul style="list-style-type: none"> ✓ Fresh pasta (home made pasta) ✓ Dry pasta 			Written evidence <ol style="list-style-type: none"> 3. Multiple choice categories 	
	Appropriate selection of fresh or non-expired	<ul style="list-style-type: none"> • categories of starches; <ul style="list-style-type: none"> ✓ Roots ✓ Tubers 			Written evidence <ol style="list-style-type: none"> 4. Matching (link the 	

	(for dry ingredients) starch ingredients	<ul style="list-style-type: none"> ✓ Stem ✓ Fruits • Sources of Starches; <ul style="list-style-type: none"> ✓ Cassava ✓ Yams ✓ Sweet potatoes ✓ Irish potatoes ✓ Rice ✓ Corn meal ✓ Green banana 			categories of starches with examples) 5. Multiple choice of starches and their sources	
2. Cook pasta	Appropriate portioning standards of ingredients in terms of quantity per person according to the recipe standards	<ul style="list-style-type: none"> • Portioning standards • Suggested serving sizes per person when it is: <ul style="list-style-type: none"> ✓ Entrée (starters) Cold or hot ✓ Main dish 			Performance/product evidence 6. Portion ingredients according to standards of; 7. Entrees (starches)Cold or hot 8. Main dish	
	Relevant duration for cooking according to type of pasta and recipe standards	<ul style="list-style-type: none"> • Cooking duration and temperature for <ul style="list-style-type: none"> ✓ Fresh pasta ✓ Dried pasta 			Written evidence 9. Filling the table with duration or temperatures of dry or fresh pasta	

	Neat and adequate garnishing of the dish	<ul style="list-style-type: none"> • Garnishing ingredients • Garnishing techniques 		<p>Performance/product evidence</p> <p>10. Garnish a dish using proper garnishing ingredients</p>	
	Good presentation of the dish on the appropriate plate as per recipe	<ul style="list-style-type: none"> • The ways of presenting pasta and sauces as per recipe 		<p>Performance/product evidence</p> <p>11. Present pasta and sauces in different ways depending the recipe</p>	

3. Cook starch	Accurate quantities standards of ingredients (ratio per ingredient) according to different cooking methods (e.g.: oil for frying, ...) according to cooking procedures	<ul style="list-style-type: none"> quantities standards of ingredients (ratio per ingredient) according to different cooking methods and procedures: <ul style="list-style-type: none"> ✓ frying ✓ baking ✓ roasting ✓ stewing ✓ boiling ✓ steaming Cooking methods of starches: <ul style="list-style-type: none"> ✓ boiling ✓ steaming ✓ roasting ✓ grilling ✓ stewing ✓ baking 			Performance/product evidence 12. measure ingredients for starches according to the cooking methods of starches
	Appropriate color and flavor of dish as per recipe by respecting the cooking duration of starches	Cooking duration of different types of starches Types of colors of finished starch dishes; <ul style="list-style-type: none"> ✓ Golden brown ✓ Slightly brown ✓ White 			Performance/product evidence 13. Cook starches respecting suggested color and flavor
	Neat and adequate garnishing of the dish	<ul style="list-style-type: none"> Garnishes Garnishing techniques 			Performance/product evidence 14. Garnish efficiently using proper

					garnish of good quality	
	Presentation of food in the appropriate dish as per recipe or starches	<ul style="list-style-type: none"> • Presentation guidelines regarding: <ul style="list-style-type: none"> ✓ Portion size ✓ Accompaniments to be served with ✓ Types of plate to be used ✓ Color ✓ Garnish ✓ Cleanliness 			Performance/product evidence 15. Present the food respecting presentation guidelines	
4. Store pasta and starch dishes	Proper identification of the required container while storing pasta and starch dishes	<ul style="list-style-type: none"> • Storage containers for: <ul style="list-style-type: none"> ✓ starch and pasta dishes • Cooling techniques 			Written evidence 16. Match (link the pasta and starch dishes with their appropriate storage containers) 17. Essay (short or extended responses)	
	Effective labeling of container according to the recipe	<ul style="list-style-type: none"> • Information on the label <ul style="list-style-type: none"> ✓ Name of recipe ✓ Storage duration ✓ Production date ✓ Entry date ✓ Temperature level 			Written evidence 18. Multiple choice of correct information mentioned on the label.	
	Correct arrangement and wrapper of the container in the storage in order to reduce food	<ul style="list-style-type: none"> • Arrangement guidelines in the refrigerator • Covering materials • Wrapping techniques of the container in the storage 			Performance/product evidence 19. Wrap and arrange containers in the storage according	

	cross contamination.				to the techniques.	
--	----------------------	--	--	--	--------------------	--

SECTION B. Develop the activity/test described in the table above and the check-list to assess the activity/test.

Q.A Link equipment and tools with related preparation procedures of pastas

EQUIPMENT AND TOOLS FOR PASTA		PREPARATION PROCEDURES OF PASTAS
Stock pots/ sauce pans		Preparing ingredients
Pasta steamer		
Noodle machine		Blanching
Spatulas/ lifters		
Mixing bowls		Refreshing& draining
Baking trays		
Baking Ovens		Baking
Pasta rolling pin		
Colander		Presentation
Spaghetti tongs		

Platters		Cooking
----------	--	---------

Q.B. Fill the table with yes or not if equipment and tools is related with preparation procedures of starches linked.

EQUIPMENT AND TOOLS FOR STARCHES		PREPARATION PROCEDURES OF PASTAS	
Stock pots/ sauce pans		Preparing ingredients	Yes
Steamer			
		Blanching	
Spatulas/ lifters			
Bowls		Refreshing& draining	
Knives (paring, knife set)		Baking	
Baking trays		Presentation	
Baking Ovens			
Colander		Cooking	
Tongs			

Performance .2

Fill the following sentence with the categories of pasta

- i. Cannelloni is included in.....pasta.
- ii. Lasagna is included in.....pasta.
- iii. Ravioli is included in.....pasta.
- iv. Seed pasta is included in.....pasta.
- v. Semolina is included in.....pasta.
- vi. Spaghetti is included in.....pasta.

Performance .3

Link the categories of starches with examples

Categories of starches		Examples of starches
roots		Maize
tubers		Irish potatoes
fruits		Cassava

Performance .4

Q. In the table drawn below, answer by “**yes or no**” the starches in the same row if it corresponds to the source of starch.

NB: the first (1rst) question is done for you.

1.	Sources of starches		a)	Starches	Yes /
2.	Cassava		b)	Potato chips	No
3.	Yams		c)	Yam balls	

4.	Sweet potatoes		d)	Sweet potato galette	
5.	Irish potatoes		e)	Yam balls	
6.	Rice		f)	Potato croquette	
7.	Corn meal		g)	Potato lyonnaise	
8.	Green banana		h)	Grilled banana	

L.U.2 Cook pasta

Q. As a chef, Portion pasta, minced meat used to make Pasta Bow Salad and spaghetti bolognaise for 10 servings.

Performance .1

Q. Fill the sentence with cooking duration and temperature of dry and fresh pasta;

- i. The optimal cooking duration and temperature of dry pasta is.....at.....
- ii. The optimal cooking duration and temperature of fresh pasta is.....at.....

Performance .2

Q. As professional chef, garnish the finished pasta salad dish with the following toppings;

Tomato dices, green& black olives, hard boiled egg to make it attractive.

Performance .3

Q. You have already cooked pasta and suitable pasta sauce, Present pasta and sauces in 3 different ways depending the recipe.

L.U.2 Cook pasta

Performance .1

Q. you are going to cook potato croquette, measure ingredients for recipe in order to respect the correct ratio of ingredients.

Performance .2

Q. You are cooking potato croquette, respect recommended color such as golden brown, slightly brown

Performance .3

Q. As you have already cooked and dressed a this potato croquette with appropriate accompaniments and toppings.

Performance .4

Q. As chef, present potato croquette respecting the following presentation guidelines; Portion size, accompaniments to be served with, types of plate to be used, color combination and cleanliness of a dish.

L.U.4 Store pasta and starch dishes

Performance .1

Q.1Read carefully the sentence and answer true or false;

- i. Plastic foil will be used to cover turmeric rice storage bowl while refrigerating.
- ii. Foil paper is storage container for spaghetti carbonara.
- iii. Pasta kept in container and covered with foil before storage.

Q.2 what is the importance of covering pasta and starch dishes before storage?

Performance .2

Q.1 Read the sentence carefully and answer “yes or no”

- i. Name of recipe is mentioned on label.

- ii. Storage duration or lifespan is mentioned on label
- iii. Production date is important on the label
- iv. Entry date is mentioned on the label to know storage duration.
- v. Temperature level is not important on label; it is exactly known that is under 0°C

Performance .3

Q.2 As commis, receive turmeric rice and boiled macaroni, arrange put them in appropriate storage containers, and cover with suitable wrappers then arrange them properly in fridge to prevent cross-contamination.

Q3. As a commis, store these following ingredients in appropriate storage devices according to their nature

- Carrots
- Cheese
- Meat
- Frozen fishes
- Dry beans
- Dry peas
- Cabbages
- Apples
- Spices

Performance 3

As a commis, clean and sanitize the fridge according to the procedures to avoid cross-contamination

PART II. INTEGRATED SITUATION (summative assessment)

Task: Deborah has a birthday, to celebrate that big special event at OKAPI Hotel she has invited her friends, and executive chef asks you to prepare for them plain boiled rice and spaghetti Bolognese for 5 people and must be ready within 1h30 minutes.

Criteria	Assessment indicators	Checklist	Score	Observation
----------	-----------------------	-----------	-------	-------------

			Yes	No	
Hygiene		• Kitchen attire is worn (black pants , double shirt, mini-skirt, chef's hat, tight closed shoes)			
		• Ingredients are washed			
		• Three-system containers is respected			
	•	• The work place is well cleaned and sanitized			
Safety	<ol style="list-style-type: none"> 1. Proper identification of the required container while storing pasta and starch dishes 2. Effective labelling of container according to the recipe 3. Correct arrangement and wrapping of the container in the storage in order to reduce food cross contamination. 	• Correct use of tools and equipment is respected (good status of tools, use of tools and equipment according to the instructions)			
		• Proper handling of tools(washing/cleaning and storing) is respected			
		• Storage techniques (e.g. First in, first out, last in first out) are respected			
		• Tools and equipment are used safely			
Quality of process	<ol style="list-style-type: none"> 4. Proper selection of tools and equipment required 5. Proper selection of dry pasta ingredients in respecting the required raw materials (flour) and recipe standards 	• Tools, equipment and ingredients are selected accordingly			
		•			
		• Preparation procedures of ingredients are followed (selecting, measuring, washing, rinsing)			
		• All cooking methods (shallow frying, boiling, simmering,) are respected			

	<p>6. Appropriate selection of fresh or non-expired (for dry ingredients) starch ingredients</p> <p>7. Proper preparation of ingredients as required in the recipe such as peeling, washing, cutting, storing and sieving</p>	<ul style="list-style-type: none"> • Dishes are presented attractively (type& size of plate, Garnishing, shape) 			
Quality of product	<p>8. Relevant duration of cooking according to type of pasta and recipe standards</p> <p>9. Correct color and flavor of dish as per recipe</p> <p>10. Neat and adequate garnishing of the dish</p> <p>11. Good presentation of the dish on the appropriate plate as per recipe</p> <p>12. Accurate quantities standards of ingredients (ratio per ingredient) according to different cooking methods (e.g.: oil for frying, ...) according to cooking procedures</p> <p>13. Appropriate color and flavor of dish as per recipe by respecting the cooking duration of starches</p> <p>14. Neat and adequate garnishing of the dish</p> <p>15. Presentation of food in the appropriate dish</p>	<ul style="list-style-type: none"> • Tenderness of dishes is achieved • The texture (color, taste, flavor, consistency) of the dish is respected • Dishes are well presented and garnished • Portioning standards are applied 			

	as per recipe or starches				
Relevance	16. Appropriate portioning standards of ingredients in terms of quantity per person according to the recipe standards	• Time is respected			
		• Dishes requested are prepared (spaghetti bolognese and plain boiled rice)			
		• All cooking methods of dishes are respected (boiling, shallow frying and simmering)			

HOTCA113 MEAT DISHES PREPARATION		
Competence : PREPARE MEAT DISHES		
RTQF LEVEL: 2	CREDITS: 12	LEARNING HOURS : 120
SECTOR: Hospitality and tourism	SUB-SECTOR: Hospitality	
ISSUE DATE: January 2013	REVIEW DATE:	

PURPOSE STATEMENT

This module describes the skills and knowledge required to select, butcher and cook red and white meat while following the hygiene and safety requirements for each category in the preparation process.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: HYGIENE AND FOOD SAFETY

HOTCA103: Mise en place

HOTCA104: Cooking methods

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Elements of competence	Performance criteria	
By the end of the module, the trainee will be able to :		
1. Prepare tools, equipment and ingredients	1.1. 1.2. 1.3. 1.4.	Proper selection of tools and equipment as per recipe requirements Proper cleaning of utensils, and assembling of tools and equipment where necessary Appropriate mise en place of ingredients (washing, cutting, deboning, marinating and chopping) as indicated in the recipe
2. Cook red and white meat	2.1. 2.2. 2.3. 2.4.	Accurate portioning standards (quantity) of controlled meat cuts as per recipe instructions Relevant cooking temperature as per type of meat as required in the recipe while maintaining the color and flavor of the dish as per standards Neat and adequate garnishing of red and white meat dish in accordance with the recipe standards as well as considering the type of the meat Presentation of food in the appropriate dish as per recipe or standards
3. Storage red and white meat	3.1. 3.2. 3.3. 3.4.	Appropriate identification of storage in regard with the conservation temperature requirements of the dish Proper labelling of the container with the name of the dish/item, preparation date and conservation duration Correct arrangement of the dish in the storage/refrigerator by respecting food hygiene standards and food storage procedures

		Proper cleaning procedures of the storage area
--	--	--

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The learning activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1. Prepare tools, equipment and ingredients

Learning hours: 20

Learning outcomes	Content	Leaning activities	Resources
1.1 Select tools equipment	<ul style="list-style-type: none"> • Types of tools and equipment <ul style="list-style-type: none"> ✓ Cutting heavy equipment and tools ✓ Cooking equipment ✓ Storing equipment ✓ Presenting tools 	<ul style="list-style-type: none"> ○ Display of tools and equipment ○ Brainstorming on tools and equipment ○ Individual practice on selection of different types of tools and equipment ○ Group discussion on tools and equipment 	<ul style="list-style-type: none"> - Flipchart - Marker - Videos - internet - Board - Deboning knife - Meat saw - Slicer - Pots - Fridge - Main course plate
1.2 Select meat	<ul style="list-style-type: none"> • Types of meat <ul style="list-style-type: none"> White Red • Nutritional value of meat • Marinating ingredients 	<ul style="list-style-type: none"> ○ Display of types of meat ○ Brainstorming on types of meat and their nutritional value ○ Individual practice on selection of different types of types of meat 	<ul style="list-style-type: none"> - Red white - White meat - Herbs and spices - Oil - Salt

		<ul style="list-style-type: none"> ○ Group discussion on types of meat 	<ul style="list-style-type: none"> - Containers - Flipchart - Markers - Boards - Videos - Pictures - Reference books - Recipe
1.3 Clean tools and equipment	<ul style="list-style-type: none"> ● Cleaning techniques and procedures <ul style="list-style-type: none"> ✓ cutting boards using hot water and soap ✓ dismantling and assembling ● Lubrication of heavy cutting equipment 	<ul style="list-style-type: none"> ○ Demonstration on dismantling and assembling and cleaning and tools equipment while respecting hygiene procedures ○ Brainstorming on cleaning and lubricating chemicals ○ Individual practice on oiling equipment and tools 	<ul style="list-style-type: none"> - Flipchart - Markers - Internet - Videos - Grease - Oils - Hot water - Cutting boards - Liquid Soap
1.3 Perform mise en place	<ul style="list-style-type: none"> ● Definition of mise en place ● Purpose of mise en place when <ul style="list-style-type: none"> ✓ Washing ✓ Cutting ✓ Deboning ✓ Marinating ✓ Chopping ● Marinating procedures 	<ul style="list-style-type: none"> ○ Brainstorming on mise en place ○ Presentation on mise en place and its purpose while washing, cutting, deboning, marinating and chopping ○ Group discussion on mise en place purpose and marinating procedures ○ Demonstration on washing of cutting board for meat Hygiene rules and marinating 	<ul style="list-style-type: none"> - Videos - Pictures - Reference books - Internet - Flipchart - Markers - Projectors - Boards - Cutting boards - Meat saw - Slicer - Containers - Knives - Laptops

Learning outcome	Content	Learning Activities	Resources
2.1 Perform portioning of meat	<ul style="list-style-type: none"> • Quantities standards of meat (ratio per meat) according to different cooking methods and procedures: <ul style="list-style-type: none"> ✓ Frying ✓ Baking ✓ Roasting ✓ Stewing ✓ Boiling ✓ Steaming ✓ Poaching ✓ Broiling ✓ Grilling ✓ • Portion standards per person • Cooking temperature 	<ul style="list-style-type: none"> ○ Brainstorming on ratio per meat according to different cooking methods and procedures and serving portion. ○ Group discussion on ratio per meat according to different cooking methods and procedures and serving portion. ○ Demonstration on ratio per meat according to different cooking methods and procedures and serving portion. ○ Individual practice on ratio per meat according to different cooking methods and procedures and serving portion. ○ Demonstration on preparation of meat dishes ○ Individual practice on preparation of meat dishes ○ Presentation on meat cooking methods ○ Brainstorming on different cooking methods 	<ul style="list-style-type: none"> - Reference books - Black board - Markers or chalks - Recipe - Flipchart - Pictures - Internet - Computer - Videos/ movies - Projector - Weighing scale - Slicer - Chopping boards - Cook's knife - Steaming pot - Frying pan - Roasting pan - Baking tray - Boiling pot - Pots - Wooden spatula - Serving spoons - Oven - Videos - Griller - Meat folk - Flipchart - Markers - Projector - Computer - Menus - Recipes
2.2 Produce meat dishes			
2.3 Garnish meat	<ul style="list-style-type: none"> • Importance of garnishing 		

dishes	meat dishes	techniques	- Meat dishes - Dinner plates - Cook's knife - Scooper
2.4 Present meat dishes	<ul style="list-style-type: none"> • Garnishes <ul style="list-style-type: none"> ✓ Read meat dish ✓ White meat dish • Garnishing techniques • Presentation guidelines regarding: <ul style="list-style-type: none"> ✓ Portion size ✓ Accompaniment to be served with ✓ Types of plate to be used ✓ Garnish ✓ Cleanliness 	<ul style="list-style-type: none"> ○ Brainstorming on garnishing techniques, appropriate sauces for meat dishes ○ Demonstration on garnishing techniques ○ Individual practice on garnishing techniques ○ Demonstration on presentation techniques ○ Individual practice on presentation techniques 	

Learning unit 3: Store red and white meat

Learning hours: 10

Learning Outcome	Content	Learning Activities	Resources
3.1 Select storage	<ul style="list-style-type: none"> • Types of storage <ul style="list-style-type: none"> ✓ Cold rooms ✓ freezers • Storage tools: <ul style="list-style-type: none"> ✓ Containers <ul style="list-style-type: none"> ▪ Plastic containers ▪ Meat Hungers ✓ Shelves <ul style="list-style-type: none"> ▪ Stainless 	<ul style="list-style-type: none"> ○ Research on types of storage and tools ○ Presentation on types of storage and tools ○ Brainstorming on types of storage and tools ○ Demonstration on types of storage and tools ○ Study tour of a nearby butcher ○ Practical exercise on classification on types storage and tools 	<ul style="list-style-type: none"> - Reference books - Flip Chart - Boards - Markers - Video aids - Internet - Fridge - Freezer - Containers - Cold room - Meat hunger

<p>3.2 Label storage containers</p>	<ul style="list-style-type: none"> • Importance of labelling • Labelling principles: <ul style="list-style-type: none"> ✓ Meat tags ✓ Label information/content ✓ Position of label on the storage container 	<ul style="list-style-type: none"> ○ Research on labelling principles ○ Demonstration on labelling ○ Practical exercise on labelling ○ Brainstorming on labelling principles ○ Display of labels and tags ○ Presentation on labelling ○ Group work on importance of labelling 	<ul style="list-style-type: none"> - Video aids - Internet - Storage containers - Boards - Tags - Markers - Label samples - Reference books - Pictures - Flipchart - Projector
<p>3.3 Apply hygiene and safety procedures in storage</p>	<ul style="list-style-type: none"> • Importance of cleaning storage area regularly in order to <ul style="list-style-type: none"> ✓ Avoid insects and parasites • Cleaning techniques and procedures according to the type of storage • Safety procedures to avoid food cross contamination <ul style="list-style-type: none"> ✓ Coverage of container to avoid cross contamination ✓ Covering materials: <ul style="list-style-type: none"> ▪ Aluminium foil ▪ Plastic wrap ▪ Plastic container 	<ul style="list-style-type: none"> ○ Group work on importance of cleaning storage ○ Demonstration on cleaning storage ○ Practical exercise on cleaning storage while following procedures ○ Demonstration on labelling meat ○ Practical exercise on covering storage container to avoid cross contamination ○ Brainstorming on storage container and covering materials ○ Demonstration on wrapping food container ○ Observation on cleaning and wrapping food container ○ Group discussion on wrapping food container ○ Individual practice on wrapping food container 	<ul style="list-style-type: none"> - Cleaning tools - Meat tags - Plastic container - Cleaning and sanitizing chemicals - Shelves - Containers - Flipchart - Projector - Markers - Boards - Meat dishes - Storage containers - Refrigerator - Plastic wrap - Aluminium foil

3.4 Apply storage procedures	<ul style="list-style-type: none"> • Storage procedures: <ul style="list-style-type: none"> ✓ LIFO ✓ FIFO ✓ Storage temperature 	<ul style="list-style-type: none"> ○ Brainstorming on storage procedures ○ Research on storage procedures ○ Demonstration on storing while respecting storage procedures ○ Presentation on storage procedures ○ Practical exercise on proper arrangement and food storing while respecting storage procedures 	<ul style="list-style-type: none"> - Reference books - Video aids - Internet - Meat products/food - Cold room - Freezer - Fridge - Boards - Markers - Containers - Shelves - Plastic wrap - Aluminium foil - Meat tags
-------------------------------------	--	--	--

ASSESSMENT GUIDELINES

PART I. PORTFOLIO_(Formative assessment)

SECTION A. Summarize the activities/test required for each performance criteria.

Element of competence	Performance Criteria	Check list	Type of evidence	Score		Description of activity/ test proposed	Observation
				Yes	No		
1. Select poultry, meat and fish.	1.1 Poultry is selected and purchased according to quantity and quality required	<ul style="list-style-type: none"> • Selecting of Types of poultry: <ul style="list-style-type: none"> ✓ Chicken ✓ Turkey ✓ Duck ✓ Quality points for poultry: <ul style="list-style-type: none"> : - Plump breast ,pliable breast bone and firm flesh 	Performance evidence			Select poultry according to quantity and quality for preparation recipes	

		<ul style="list-style-type: none"> - Skin white and unbroken ,broiler chicken have faint bluish tint - Corn-fed are yellow. free-range have more colour a firmer texture and more flavour - Flexible breastbone - Unbroken bones - Old bird have coarse scales ,large spurs on the leg and hairs on the skin <p>✓ Quantity point of poultry:</p> <ul style="list-style-type: none"> • Single baby chicken (poussin):0.3-0.5 kg for one pax • Double chicken:0.5-0.75 kg by two pax • Small roasting chicken:0.75-1kg / 3or4pax • Medium roasting chicken;1-2kg /4-6pax • Large roasting or boiling chicken 2-3kg/6-8pax • Capon or fatten chicken :3-4.5kg/8-12pax • Old boiling fowl 2.5-4kg preferable <p style="text-align: center;">Quality point of duck:</p> <ul style="list-style-type: none"> - Plump breast - Webbed feet tear easily - Lower back bends easily - Feet and bill should yellow - Quantity point of duck: 					
--	--	---	--	--	--	--	--

		<ul style="list-style-type: none"> - Duck 3-4kg - Goose 6kg - Duckling 1.5-2kg - Gosling;3kg - Quality point of turkey: - Large full breast with undamaged skin and no signs of stickiness - Legs smooth with supple feet and a short spur - As turkey age, the legs turn scaly and feet harden <li style="padding-left: 40px;">Quantity point of turkey: - Turkey can vary between 3.5 to 20kg and 200g portion raw weight for 1 pax 					
	1.2 Primary, secondary and portioned cuts of pork, goat, beef and veal are selected according to quantity and quality required.	<ul style="list-style-type: none"> ✓ Quality points for beef: ✓ The lean meat should be bright red with small fleck with white fat(marbled) ✓ Fat should be firm brittle in texture, creamy- white in colour and odourless. ✓ Older beef and breeds have fat that is usually a deeper yellow colour 	Performance evidence			Portion and cut meats	

		<p>Quantity point of beef weights approximately 180kg</p> <ul style="list-style-type: none"> ✓ Preparing cuts of beef and portions: ✓ Sirloin on 10cm eg ;sirloin steaks with 150kg of portion ✓ Fillet vary 2.5-4.5kg ✓ Wing rib (cote de boeuf) 5-10cm underside from the end ✓ Other cuts like thin flank ✓ Grilling beef eg: rump steak ✓ Barbecue cooking eg :choice meat preferable portion <p>Quality point of veal:</p> <ul style="list-style-type: none"> ✓ Flesh should be pale pink in colour and firm in structure(not soft or flabby) ✓ Cuts surfaces should be slightly moist ,not dry ✓ Bones ,in young veal should be pinkish white, porous and a degree of blood in structure ✓ The fat should be firm and pinkish white ✓ The kidney should be firm and well covered with fat ✓ Quantity point of veal and uses: ✓ Knuckle 2kg for ossobuco, stock, sauté ✓ Leg 5kg for roasting ,flying, 					
--	--	--	--	--	--	--	--

		<ul style="list-style-type: none"> grilling, sauté ✓ Loin 3.5kg for roasting, grilling, flying ✓ Best end 3kg for roasting, flying, grilling ✓ Shoulder 5kg for braising, stewing ✓ Neck end 2.5kg stewing, sauté ✓ Scraggy 1.5kg for stewing stock ✓ Breast 2.5kg stewing, roasting ✓ Head 4kg for boiling ,soup ✓ ✓ Techniques of cuts weight and usage: ✓ Cushion or nut 2.75kg escalope roasting, braising, sauté ✓ Under cushion or nut 3kg escalope ,roasting, sauté ✓ Thick flank 2.5kg escalope ,roasting, braising ,sauté ✓ Knuckle(whole) 2.5kg osso buco,saute ✓ Bones 2.5kg stock,jus-lie,sauces ✓ Usable trimming 2kg pies stewing ✓ Quality point of pork ✓ Lean flesh should ✓ be pale pink, firm and a fine texture ✓ The fat should be white, firm, 				
--	--	--	--	--	--	--

		<p>smooth and not excessive</p> <ul style="list-style-type: none"> ✓ Bones should be small, fine and pinkish ✓ The skin or rind should be smooth ✓ Quantity, cuts and usage, point of pork: ✓ Leg 5kg roasting, boiling ✓ Loin 6kg roasting ,flying, grilling ✓ Spare rib 1.5kg roasting, pies ✓ Belly 2kg pickling,boiling,stuffed,rolled and roasted ✓ Shoulder 3kg roasting, sausages, pies ✓ Head(whole) 4kg brawn ✓ Quality point of goats: ✓ Good quality goats should have fine, white, fat with pink flesh ✓ A good quality goats should be compact and evenly fleshed ✓ The lean flesh should be firm, of a pleasing dull-red colour and of fine texture or grain ✓ In young goats the bones should pink and porous so that when cut a degree of blood is shown in their structure ✓ Quantity cuts and usage point of goats ✓ Whole carcass 25 ✓ Shoulder(two) 4.5kg roasting stewing 					
--	--	---	--	--	--	--	--

		<ul style="list-style-type: none"> ✓ Leg (two) 5.5kg roasting, boiling ✓ Breast(two) 2.5kg roasting, stewing ✓ Middle neck 3kg stewing ✓ Scrag end 1kg stewing, broth ✓ Best end rack(two) 3kg roasting grilling flying ✓ Saddle 5.5kg roasting grilling flying 				
	1.3 Fish is selected according to quality according to quantity and quality required.	<ul style="list-style-type: none"> ✓ Types of fish and seafood : ✓ White fish ✓ Oily fish ✓ Quality point for whole fish ✓ Clear, bright eyes ,not sunken ✓ Bright red gills ✓ No missing scales and scales should be firmly attached to the skin ✓ Moist skin(fresh fish feels slightly slippery) ✓ Shiny skin with bright nature coloring ✓ A stiff tail ✓ A fresh sea smell and no trace of ammonia ✓ ✓ Quality of fillets ✓ Neat and trim with firm fresh ✓ Firm and closely not ragged or gaping ✓ A white translucent white colour if they are from a white fish, with no discoloration ✓ 	Performance evidence			Select fishes according to quality and quantity

		<ul style="list-style-type: none"> ✓ Quality of smoked fish ✓ ✓ A glossy appearance ✓ Firm fresh and not sticky ✓ A pleasant, smoky smell ✓ ✓ Quality of frozen ✓ Be frozen hard with no signs of thawing ✓ Be in packaging that is not damaged ✓ Shown no evidence of freezer burn (e.g: dull, white dry patches) ✓ Quantity of fishes: ✓ Fresh fish is weighted by kg by number of fillets or whole fish 					
2. Handle and store meat, poultry and fish	2.1 Suitable knives and equipment for poultry, meat and fish handling is selected and used.	<p>Tools and equipment for poultry:</p> <ul style="list-style-type: none"> ✓ Cutting board(white) ✓ Knife set ✓ Weighing scale ✓ Scissors ✓ Gloves <p>Tools and equipment for raw meat and cooked meat :</p> <ul style="list-style-type: none"> ✓ Cutting board red colour (raw meat,) ✓ Knife set ✓ Weighing scale ✓ Cutting board yellow colour(cooked meat) ✓ Gloves <p>Tools and equipment for fish</p> <ul style="list-style-type: none"> ✓ Cutting board(blue) 	Performance evidence			Select knives and equipment to handle meat, poultry and fish	

		<ul style="list-style-type: none"> ✓ Knife set ✓ Weighing scale ✓ Gloves ✓ Hook ✓ Slice machine ✓ Hummer 				
	<p>2.2 Poultry, meat and fish are handled and portioned according to menu requirements, and hygienically to minimise risk of food spoilage or cross-contamination.</p>	<p>Preparation of fish techniques</p> <ul style="list-style-type: none"> ✓ Deboning ✓ Portioning ✓ Cutting ✓ Trimming ✓ Mincing ✓ Filleting ✓ Skinning ✓ Smoking ✓ Spraying salt and flour ✓ Scaling ✓ Gutting <p>Preparation techniques of meat:</p> <ul style="list-style-type: none"> ✓ Smoking ✓ Skinning fat ✓ Boning ✓ Portioning ✓ Cutting ✓ Trimming ✓ Mincing <p>Preparation techniques of poultry:</p> <ul style="list-style-type: none"> ✓ De-boning ✓ Filleting ✓ Trussing a turkey ✓ Cutting chicken 	<p>Performance evidence</p>			<p>Handle and portion of poultry, fish and meat according to menu</p>

	2.3 Poultry, meat and fish are stored hygienically, ensuring optimal storage conditions and appropriate temperature are maintained.	Storage standards and hygienically of poultry, meat and fish <ul style="list-style-type: none"> ✓ Chemical Store ✓ Dry Store ✓ Perishable ✓ Freezer ✓ Packaging box ✓ Aluminium ✓ Fridge 	Performance evidence			Store poultry, meat and fish in good condition	
	2.4 Frozen poultry, meat and fish are thaw correctly to ensure maximum quality, hygiene and nutrition.	<ul style="list-style-type: none"> • Defrosting technique of poultry, meat, and fish <ul style="list-style-type: none"> - refrigerate - running water - flame - keeping in room temperature - microwave 	Performance evidence			Prepare mise en place of meat ,fish and poultry by thawing correctly to ensure maximum quality, hygiene and nutrition	
3. Cook poultry, meat and fish dishes	3.1 Suitable equipment for poultry, meat and fish preparation and cooking is selected and used	Equipment of cooking meat fish and poultry: <ul style="list-style-type: none"> ✓ Pans ✓ Oven ✓ Griller ✓ Cooker ✓ Pots ✓ Ladles ✓ Spatula 	Performance evidence			Select suitable equipment of fish ,meat and poultry required	
	3.2 Suitable marinades are prepared and used where appropriate for a variety of poultry, meat	Variety of ingredients(beef, goats, veal ,pork) of meat used in preparation of marinade: <ul style="list-style-type: none"> ✓ Adding lemon ✓ Olive oil 	Performance evidence			Prepare marinating of fish, poultry and meat	

	<p>and fish cuts.</p>	<ul style="list-style-type: none"> ✓ Flavour ✓ Herbs ✓ Salt ✓ Chill powder ✓ Some time use of brawn sugar <p>Variety of ingredient(white fish, oily fish) fish used in preparation of marinade</p> <ul style="list-style-type: none"> ✓ Flavour ✓ Salt ✓ Lemon juice ✓ Herbs ✓ Olive oil <p>Variety of ingredients of (turky, chicken ,duck) poultry used in preparation of marinade</p> <ul style="list-style-type: none"> ✓ Sea salt ✓ Herbs ✓ Olive oil ✓ Lemon ✓ flavour 					
	<p>3.3 A variety of appropriate cooking methods are used for basic poultry, meat and fish dishes.</p>	<p>Method used in cooking of meat(beef),poultry(chicken),fish(white fish) -</p> <ul style="list-style-type: none"> ✓ Baking ✓ Grilling ✓ Boiling ✓ Roasting ✓ Braising ✓ Stewing ✓ Frying ✓ Sautéing 	<p>Performance evidence</p>			<p>Prepare poultry, meat and fish dishes</p>	

	3.4 A variety basic poultry, meat and fish dishes are cooked and presented to standard recipe specifications	Techniques of presentation of dishes according to the recipe meat, poultry and fishes and tools depend on recipe:	Performance evidence			Present poultry ,fish and meat dishes	
	3.5 Poultry, meat and fish dishes are presented using suitable sauces, garnishes and accompaniments.	Techniques of garnishing with their accompaniments	Performance evidence			Garnish poultry, meat and fish with their accompaniments	

SECTION B. Develop the activity/test described in the table above and the check-list to assess the activity/test.

1. you are asked to select poultry from fridge for grilled chicken for 2pax ,roasted duck for 4pax and boiled turkey for two pax according to quality and quantity
2. chef of sport view ask you to Portion and cuts of steak meat for 4pax and fillet for 3pax according to quantity and quality.
3. A students asked from his trainer to Select fishes according to quality like Clear, bright eyes and quantity
4. Student asked to Sort a scissor for fish ,cutting board for chicken and knives for meat in time of handles for grilled beef, roasted chicken and sautéed fish
5. As a cook you are asked to boil chicken for 2 pax, beef grille for 3pax and sautéing white fish for 2 pax in temperature required
6. A students asked for preparation and cutting chicken, beef and white fish Store them in fridge in good condition
7. Chef from STIPP HOTEL wont you to remove chicken wings ,pork and white fish for thawing to ensure maximum quality, hygiene and nutrition before cooking

8. From a work table select the cooking equipment for pork, selfish and duck.
9. Assoumah the chef at hirrock motel in Kenya asked you to marinate for him a white fish, chicken and beef.
10. A trainer wont you to cook goats ,white fish and chicken by using method of cooking depend on dish
11. You asked to present a steak mushroom, chicken baked and white fish sautéed for customers
12. Garnish poultry, meat and fish with their accompaniments

PART II. INTEGRATED SITUATION (Summative assessment)

Chez Lando Hotel has different teams in their conference halls, among them Curriculum development team from WDA. They have order a three course buffet. Your chef has requested you to prepare for them stewed beef for 3 people, a grilled fish for 4 people and a roasted chicken for 3 people in 2 hours.

Assessment criteria	Assessment Indicators	Checklist	Score		Observation
			Yes	No	
Quality of process	<ol style="list-style-type: none"> 1. Poultry is selected and purchased according to quantity and quality required. 2. Primary, secondary and portioned cuts of pork, goat, beef and veal are selected according to quantity and quality required. 3. Fish is selected according to quality according to quantity and quality required. 4. Suitable equipment for poultry, meat and fish preparation and cooking is selected and used. 	<ul style="list-style-type: none"> • All methods of preparation (blanching, roasting, grilling, boiling, simmering) are respected • Portioning standards are applied • Identification of tools and equipment. 			
Hygiene and food Safety	<ol style="list-style-type: none"> 5. Suitable knives and equipment for poultry, meat and fish handling is selected and used 6. 7. Poultry, meat and fish are handled and portioned according to menu requirements, and hygienically to minimise risk of food spoilage or cross-contamination. 8. Poultry, meat and fish are stored hygienically, ensuring optimal storage conditions and appropriate temperature are maintained. 9. Frozen poultry, meat and fish are thawed correctly to ensure maximum quality, hygiene and nutrition. 	<ul style="list-style-type: none"> • Putting on a professional attire • Washing of ingredients • Three-system container is used • The work place is well sanitized • Correct use of tools and equipment is respected (good status of tools, use of tools and equipment according to the instructions) • Proper handling of tools(washing/cleaning and storing) • Storage techniques (e.g. First in, first out, last in first out) are respected 			

Quality of Product	<p>10. A variety basic poultry, meat and fish dishes are cooked and presented to standard recipe specifications.</p> <p>11. Poultry, meat and fish dishes are presented using suitable sauces, garnishes and accompaniments.</p>	<ul style="list-style-type: none"> • The texture (color, taste, flavor, consistency) of the dish is respected • Presentation should be attractive(Garnishing, shape) • Tenderness 			
Relevance	<p>12. Suitable marinades are prepared and used where appropriate for a variety of poultry, meat and fish cuts</p> <p>13. A variety of appropriate cooking methods are used for basic poultry, meat and fish dishes</p>	<ul style="list-style-type: none"> • Recipe procedure (measurements, timing, ingredients and. preparation methods...) is respected. • Required dish (pressed tongue, a grilled fish, a roasted chicken) is prepared. 			

HOTCA114 BAKERY AND PASTRY PRODUCTS PREPARATION		
Competence : PREPARE BAKERY AND PASTRY PRODUCTS		
RTQF LEVEL: 2	CREDITS: 12	LEARNING HOURS : 120
SECTOR: Hospitality and tourism	SUB-SECTOR: Hospitality	
ISSUE DATE: January 2013	REVIEW DATE:	

PURPOSE STATEMENT

This module describes the skills and knowledge required to use kitchen equipment and tools, to prepare mise-en-place of the different ingredients, using the proper cutting and preparation techniques.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules:

HOTCA101: Hygiene and food safety

HOTCA102: Maintain safety and secure work environment

HOTCA103: Mise en place

HOTCA104: Cooking methods

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Elements of competence	Performance criteria
By the end of the module, the trainee will be able to :	
1. Select tools and equipment used in bakery and pastry production and ingredients	1 Proper selection of tools and equipment according to the recipe to 1 be prepared 1 Appropriate cleaning of tools and equipment as required by the 1 manufacturer's standards Relevant selection of ingredients as per recipe Proper preparation of filling ingredients where needed or applicable according to the recipe
2. Perform bakery and pastry products	2 Proper selection of ingredients for making bakery and pastry 2 Proper scaling of all ingredients 2 Proper mixing of all ingredients while respecting the ingredient 2 ratios according to the recipe 2 Appropriate respect of time management of baking and bakery 2 Proper cooling and storing of products Proper arrangement of tools and equipment after use
3. Perform garnishing	3 Appropriate hygiene standards to be considered in preparation of 3 garnish 3 Proper presentation of bakery and pastry products in good appearance Proper garnishing with respect of suitable storage area

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning Unit 1: Select tools and equipment used in bakery and pastry production

Learning hours: 30

Learning Outcome	Content	Learning Activities	Resources
1.1 Identify equipment and tools used in preparing pastry and bakery products	<ul style="list-style-type: none"> • Types of equipment and tools while: <ul style="list-style-type: none"> ✓ Washing ✓ Mixing ✓ Cutting ✓ Cooking ✓ Presenting ✓ Storing ✓ Measuring ✓ Garnishing 	<ul style="list-style-type: none"> ○ Research on different types of equipment and tools ○ Presentation on different types of equipment and tools ○ Demonstration on handling equipment and tools 	<ul style="list-style-type: none"> - Reference books - Internet - Boards - Markers - Flip chat
1.2 Clean tools and equipment	<ul style="list-style-type: none"> • Maintenance procedures: <ul style="list-style-type: none"> ✓ Dismantling and assembling techniques of equipment and tools ✓ Cleaning, sanitizing and sterilizing techniques ✓ Greasing techniques 	<ul style="list-style-type: none"> ○ Brainstorming on equipment and tools and maintenance procedures ○ Group work on cleaning, sanitizing and sterilizing techniques ○ Demonstration on dismantling and assembling techniques ○ Observation on maintenance procedures ○ Individual practice on dismantling and assembling techniques ○ Demonstration on cleaning, sanitizing and sterilizing ○ Individual practice on cleaning, sanitizing and sterilizing 	<ul style="list-style-type: none"> - Cleaning chemicals - Tool and equipment - Flipchart - Projector - Boards - Markers - Videos - Internet - Cleaning pads - Reference books

		<p>techniques</p> <ul style="list-style-type: none"> ○ of equipment and tools ○ Individual practice on dismantling and assembling techniques of equipment and tools ○ Brainstorming on dismantling and assembling techniques ○ Group work on dismantling and assembling techniques of equipment and tools 	
1.3 Select ingredients	<p>Different types of basic ingredients</p> <ul style="list-style-type: none"> ✓ Flour ✓ Sugar ✓ Milk ✓ Butter ✓ Margarine ✓ Vanilla essence ✓ Salt ✓ Eggs ✓ Fillings ingredients <ul style="list-style-type: none"> ▪ Sultanas ▪ Baking powder ▪ Yeast 	<ul style="list-style-type: none"> ○ Display on different types of ingredients for pastry and bakery ○ Group discussion on different types of ingredients for pastry and bakery ○ Presentation on different types of ingredients for pastry and bakery ○ Brainstorming on different types of ingredients for pastry and bakery ○ Research on different types of ingredients for pastry and bakery 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Projectors - Computers - Internet - Flour - Sugar - Milk - Butter - Margarine - Vanilla essence - Salt - Eggs - Sultanas - Baking powder - Yeast reference

			books
1. 4 Prepare filling ingredients for pastry and bakery products	<ul style="list-style-type: none"> • Fillings <ul style="list-style-type: none"> ✓ Butter cream ✓ Fruits ✓ Jams ✓ Sauces <ul style="list-style-type: none"> ▪ Chocolate sauce ▪ Custard Sauce ▪ Strawberry ▪ Vanilla 	<ul style="list-style-type: none"> ○ Brainstorming on different types of fillings ○ Group work on different types of filling ○ Demonstration on preparation of pastry fillings ○ Individual practices on preparation of fillings 	<ul style="list-style-type: none"> ○ Flipchart ○ Markers ○ Boards ○ Projector ○ Computers ○ Internet ○ Ingredients ○ Reference books ○ Weighing scales ○ Rolling pins ○ Baking Moulds ○ Required ingredients ○ Cooking pans ○ Mixing machine ○ Flip chart ○ Markers

Learning Unit 2: Perform pastry and bakery products

Learning hours : 85

Learning Outcome	Content	Learning Activities	Resources
<p>2.1 Identify different types of pastries and bakeries</p>	<ul style="list-style-type: none"> • Yeast and non-yeast products • Uses/importance of yeast and non-yeast products • Types of Pastry Products <ul style="list-style-type: none"> ✓ Sponge cakes ✓ Choux paste ✓ Sugar paste ✓ Cookies ✓ Mousses ✓ Ice cream ✓ Types of bakeries ✓ Breads ✓ Doughnuts ✓ Chapattis ✓ Samosa 	<ul style="list-style-type: none"> ○ Group discussion on types of pastry and bakery products ○ Brainstorming on types of bakery and pastry products ○ Display on types of pastry and bakery products ○ Group work on presentation of different types of pastry and bakery products ○ Observation on different types of pastry and bakery products 	<ul style="list-style-type: none"> - Reference books - Internet - Breads - Samosa - Chapattis - Sponge cakes - Choux paste - Sugar paste - Sweet bread - Cookies - Mousses - Ice cream - Doughnuts - Flipchart - Projector - Markers - Boards - Pictures - Video aids
<p>2.2 Weigh ingredients</p>	<ul style="list-style-type: none"> • Weighing rules <ul style="list-style-type: none"> ✓ Accurate scales ✓ Check weighing scale is at zero ✓ Place the ingredients on top of the scale to require weight ✓ Set the scale back to zero ✓ Place the remaining ingredients into it 	<ul style="list-style-type: none"> ○ Demonstration on different types of ingredients for pastry and bakery ○ Individual practices on weighing rules in pastry and bakery ○ Group discussion on weighing rules in pastry and bakery ○ presentation discussion on weighing rules 	<ul style="list-style-type: none"> - Flipchart - Markers - Boards - Projectors - Computers - Internet - Reference books - weighing

	<ul style="list-style-type: none"> ✓ Remove ingredients from the scale ✓ Set the scale back to zero • Measurement of units <ul style="list-style-type: none"> ✓ Gram=weight ✓ Litre =volume ✓ Meter =length 	<ul style="list-style-type: none"> in pastry and bakery ○ brainstorming discussion on weighing rule in pastry and bakery ○ research on weighing rules in pastry and bakery 	<ul style="list-style-type: none"> scales - ingredients - Flip chart - Markers
2.3 Mix bakery and pastry products ingredients	<ul style="list-style-type: none"> • Preparation techniques of: <ul style="list-style-type: none"> ✓ White bread ✓ Rolls ✓ Mini pizza dough ✓ Chapatti dough ✓ Samosa dough 	<ul style="list-style-type: none"> ○ Presentation on mixing bakery and pastry ingredients ○ Demonstration on mixing bakery and pastry ingredients ○ Individual practice on mixing bakery and pastry ingredients ○ Group discussion on mixing bakery and pastry ingredients 	<ul style="list-style-type: none"> - Rolling pins - Baking trays - Baking Ovens - Baking Moulds - Required ingredients - Cooking pans - Mixing machine - Flip chart - Containers - Sieves - Gloves - Markers - Boards - Spoons - Baking ovens
2.4 Bake pastry products	<ul style="list-style-type: none"> • Preparation techniques <ul style="list-style-type: none"> ✓ Cooking ✓ Baking <ul style="list-style-type: none"> ▪ White bread ▪ Rolls ▪ Mini pizza ▪ Chapatti 	<ul style="list-style-type: none"> ○ Brainstorming on preparation techniques and serving temperature of pastry and bakery products ○ Group discussion on preparation techniques and serving temperature of pastry and bakery products ○ Demonstration on preparation techniques 	<ul style="list-style-type: none"> - Reference books - Boards - Markers - Internet - Video aids - Baking trays

	<ul style="list-style-type: none"> ▪ Samosa ▪ Doughnuts • Serving temperature of pastry and bakery products <ul style="list-style-type: none"> ✓ Unmoulding ✓ Cooling 	<ul style="list-style-type: none"> and serving temperature of pastry and bakery products ○ Presentation on preparation techniques and serving temperature of pastry and bakery products 	<ul style="list-style-type: none"> - Baking tins - Baking sheets - Ingredients - Rolling pins - Spoons - Baking oven - Cooking pans - Gloves - Palette knife
2.5 Re-organize workplace	<ul style="list-style-type: none"> • Workplace arrangement procedures <ul style="list-style-type: none"> ✓ Clearing and cleaning of equipment and tools ✓ Storing equipment and tools 	<ul style="list-style-type: none"> ○ Brainstorming on arrangement procedures of workplace after preparation ○ Group discussion on arrangement procedures of workplace after preparation ○ Presentation on arrangement procedures of workplace after preparation ○ Demonstration on arrangement procedures of workplace after preparation ○ Individual practices on arrangement procedures of workplace after preparation 	<ul style="list-style-type: none"> - Reference books - Projector - Internet - Boards - Markers - Pictures - Video aids

Learning unit 3: Perform garnishing

Learning hours: 5

Learning Outcome	Content	Learning Activities	Resources
-------------------------	----------------	----------------------------	------------------

3.1 Apply hygiene standards while garnishing	<p>hygiene standards to be considered in preparation of garnishing</p> <ul style="list-style-type: none"> • Presentation techniques of bakery and pastry products <ul style="list-style-type: none"> ✓ Portion a pastry and bakery product <ul style="list-style-type: none"> ▪ Cutting techniques for cakes and breads ▪ Serving plates ▪ Paper roll • Garnishing techniques <ul style="list-style-type: none"> ✓ Garnishes 	<ul style="list-style-type: none"> ○ Presentation on portioning , slicing techniques of bakery and pastry products ○ Group discussion on portioning , slicing techniques of bakery and pastry products ○ Demonstration on portioning, slicing techniques of bakery and pastry products ○ Individual practices on portioning, slicing techniques of bakery and pastry products ○ Demonstration on presentation and garnishing techniques ○ Individual practices on presentation and garnishing techniques while respecting hygiene standards 	<ul style="list-style-type: none"> - Knife set - Pie lifter - Board - Flip chart - Markers - Boards - Spoons - Dessert plates - Garnishes - Piping bags - Pictures
3.2 Present bakery and pastry products			
3.3 Garnish bakery and pastry products			
3.4 Store pastries, and bakery products	<ul style="list-style-type: none"> • Storage procedures • Suitable storage area 	<ul style="list-style-type: none"> ○ Brainstorming on storing pastry and bakery products ○ Presentation storing pastry and bakery products ○ Demonstration on storing pastry and bakery products ○ Individual practices on storing pastry and bakery products 	<ul style="list-style-type: none"> - Board - Foil - Plastic wrap - Container - Fridge - Cupboard - Board - Foil - Plastic wrap - Container - Fridge - Cupboard - Plates

			<ul style="list-style-type: none">- Flip chat- Reference books- Projectors- Markers- Garnishes- Projector- Boards- Markers- Internet- Pastries- Bakery products
--	--	--	---

ASSESSMENT GUIDELINES

PART I. PORTFOLIO (Formative assessment)

SECTION A. Summarize the activities/test required for each performance criteria.

Element of competence	Performance Criteria	Check list	Type of evidence	Score		Description of activity or test proposed	Observation
				Yes	No		
1. Select tools and equipment used in bakery and pastry production and ingredients	1.1 Proper Identification of different types of pastries	Types of Pastry Products <ul style="list-style-type: none"> ✓ Sponge cakes ✓ Choux paste ✓ Sugar paste ✓ Sweet bread ✓ Cookies ✓ Mousses ✓ Ice cream ✓ doughnuts 	Written evidence			1. Essay on different types of pastries	
	1.2 Suitable selection of ingredients pastries products	Types of ingredients <ul style="list-style-type: none"> ✓ Flour ✓ Fat ✓ Sugar ✓ Raising agents ✓ Fruits ✓ Eggs ✓ Milk ✓ Cream 	Written evidence			2. List eight types of ingredients pastries product 3. Match the types of ingredient and ingredient pastry	
	1.3 Proper preparation techniques of	Preparation techniques for :	Product evidence			4. Prepare pastry products.	

	pastries	<ul style="list-style-type: none"> ✓ Sponge cake ✓ Choux paste ✓ Sugar paste ✓ Sweet bread ✓ Cookies ✓ Mousses ✓ Ice cream ✓ Doughnuts ✓ Adding fat to flour(rubbing, creaming, the flour batter method e.g: slab cakes, lamination, boiling e.g: choux pastry) ✓ Blending ✓ Handling pastry (folding, kneading, relaxing, shaping, docking) ✓ Rolling ✓ Cutting ✓ Glazing ✓ Finishing presentation (dusting, piping, 					
--	----------	--	--	--	--	--	--

		<p>filling eg piping fresh cream)</p> <p>Other considerations when preparing pastry items:</p> <ul style="list-style-type: none">✓ Cooling procedures of cooked products<ul style="list-style-type: none">▪ Always plan your time carefully▪ Pastry product must be relaxing and docked▪ Use silicone paper for baking in preference to greaseproof. ✓ Cooking / baking techniques:- cooking with dry heat especially in oven					
--	--	--	--	--	--	--	--

		<p>Oven rules:</p> <ul style="list-style-type: none"> ▪ Act or process of baking especially stick in wooden ▪ Amount baked ▪ Cooling 					
	1.4 appropriate Decoration of pastries	<p>Fillings</p> <ul style="list-style-type: none"> ✓ Butter cream ✓ Fruit ✓ Jam <p>Sauces</p> <ul style="list-style-type: none"> ✓ Chocolate sauce ✓ Custard Sauce ✓ Vanilla ✓ Food color ✓ Fondant ✓ Pastry Toppings ✓ Decoration tools: <ul style="list-style-type: none"> ▪ Piping bag ▪ Plate and fork ▪ Palette ▪ Spoons <p>Decoration techniques with:</p> <ul style="list-style-type: none"> ✓ Spring icing sugar 	Performance evidence			5. Decorate pastry product	

		<ul style="list-style-type: none"> ✓ Creaming ✓ Add colour to make icing desired color that sweets your cake <p>Designing cake patterns.....</p> <ul style="list-style-type: none"> ✓ Messages ✓ Borders ✓ Leaves ✓ Lines ✓ Roses 					
2. Perform bakery and pastry products	2.1 Proper Identification of different types of bakery	<ul style="list-style-type: none"> • White bread • Brown bread • French bread • Rolls • Puff paste and products (Croissant) • Pizza dough • Chapatti dough • Samosa dough <ul style="list-style-type: none"> ✓ Preparation techniques ✓ Baking techniques 	Written evidence			6. Match types of bakery product with the preparation techniques	

	<p>2.2 Proper identification of bakery products tools and equipment</p>	<p>Types of tools:</p> <ul style="list-style-type: none"> ✓ Measurement tools for: <ul style="list-style-type: none"> ▪ Weighing scale ▪ Measuring cups ▪ Measuring spoon ✓ Mixer machines ✓ Basins ✓ Whisks ✓ Spatula ✓ Wooden spoon ✓ Strainers ✓ Sieve ✓ Rollers machine ✓ Table ✓ Slicer machine ✓ Knives ✓ Piping bag ✓ Oven ✓ Moulds ✓ Sticks ✓ Pans ✓ Cooker ✓ Platters tools <ul style="list-style-type: none"> ▪ Brushes ▪ Piping bag ▪ Plate and folk ▪ Palette ▪ Spoon ✓ Fridge ✓ Freezer 	<p>Written evidence</p>			<p>7. Match the tools of bakery and their roles</p>	
--	---	---	-------------------------	--	--	---	--

		<ul style="list-style-type: none"> ✓ Containers ✓ Cupboards ✓ Aluminium paper ✓ Plastic foil ✓ Mixing tools: ✓ Strain tools: ✓ Rolling machine ✓ Cutting tools: <ul style="list-style-type: none"> ▪ White cutting board ▪ Knives bread ▪ Slicer bread ✓ Shaping tools ✓ Cooking tools ✓ Decoration tools ✓ Storing tools 					
	2.1 Appropriate preparation of dough for bakery products	Preparation procedures for making a dough: <ul style="list-style-type: none"> ✓ Assemble ingredients ✓ Activated the yeast ✓ Scorch the milk in sauce pan ✓ Add the wet mix and one cup of the flour to the 	Performance evidence			8. Make different types of dough	

		<ul style="list-style-type: none"> ✓ Turn out the dough and start kneading ✓ Cover the ball of dough with oil and put it in oil bowl ✓ Punch it dawn ✓ Roll two loaves and to greased loaf pans ✓ Bake the bread at 200°C for 35 minutes or until golden Braun ✓ Making quick breads: ✓ make a quick beer bread ✓ try a soda bread ✓ experiment with other recipes <p>preparation techniques:</p> <ul style="list-style-type: none"> ✓ Pizza dough ✓ Chapatti dough ✓ Samosa dough 					
	2.3 Correct preparation of	Preparation techniques	Performance			9. Prepare different	

	bakery	for : <ul style="list-style-type: none"> ✓ White bread ✓ Brown bread ✓ French bread ✓ Rolls ✓ Puff paste and products (Croissant) 	evidence			bakery products.	
Perform garnishing	Appropriate portioning control to minimise wastage	Cutting techniques, in consideration of: <ul style="list-style-type: none"> ✓ Aesthetics: forms of cakes and bread (rectangular, round, cube and triangle) ✓ Minimise wastage 	Performance evidence			10. Portion pastry and bakery products	
	Suitable storage of pastry and bakery products	Tools of storage: <ul style="list-style-type: none"> ✓ Packaging in containers and Boxes ✓ Wrapped and cover with aluminium paper , plastic foil ✓ Film paper ✓ Food labelling codes Storage procedures:	Performance evidence			11. Store pastry and bakery products	

		<ul style="list-style-type: none"> ✓ LIFO ✓ FIFO ✓ Storage temperature for bread and cake between 10c-40c 					
--	--	--	--	--	--	--	--

SECTION B. Develop the activity/test described in the table above and the check-list to assess the activity/test.

Match pastry product and their types.

Types of product	Pastry products
Sponge cake	Fruits mousse
Choux paste	Genoise sponge
Sugar paste	Chocolate mousse
Sweet bread	Chocolate sauce
Cookies	Custard sauce
Mousses	Suisse bans
Ice cream	puff pastry cases

doughnuts	sponge fingers
	Vanilla soufflé
	Croissant
	Tuiles
	Mable cake
	Banana bread
	Queen cake
	Vanilla soufflé
	Croissant
	Tuiles

2. List eight types of ingredients of pastries product

3. Match pastry ingredient with types

Types of ingredients	Pastry Ingredients
Flour	Blue band

Fat	Honey
Sugar	Butter
Raising agents	Glucose
Fruits	Lard
Eggs	Brown sugar
Milk	Powder milk
cream	Vanilla sugar
	Full cream
	Raisins
	Olive oil
	Wheat flour
	Whole flour
	Cream fraiche
	Baking powder
	Hens egg
	White sugar
	Olive oil

1. Task: LEMIGO HOTEL order you as a cook to prepare a dessert(chocolate mousse,genoise sponge,suisse buns) for customers during lunch

Observation checklist

- i. Adding fat to flour(rubbing,creaming,the flour batter method eg slab cakes,)
 - ii. Blending (genoise sponge, Suisse buns)
 - iii. Handling pastry(folding, kneading, relaxing, shaping, docking)
 - iv. Rolling(Suisse buns)
 - v. Cutting (genoise sponge)
 - vi. Glazing(Suisse buns)
 - vii. Finishing presentation (dusting, piping, filling eg piping fresh cream)
 - viii. Ensure all cooked products are cooled before finishing
 - ix. Always plan your time carefully
 - x. Pastry product must be relaxing and docked
 - xi. Use silicone paper for baking in preference to greaseproof.
 - xii. Cooking / Baking techniques:-cooking with dry heat especially in oven
 - xiii. Act or process of baking especially stick in wooden
 - xiv. Amount baked
 - xv. Cooling
2. Task: MPANDA VTC need to present the worker from WDA and then prepare decoration cake by using Vanilla, chocolate sauce, strawberries,roses and leaves for required presentation

Observation checklist

Fillings

- ✓ Fruit(strawberries)
- ✓ Pastry Toppings(leaves and roses)

Sauces

- ✓ Chocolate sauce
- ✓ Decoration techniques: ice cream chocolate Vanilla

Patterns cake design depending on the objective/event: birthday cake, Christmas cake.....

- ✓ Messages
- ✓ Leaves
- ✓ Roses

3. Match bakery products with their types

Types of bakery	Bakery product
✓ White bread	✓ Seeded bread rolls
✓ Brown bread	✓ Banana bread
✓ French bread	✓ Wheat meal bread
✓ Rolls	✓ Vegetable pizza
✓ Puff paste and products (Croissant)	✓ Chapatti
✓ Pizza dough	✓ Salkoz bread
✓ Chapatti dough	✓ Baguette
✓ Samosa dough	✓ Meat bread
	✓ Fruits buns
	✓ Salt bread
	✓ Diabetic bread

7. Match the tools and their usages

b.list the types of ingredients

Tools	Usage
Containers	
Cupboards	
Aluminium paper	
Plastic foil	
Mixer machines	
Basins	Weigh
scales	
Whisks	Rolling
Wooden spoon	
Spatula	Measure capacity
Rulers	Volume
Number	Mixing
Sieves	
Table	

Rollers machine	Strain
Slicer bread	
Measuring cups	Measure length
Measuring spoon	
Knives	Determines number
Oven	
Moulds	
Cooker	
Platters	
Brushes	

4. Prepare bakery products: pizza and white bread for four people
5. Portion cakes for 12 people and six non yeast bread for diabetic people.
6. Store birthday cake.

PART II. INTEGRATED SITUATION (Summative assessment)

Task : Mpanda VTC is organizing a cocktail for their 3 visitors, you are requested to prepare basic pastry product (1 sponge cake with strawberry fillings,3 doughnuts) and basic yeast products (3 chapatti and 3 samosa) on 20th may 2012, within 2hrs.

Point to note, all products must be warm. Fermentation time may be increased or decreased by decreasing or increasing the quantity of yeast.

Salt in the formula, the minerals in the water and the use of dough conditioners or improver affect the rate of fermentation.

Criteria	Assessment indicators	Checklist	Score		Observation
			Yes	No	
HYGIENE [food and person hygiene]	<ol style="list-style-type: none"> Appropriate preparation of a range of yeast-based dough according to standard recipes Suitable selection and use of equipment safely and efficiently 	<ul style="list-style-type: none"> Full profession attire is worn and person hygiene is applied Some ingredients [meat, green pepper, Dania , red onions, etc.] are washed The workplace is thoroughly cleaned and sanitized Cross contamination is avoided 			
SAFETY	<ol style="list-style-type: none"> Suitable storage of cakes, pastry and bakery products to minimise spoilage and wastage. 	<ul style="list-style-type: none"> Proper tools and equipment are used Tools and equipment are used correctly Proper handling of tools and equipment 			
QUALITY OF PRODUCT	<ol style="list-style-type: none"> Appropriate preparation of variety of pastries and cakes. Proper decoration of variety of pastries and cakes. 	<ul style="list-style-type: none"> Texture, colour, taste, flavor, warmness, ,tenderness of the final product is respected The final product is presented accordingly 			
RELEVANCE	<ol style="list-style-type: none"> Appropriate portioning control to minimise wastage 	<ul style="list-style-type: none"> Recipe procedures (measurements timing, ingredients and preparation methods...) are respected Appropriate tools and equipment are used 			

		<ul style="list-style-type: none"> Required dishes (samosa, chapatti) are prepared 			
QUALITY OF PROCESS	<p>7. Proper selection of tools and equipment for the preparation of pastries and cakes</p> <p>8. Appropriate choice of ingredients for preparing pastries and cakes products.</p> <p>9. Appropriate preparation of variety of pastries and cakes.</p>	<ul style="list-style-type: none"> Chapatti and samosa dough: <i>Scaling ingredients</i> All ingredients are weighed accurately. <ul style="list-style-type: none"> <i>Mixing</i> All ingredients are combined into a uniform, smooth dough. <ul style="list-style-type: none"> Oven temperature and Baking Time are respected. Rich dough's contains higher proportions of fat, sugar and eggs. Baked product has a flaky texture. <p>Steps of yeast dough production are respected:</p> <ul style="list-style-type: none"> Scaling ingredients All ingredients are weighed accurately. Salt and eggs may be measured by volume. Mixing All ingredients are mixed into a uniform, smooth dough. Fermentation Punching hitting the dough with the fist). Rounding Pieces of dough are shaped into smooth, round balls. Benching, Bench proofing or Intermediate proofing Rounded portions of dough are allowed to rest for 10 to 20 minutes. 			

		<ul style="list-style-type: none">• Makeup and Panning• Dough is shaped into either loaves or rolls.• Oven temperature and Baking Time are respected.• The dough is punched			
--	--	--	--	--	--

CCM008 INTERNSHIP		
Competence : Integrate the workplace		
RTQF LEVEL: 1	CREDITS: 30	LEARNING HOURS : 300
SECTOR: ALL		SUB-SECTOR: ALL
ISSUE DATE: January 2012		REVIEW DATE:

PURPOSE STATEMENT

This module describes the skills, knowledge and attitudes required to integrate the workplace for an internship or employment. At the end of this module, participants know how to apply for and present themselves for employment. They demonstrate good time management and show up for work on time. They demonstrate behavior and attitudes that are appropriate for the workplace and understand that workplaces have policies and procedures that need to be followed. They take initiative and responsibility for their own work and know how to work under and respect supervision. Participants are familiar with the rights and responsibilities of workers and employers and have explored ways to exercise rights in the workplace.

LEARNING ASSUMED TO BE IN PLACE

This module must be assessed after the following prerequisite modules :

CCM001 Occupation and training process

CCM006 Health, Hygiene and personal grooming

CCM004 Computer literacy

CCM003 Communication in the workplace

HOTCA101 Food hygiene and safety

HOTCA102 Safety and secure work environment

HOTCA103 Mise en place

HOTCA104 Cooking methods

HOTCA105 Ingredients storage

HOTCA106 Fruits preparation

HOTCA107 Hot and cold drinks preparation

HOTCA108 Vegetables preparation

HOTCA109 Egg dishes and cereals preparation

HOTCA110 Salads preparation

HOTCA111 Stock, soups and sauces preparation

HOTCA112 Starches and pastas preparation

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Learning unit By the end of the module, the trainee will be able to :	Performance criteria	
1. Apply for internship / employment	1.1	Appropriate resources in the community or nationwide are used to find employment information.
	1.2	A basic CV that is accurate and neat is written.
	1.3	Application letters that target specific jobs or types of jobs are written.
	1.4	Effective interviewing skills are demonstrated.
2. Demonstrate appropriate workplace behaviour and attitudes	2.1	Appropriate workplace habits and attitudes are observed.
	2.2	Strategies to manage time effectively are implemented.
	2.3	Personal and work lives are managed efficiently.
3. Have a good understanding of worker's and employer's rights and responsibilities	3.1	Worker's and employer's obligations according to the Rwandan Labour code are understood.
	3.2	The worker's responsibilities are performed on the workplace.

	3.3	Exercise rights on the workplace.
4. Organise and evaluate one's internship	4.1	The internship agreement is concluded with the enterprise.
	4.2	The internship report contains all the required elements as well as one's own findings and experience.
	4.3	Active participation in the assessment of one's internship.
5. Develop one's competences on the workplace	5.1	The tasks assigned according the agreement with the enterprise are performed adequately.
	5.2	Positive response and active participation in meetings with the "maître de stage"
	5.3	Adequate work behaviour and attitudes are demonstrated

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Apply for internship / employment

Learning hours : 8

Learning outcomes	Contents	Learning activities	Resources
1.1 Identify and use	<ul style="list-style-type: none"> • Resources to find employment in the community 	<ul style="list-style-type: none"> ○ small group work ○ panel discussion ○ large group discussion 	<ul style="list-style-type: none"> - job announcements and information: newspaper advertisements;

resources to find a job	and at national level <ul style="list-style-type: none"> Identify contact persons 	<ul style="list-style-type: none"> speakers 	information from recruitment agencies, youth organizations such as YES Rwanda and government agencies such as the RDB, WDA; sample advertisements posted on business walls or bulletin boards, internet websites, through cooperatives...
1.2 Write a Curriculum Vitae (CV) and an application letter	<ul style="list-style-type: none"> Differences between a CV and an application letter Types of application letters Elements of a well written CV Elements of an application letter 	<ul style="list-style-type: none"> large group discussion individual work pair work 	<ul style="list-style-type: none"> sample CVs and application letters format of an application letter
1.3 Take part in an interview	<ul style="list-style-type: none"> Main parts of an interview Interviewing tips : what to do before, during and after the interview Typical questions asked during an interview Q 	<ul style="list-style-type: none"> small group work interview role plays large group discussion 	<ul style="list-style-type: none"> Interview Observation Tool

Learning unit 2: Demonstrate appropriate workplace behaviour and attitudes

Learning hours: 5

Learning outcomes	Contents	Learning activities	Resources
2.1 Identify appropriate workplace behaviour and attitudes	<ul style="list-style-type: none"> Appropriate workplace behaviour and attitudes (dress code, time management, respect, honesty, integrity, work as a team member) 	<ul style="list-style-type: none"> small group work large group discussion brainstorming 	<ul style="list-style-type: none"> Workplace behaviour scenarios Work habits inventory

	<ul style="list-style-type: none"> • Work habits (cooperation, initiative, courtesy, constructive criticism, supervision, accuracy, pace of work, time usage, adaptability, personal appearance, attendance, punctuality) 		
2.2 Manage time	<ul style="list-style-type: none"> • Importance of task planning and managing time • Strategies to better manage time 	<ul style="list-style-type: none"> ○ large group discussion ○ small group activity (tower building) ○ reflection ○ pair sharing 	
2.3 Balance work and personal life	<ul style="list-style-type: none"> • Common situations that make it challenging to balance work & personal life • Tips to manage personal and work lives 	<ul style="list-style-type: none"> ○ large group discussion ○ individual work ○ self assessment ○ pair sharing 	- Scenarios : “Did S/he Do the Right Thing?”

Learning unit 3: Have a good understanding of worker’s and employer’s rights and responsibilities Learning hours: 8

Learning outcomes	Contents	Learning activities	Resources
3.1 Be familiar with the universal human rights	<ul style="list-style-type: none"> • Definition of “right” and “human right” • Universal Declaration of Human Rights 	<ul style="list-style-type: none"> ○ small group work ○ large group discussion 	Universal Declaration of Human Rights – plain language version
3.2 Explore one’s personal rights and responsibilities	<ul style="list-style-type: none"> • Definition of “responsibility” • Relationship between rights and responsibilities 	<ul style="list-style-type: none"> ○ individual work ○ pair share ○ large group brainstorming and discussion 	

3.3 Identify one's rights and responsibilities at work	<ul style="list-style-type: none"> • 'rights' (what you can expect your employer to provide) • 'responsibilities' (what your employer can expect that you will do) 	<ul style="list-style-type: none"> ○ large group discussion ○ small group work ○ skits 	- Worksheet on Rights and Responsibilities at Work.
3.4 Become familiar with some of the provisions of the Rwandan Labour Law	<ul style="list-style-type: none"> • legal obligations of employers • legal obligations of workers 	<ul style="list-style-type: none"> ○ large group activity ○ discussion ○ small group work ○ observation 	<ul style="list-style-type: none"> - Statements and Answers for Agree/Disagree Game on Rwandan Labour Law - Articles 47 and 48 of the Labour Code
3.5 React appropriately when the Labour Code is broken	<ul style="list-style-type: none"> • Possible solutions or responses in case the Labour Code is broken 	<ul style="list-style-type: none"> ○ small group work ○ scenario analysis ○ large group discussion 	<ul style="list-style-type: none"> - Labour Code Scenarios - Labour Code Excerpts

Learning unit 4: Organise and evaluate one's internship

Learning hours: 9

Learning outcomes	Contents	Learning activities	Resources
4.1 Conclude an internship agreement	<ul style="list-style-type: none"> • Definition of the concept "internship" • Objectives of the internship • Presentation of internship agreement 	<ul style="list-style-type: none"> ○ Brainstorming ○ Group discussion ○ Presentation by the trainer 	- Sample internship agreement
4.2 Outline one's findings and experience	<ul style="list-style-type: none"> • Presentation of the logbook • Tips to fill in the logbook 	<ul style="list-style-type: none"> ○ Presentation by the trainer 	- Logbook

4.3 Write and present the report of the internship	<ul style="list-style-type: none"> • Contents of the internship report • Presentation techniques 	<ul style="list-style-type: none"> ○ Group discussion ○ Role play 	- Sample internship report
4.4 Participate actively to the assessment of one's internship	<ul style="list-style-type: none"> • Internship assessment and self-assessment guidelines 	<ul style="list-style-type: none"> ○ Group discussion ○ Presentation by the trainer 	

Learning unit 5 : Develop one's competences at the workplace

Learning hours: 270

Reference books:

1. **Work Readiness Training Programme – Trainer's Manual, Akazi Kanoze – Youth Livelihoods Project.**
2. **Work Readiness Training Programme – Participant's Manual, Akazi Kanoze – Youth Livelihoods Project.**

ASSESSMENT GUIDELINES

In order to pass this module, the student must complete and submit to the trainer:

The portfolio, including:

1. Interview Observation Tool
2. Work habits inventory
3. CV and Application letter writing
4. Rights & Responsibilities Drawing
5. Worksheet on Rights and Responsibilities at Work
6. Rights & Responsibilities Statements
7. Observation form for demonstration
8. Using Rwandan Labor Law

Those documents are found in Work Readiness Training Programme – Trainer's Manual, Akazi Kanoze – Youth Livelihoods Project, modules 3 and 6.

And complete (or have the relevant person to complete) and submit to the school and company:

9. Industry Attachment Company logbook
10. Industry Attachment Director/liaison officer logbook, including the Overall Assessment by Company Supervisor with a minimal C grade
11. Industry Attachment Student's logbook, including a 90% attendance score

Documents 1 to 3 are found in the module 3, *Work habits and conducts*, of **Work Readiness Training Programme – Participant's Manual, Akazi Kanoze – Youth Livelihoods Project.**

Documents 4 to 8 are found in the module 6, *Rights and responsibility of employers and employees*, of **Work Readiness Training Programme – Participant's Manual, Akazi Kanoze – Youth Livelihoods Project.**

Documents 9 to 11 are the WDA's/JICA TVET Industrial attachment program (IAP) set of documents.

REFERENCES

1. Holly Bamunuge
Heinemann
City & Guilds 7100 Diploma in Professional Cookery Level 1 Candidate Handbook (Pro Active Hospitality & Catering)
2. Holly Bamunuge
Heinemann
City & Guilds NVQ/SVQ and Technical Certificate Level 2 Professional Cookery Candidate Handbook (Pro Active Hospitality & Catering)
3. Holly Bamunuge
Heinemann
City & Guilds 7100 Diploma in Professional Cookery Level 2 Candidate Handbook (Pro Active Hospitality & Catering)
4. David Foskett,
Patricia Paskins
Hodder Education
The Theory of Hospitality and Catering (Hodder Education Publication)
5. Jo Denbury, Cara
Hobday
Quarto Publishing pic
Food Presenting Secrets: Creative Styling Techniques
6. David Foskett
Hodder Education
Practical Cookery: Foundation Student Book Level 1
7. David Foskett, John
Campbell
Hodder Education
Practical Cookery (eleventh edition)
8. John Campbell, et
al.
Hodder Education
Practical Cookery Level 3
9. Alastair MacGregor
Letts
Leckie - INTERMEDIATE 1 HOSPITALITY COURSE
10. Alastair MacGregor
Letts
Leckie - INTERMEDIATE 2 HOSPITALITY COURSE
11. Graeme Findlay and
George Smit
Hodder Gibson
Practical Cookery Recipes for Hospitality Intermediate 1 and 2 (Hospitality for Intermed 1 & 2)
12. Kelly Evans
Cambridge University
Press
Cambridge Hospitality - Recipes for Kitchen Skills
13. Judy Gardiner
Hodder Education
WJEC GCSE Hospitality & Catering: My Revision Notes (Revision Guide)
14. Bob Salmon, John
Golton-Davis
Food Solutions
Publishing Ltd
Food Hygiene and Safety Regulations made easy for Food Handlers

15. Bob Salmon, John
Golton-Davis

Food Solutions
Publishing Ltd

So you think you understand Food Hygiene and Safety Regulations - Food
Regulations Compliance Checklist

<http://www.cityandguilds.com/courses-and-qualifications/hospitality-and-catering/hospitality-and-catering/7100-professional-cookery/level-2>