Occupational Standards of Competence

Commercial Food Preparation – Chef de Partie (Banqueting)

Level 3

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Qualification Overview

NVQB

in

Commercial Food Preparation – Chef de Partie (Banqueting)

Level 3

NVQB in Commercial Food Preparation - Chef de Partie (Banqueting) Level 3

Qualification Overview

The NVQB in Commercial Food Preparation – Chef de Partie (Banqueting) provides candidates with the knowledge and understanding of the specialised role of Chef de Partie (Banqueting). Candidates will develop skills in planning and preparing menu-based catering, organising bulk cooking and food service operations, maintaining established quality control procedures and applying and maintaining food safety procedures.

Who is this qualification for?

The qualification is aimed at candidates who are responsible for supervising staff and the banqueting area and ensuring high levels of service at banquets. Such persons may be station cook, station manager or demi-chef.

Where can it be used?

Persons pursuing this qualification can be gainfully employed in hotels, villas, restaurants and cruise liners.

Jobs within the occupational area:

Persons achieving this qualification can progress, for example, to:

- Sous chefs
- Head chefs

A010203 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE
COMMERCIAL FOOD PREPARATION – CHEF DE PARTIE
(BANQUETING) LEVEL 3

To achieve a full award, candidates must complete all fourteen (14) mandatory units.

MANDATORY UNITS (ALL MUST BE COMPLETED)	CODE

1. Work in a culturally diverse environment — **U31401**

    1.1   Communicate with individuals from diverse backgrounds
    1.2   Deal with cross cultural misunderstandings

2. Participate in workplace communication — **U53802**

    2.1   Gather and convey workplace information
    2.2   Participate in workplace meetings and discussions
    2.3   Complete work-related documents

3. Maintain and apply food safety procedures — **UA38902**

    3.1   Maintain cleanliness of the work area and equipment
    3.2   Comply with personal hygiene standards
    3.3   Identify and eliminate sources of contamination, cross-contamination and spoilage

4. Contribute to planning and controlling menu-based catering — **UA39003**

    4.1   Prepare menus
    4.2   Control menu-based catering and maintain security

5. Contribute to organising bulk cooking and food service operations — **UA39103**

    5.1   Contribute to planning kitchen operations
    5.2   Organise food production and menus
    5.3   Follow selected cooking systems
    5.4   Use preparation and cooking techniques

6. Contribute to planning, preparing and displaying a buffet — **UA39203**

    6.1   Plan a buffet
    6.2   Prepare decorative food presentations
    6.3   Display food items
    6.4   Present buffet

7. Prepare and serve specialised food items — **UA39303**

    7.1   Prepare and present dishes
    7.2   Follow safe and hygienic practices

Mandatory Units (all must be completed)   **CODE**

8. Maintain established quality control procedures   **UA39403**

    8.1   Monitor established procedures for quality control
    8.2   Resolve quality related problems

9. Apply catering systems   **UA39503**

    9.1   Apply catering systems
    9.2   Monitor catering systems

10. Apply catering control principles   **UA39603**

    10.1   Identify procedures to reduce wastage
    10.2   Carry out catering control procedures
    10.3   Dispose of waste

11. Contribute to preparing and costing meal plans   **UA39703**

    11.1   Identify customer needs
    11.2   Prepare and produce menus
    11.3   Prepare and test new recipes
    11.4   Prepare market lists

12. Monitor work operations   **UA39803**

    12.1   Monitor and improve workplace operations
    12.2   Plan and organise workflow
    12.3   Maintain workplace records
    12.4   Resolve problems and make decisions

13. Roster staff   **UA39903**

    13.1   Develop and implement staff rosters
    13.2   Maintain staff records

14. Contribute to the protection of the environment   **U68402**

    14.1   Work in an environmentally conscious way
    14.2   Contribute to continuous improvements in protecting the environment

U31401   **Work in a culturally diverse environment**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to work successfully in an environment with persons from diverse social and cultural backgrounds.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Communicate with individuals from diverse backgrounds	1.1	Treat individuals and groups from **different backgrounds, cultures** and languages with respect and sensitivity.
	1.2	Communicate and cooperate effectively with individuals from **different backgrounds** in workplace activities.
	1.3	Make efforts, where language barriers exist, to establish communication using gestures, simple words and other appropriate methods.
	1.4	Take into account different traditions and ways of communicating when responding to workplace situations.
	1.5	Value and recognise as an asset, the ability of team members to speak a language other than English and/or their experience of living in other regions or cultures.
2. Deal with cross cultural misunderstandings	2.1	Identify issues which may cause conflict or misunderstandings in the workplace.
	2.2	Address difficulties with the appropriate persons and seek assistance from team leaders or others where required.
	2.3	Consider possible **cultural differences** where difficulties or misunderstandings occur.
	2.4	Make efforts to resolve misunderstandings, taking cultural differences into account,
	2.5	Refer issues and problems to the appropriate team leader/supervisor for follow up**.**

RANGE STATEMENT

All range statements must be assessed:

1. **Background and culture:**

   - Race/ethnic origin
   - Language
   - Special needs
   - Family structure
   - Gender
   - Age
   - Sexual preference

2. **Cultural differences:**

   - Appropriate ways of greeting and parting
   - Levels of formality
   - Work ethics
   - Family obligations
   - Customs
   - Social values
   - Dress and grooming
   - Non-verbal behaviour, understanding and interpretations
   - Observance of special religious feast or other celebratory days
   - Product preferences

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles that underpin cultural awareness and relevance to individuals in the workplace.

2. What are the general characteristics of the different cultural groups encountered.

3. What are the cultures of other countries and people.

4. What are the relevant cultural protocols.

5. What are the principles and techniques for the resolution of cross-cultural communication difficulties.

6. What are the anti-discrimination legislation.

7. What are appropriate non-verbal techniques for cross-cultural communication.

8. What are escalation procedures and how to use them.

9. What are the basic conflict resolution techniques.

10. What are the potential conflicts resulting from cultural differences.

11. What are the organisational policies and procedures.

12. How to deal with persons from a range of cultural backgrounds.

13. How to identify cultural differences.

14. How to resolve conflict.

15. How to communicate effectively with others from others from different cultures.

16. How to display sensitivity.

17. How to work with others.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

The ability to complete the following aspects must be observed:

- Identify and respond to the cultural context of a given workplace.
- Apply knowledge of different cultures and cultural characteristics appropriately in communication with individuals from a range of backgrounds.
- Deal with individuals from other cultures with sensitivity and respect.
- Use effective and culturally appropriate methods to overcome language barriers.
- Identify and address issues that may lead to misunderstandings.
- Take into account cultural differences when addressing conflicts and misunderstandings.
- Collaboratively establish a friendly working environment.
- Escalate and follow up on complex issues.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

U53802   Participate in workplace communication

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Gather and convey workplace information	1.1	Access relevant and up-to-date information from **appropriate sources**.
		1.2	Use effective **communication strategies** to gather and convey information.
		1.3	Use appropriate **medium** to transfer information and ideas.
		1.4	Identify and follow lines of communication with management and colleagues.
		1.5	Define procedures for the location and **storage** of information.
		1.6	Record information according to organisational procedures.
2.	Participate in workplace meetings and discussions	2.1	Make useful contributions in meetings and discussions.
		2.2	Express opinions clearly in a courteous and respectful manner.
		2.3	Confirm that discussions are appropriate to the purpose and proposed outcome of the meeting.
		2.4	Interpret and implement meeting outcomes.
3.	Complete work-related documents	3.1	Select correct documentation and complete accurately and legibly according to organisational requirements.
		3.2	Identify and correct errors on forms and documents.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate sources:**

   - Team members
   - Suppliers
   - Trade personnel
   - Public sector (government)
   - Industry

2. **Communication strategies:**

   - Questioning
   - Listening
   - Speaking
   - Writing
   - Non-verbal communication

3. **Medium:**

   - Memorandum
   - Circular
   - Notice
   - Information discussion
   - Follow-up or verbal instruction
   - Face-to-face communication

4. **Storage:**

   - Manual filing system
   - Electronic filing system

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational policies and procedures that relate to the communication of information.

2. How to locate, interpret and provide information in response to organizational requirements or customer requests.

3. What are appropriate sources of information.

4. What is effective communication.

5. What are the different modes of communication and how to use them.

6. What are the different communication strategies and how to use them.

7. How to communicate effectively with management, colleagues and clients to provide information and feedback.

8. How to participate in workplace meetings and discussions.

9. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.

10. How to express opinions in a clear and courteous manner.

11. How to use basic ICT resources (fax, telephone, computer).

12. What is the range of work related documentation and how this should be completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion**.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

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The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38902 **Maintain and apply food safety procedures**

Unit Descriptor:

This unit covers the knowledge, skills and attitudes required to maintain cleanliness of the work area and equipment, comply with personal hygiene standards and food safety procedures and conduct food handling, housekeeping and waste disposal to avoid contamination, cross-contamination and spoilage of products.

ELEMENT		PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Maintain cleanliness of the work area and equipment	1.1	Select and correctly wear the appropriate **personal protective equipment** in accordance with occupational health and safety requirements.
	1.2	Clean and **sanitise** equipment and work area before and after operations in accordance with regulatory requirements, Good Manufacturing Practices (GMPs) and organisational standards.
2. Comply with personal hygiene standards	2.1	Confirm that personal hygiene meets the requirements for the food safety programme.
	2.2	Report health conditions or illness as required in accordance with organisational health and safety requirements.
3. Identify and eliminate sources of contamination, cross-contamination and spoilage	3.1	Identify the **risk** of contamination, cross-contamination and spoilage through Good Manufacturing Practices (GMP) and food safety requirements.
	3.2	Take immediate **corrective action** to minimise and prevent risks of contamination, cross-contamination or spoilage in accordance with Good Manufacturing Practices (GMP) and organisational requirements.
	3.3	Take **corrective action** when contamination is identified according to organisational and industry requirements.

Page 17 of 74

3.4	Record and report incidents of contamination accurately in accordance with organisational and industry requirements.	

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment:**

   - Goggles/glasses
   - Face masks/respirators
   - Hats
   - Boots/shoes
   - Gloves
   - Overalls/coveralls
   - Hearing protection
   - Chef uniform

2. **Sanitise**

   - Heat (steam, hot water)
   - Chemicals

3. **Risk**

   - Physical agents e.g. dirt, dust, grease, insects, excrement etc.
   - Chemical agents e.g. cleaning agents, insecticides etc.
   - Microbiological and biological agents/material

4. **Corrective action**

   - Hand washing
   - Good housekeeping practices
   - Maintaining personal hygiene

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to select and wear the appropriate personal protective equipment.

2. Why it is important to clean and sanitise equipment and work area before and after operations.

3. Why it is important to confirm that personal hygiene meets food safety procedures.

4. How to report health conditions and illnesses and who to report them to.

5. What are Good Manufacturing Practices (GMPs) and the organisational hygiene and sanitation procedures.

6. What is contamination and cross-contamination and how to identify them.

7. How to avoid contamination/cross-contamination.

8. What corrective action can be taken to deal with contamination/cross-contamination.

9. What are the organisational procedures for reporting hygiene risks and why it is important to do so.

10. What are the organisational and industry requirements for handling and storing products.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

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UA39003   **Contribute to planning and controlling menu-based catering.**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to contribute to the planning and controlling of menu-based catering.
>
> It involves preparing menus, controlling menu-based catering and maintaining security.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Prepare menus	1.1 Prepare a variety of appropriate **menu types** as required by the organisation.
	1.2 Prepare menus in a sequential manner according to organisational requirements.
2. Control menu-based catering and maintain security	2.1 Contribute to production schedules to give consideration to menu constraints, available equipment, time and expertise of labour.
	2.2 Monitor labour costs with consideration given to rosters, scheduling, award conditions and rates according to industry standards.
	2.3 Utilise product and optimise quality through the application of portion control and effective yield testing in accordance with organisational requirements.
	2.4 Apply stock control measures by following the organisation's correct receiving and storing procedures.
	2.5 Maintain security in food production and storage areas to minimise risks of theft, damage or loss in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Menu types:**

   - Table d'hote
   - A la carte
   - Buffet

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to prepare a variety of menus in a sequential manner.

2. How to plan production schedules.

3. How to monitor labour costs.

4. What are the principles involved in menu planning for various occasions.

5. Why are costing, yield testing and portion control important.

6. What are the organisation's inventory and stock control systems.

7. Why organisational skills and teamwork are important.

8. What are the principles of meal planning.

9. What are the culinary terms commonly associated with meal planning.

10. How to achieve a balance in variety of cooking methods.

11. Why it is important to use production planning sheets and other forms of daily kitchen reports.

12. How to apply types of garnishes and decorations to enhance banquet setup.

13. How to cost meal plans according to organisational procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

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UA39103   **Contribute to organising bulk cooking and food service operations**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to contribute to organising bulk cooking and food service operations.

It involves contributing to planning kitchen operations, organising food production and menus, following selected cooking systems and effectively using preparation and cooking techniques.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Contribute to planning kitchen operations	1.1	Produce quantities accurately according to recipes and specifications.
		1.2	Order food items in correct quantities according to banquet requirements.
		1.3	Use prepared requisition lists for food and equipment appropriate to the **occasion.**
		1.4	Contribute to planning work schedules to maximise teamwork and efficiency.
2.	Organise food production and menus	2.1	Control the sequence of dishes to enable a smooth workflow and minimise delays.
		2.2	Exercise quality at all stages of preparation and cooking to ensure that presentation, design, eye appeal and portion size of **menu** items are to required standards.
		2.3	Follow and maintain appropriate procedures for receiving, storing and cleaning according to organisational procedures.
3.	Follow selected cooking systems	3.1	Demonstrate sound knowledge about the equipment used when following the chosen system.
		3.2	Utilise the appropriate equipment to assist with cooking operations according to **menu** requirements.

4.	Use preparation and cooking techniques	4.1	Use **menu** items that are compatible with the selected food service operation
		4.2	Prepare and serve specialist recipes for the occasion.
		4.3	Prepare food using different methods considering the nutritive value of **menu** items for the selected system.

RANGE STATEMENT

All range statements must be assessed:

1. **Occasion:**

   - Wedding
   - Graduation
   - Conference

2. **Menu:**

   - A la carte
   - Set (table d'hote)
   - Buffet

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to determine and calculate quantities accurately according to recipes and specifications.

2. How to order food items in the correct quantities.

3. How to prepare requisitions for food and equipment for the appropriate situation.

4. How to design a work schedule for the relevant section of the kitchen.

5. How to control the sequence to enable the smooth workflow and minimise delays.

6. Why it is important to exercise quality control at all stages of preparation and cooking to ensure menu items are to the required standard.

7. What are the organisation's receiving, storing and cleaning procedures.

8. Why it is important to have sound knowledge about the equipment used.

9. How to utilise the appropriate equipment to assist cooking operations.

10. How to prepare and serve specialist recipes according to the type of food service system.

11. How to prepare food using methods of preparation on nutrition quality structure.

12. What are the safe work practices which relate to bending and lifting.

13. What are the principles of nutrition, in particular the effects of cooking, on the nutritional value of food.

14. What are the culinary terms commonly used in the organisation.

15. What are the principles of Hazard Analysis and Critical Control Point (HACCP.

16. What are the organisation's principles and practices regarding hygiene.

17. What are the historical development and modern trends of menus.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

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The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA39203   **Contribute to planning, preparing and displaying a buffet**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to contribute to planning, preparing and displaying a buffet according to specified theme or occasion.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Plan a buffet	1.1	Plan the **buffet** according to the specified theme or occasion.
		1.2	Order food items in correct quantities for the number of persons attending the function.
2.	Prepare decorative food presentations	2.1	Use appropriate service equipment to display food decorations.
		2.2	Prepare and present food with an artistic flair according to organisational standards and industry best practices.
		2.3	Use garnishes and accompaniments to enhance taste and appeal according to standardised recipe.
		2.4	Select and use decorative **centerpieces** and present in an attractive manner according to banquet occasion and organisational procedures.
3.	Display food items	3.1	Display food items with a sense of artistry to satisfy customer requirements.
		3.2	Confirm that table arrangements are suitable for buffet display and service according to organisational standards.
4.	Present buffet	4.1	Maintain food on display at appropriate temperature levels according to HACCP requirements.

4.2   Identify potential health problems through cross-contamination and food spoilage and take appropriate preventative measures to eliminate these risks according to industry, environmental and occupational health and safety requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Buffet:**

   - Breakfast
   - Lunch
   - Dinner
   - Cocktails

2. **Centerpieces**:

   - Fruit
   - Vegetables
   - Flowers

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to plan a buffet according to given theme or occasion.

2. How to select and use appropriate display equipment.

3. Why it is important to demonstrate artistic skills and creativity in setting up a buffet line.

4. How to use garnishes and accompaniments to enhance taste and appeal.

5. How to arrange tables suitable for buffet service.

6. What are the appropriate buffet temperatures.

7. What are the principles of Hazard Analysis and Critical Control Point (HACCP).

8. What are the potential health problems caused by cross-contamination and food spoilage.

9. Why organisational skills and teamwork are important in the kitchen department.

10. What are the safe work practices in relation to bending and lifting.

11. What are the principles of nutrition, in particular the effect of cooking, on the nutritional value of food.

12. What are the culinary terms commonly used in the organisation.

13. What are the organisation's principles and practices of hygiene.

14. Why is a logical and time efficient work flow important to kitchen staff.

15. What is the organisation's procedure for purchasing, receiving, storing, holding and issuing stock.

16. Why costing, yield testing and portion control are important.

17. What are the historical development and modern trends in menus.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA39303   **Prepare and serve specialised food items**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to prepare and present specialised food items.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare and present dishes	1.1 Prepare items according to standard recipes.
	1.2 Cook items in a variety of styles as required by the organisation and according to the type of food.
	1.3 Demonstrate **advanced cooking techniques** to other staff in accordance with organisational procedures.
2. Follow safe and hygienic practices	2.1 Identify potential problems and take appropriate preventative measures to eliminate risks concerning hygiene and occupational health and safety issues in accordance with industry and organisational procedures.
	2.2 Operate equipment safely and hygienically according to manufacturer's instructions.
	2.3 Store food items hygienically and correctly according to food safety regulations.

Page 36 of 74

RANGE STATEMENT

All range statements must be assessed:

1. **Advanced cooking techniques:**

    - Baking
    - Sautéing
    - Braising
    - Grilling
    - Frying
    - Roasting

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles of nutrition, in particular the effects of cooking, on the nutritional value of food.

2. Why it is important to prepare items according to standard recipes and how to do so.

3. What are the different types of styles to cook items and how to use them.

4. What are the different types of cooking techniques and how to apply them.

5. What are the potential problems and how to take appropriate preventative measures to eliminate them.

6. Why it is important to teach cooking techniques to other staff.

7. Why it is important to operate equipment safely and hygienically and how to do so.

8. What are the commonly used culinary terms.

9. What are the principles and practices of hygiene.

10. What is a logical and time efficient work flow.

11. How to conduct costing, yield testing and portion control.

12. What are the occupational health and safety issues in the workplace.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA39403   **Maintain established quality control procedures**

Unit Descriptor: This unit deals with the knowledge, skills and attitudes required to ensure that established high standards of quality are maintained.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Monitor established procedures for quality control

2. Resolve quality related problems

1.1 Apply appropriate procedures to ensure the **quality of menu items** are in accordance with organisational standards.

1.2 Confirm that products and services are consistent and meet organisational requirements.

1.3 Confirm food items match menu descriptions according to customer requirements.

1.4 Apply **procedures to monitor quality** according to organisational standards.

2.1 Identify and resolve problems related to quality control accurately according to organisational procedures.

2.2 Report unresolved problems to appropriate persons in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Quality of menu items:**

    - Raw materials
    - Cooking processes
    - Portion control
    - Presentation

2. **Procedures to monitor quality:**

    - Observation
    - Tasting

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to follow procedures to ensure quality of menu items.

2. How to confirm products and services meet the requirements of the organisation.

3. Why it is important to confirm food items match menu descriptions and how to do so.

4. How to resolve problems related to quality control.

5. Why are organisational skills and teamwork important.

6. What are the common culinary terms used in the enterprise.

7. What are the principles and practices of hygiene.

8. What are the historical development and modern trends in menus.

9. Why it is important to develop a logical and time efficient workflow and how to do so.

10. Why it is important to establish and maintain inventory and stock control systems and how to do so.

11. What is the procedure for purchasing, receiving, storing, holding and issuing stock/items.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA39503 **Apply catering systems**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to apply catering systems to meet the food production needs of a catering enterprise. It focuses on applying and monitoring the systems to meet quality control requirements.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Apply catering systems

1.1 Confirm the steps involved in the catering system according to organisational procedures.

1.2 Evaluate specific requirements for the application of the catering system according to industry and organisational procedures.

1.3 Confirm working knowledge and understanding of equipment used in the **proposed system** according to manufacturer's instructions.

1.4 Confirm the production and organisational changes required to reflect the catering requirements.

1.5 Confirm that menu items meet organisational standards.

1.6 Identify the quality control requirements for the selected system according to industry and organisational procedures.

1.7 Identify hazards and critical control points for the selected system in accordance with occupational health and safety regulations.

2. Monitor catering systems

2.1 Carry out monitoring functions in accordance with industry requirements.

2.2 Provide feedback and report in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Proposed system:**

   - Receiving
   - Storing
   - Preparation (pre-cooking)
   - Cooking
   - Post cooking storing
   - Re-thermalisation
   - Serving

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to confirm the steps involved in the catering system according to organisational procedures.

2. How to evaluate specific requirements for the application of the catering systems according to organisational procedures.

3. Why it is important to confirm knowledge of the equipment used in the proposed system and how to do so.

4. How to determine the required production and organisational changes according to catering requirements.

5. What are the quality control requirements.

6. How to confirm that menu items meet required standards for the type of system chosen.

7. How to identify hazards and critical control points for the system.

8. How to carry out monitoring functions.

9. What are the organisational procedures for providing feedback and reports.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA39603 **Apply catering control principles**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to apply catering control principles to the ordering, storage and processing of food to minimise wastage.

| **ELEMENT** | | **PERFORMANCE CRITERIA** |

To be competent you must achieve the following:

1. Identify procedures to reduce wastage

   1.1 Identify and apply **procedures for reducing wastage** effectively according to environmental and organisational procedures.

   1.2 Identify required security measures to reduce loss in accordance with established health and safety procedures.

2. Carry out catering control procedures

   2.1 Use calibrated equipment to carry out portion control effectively in accordance with organisational procedures.

   2.2 Follow recipes accurately to avoid mistakes and reduce wastage.

   2.3 Order adequate stock according to catering and organisational requirements.

   2.4 Rotate stock and document accurately according to organisational health and safety procedures.

   2.5 Store food correctly and securely to minimise wastage and loss.

3. Dispose of waste

   3.1 Utilise re-usable products including off-cuts, bones and trimmings in accordance with organisational procedures.

   3.2 Utilise and dispose of recyclable products such as glass, plastics, paper and vegetable matter in an environmentally appropriate way.

   3.3 Dispose of non-recyclable products according to appropriate environmental and health and safety procedures.

Page 48 of 74

RANGE STATEMENT

All range statements must be assessed:

1. **Procedures for reducing wastage:**

   - Portion control
   - Ordering specifications
   - Stock rotation
   - Appropriate storage
   - Standard recipe cards

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational procedures to reduce wastage.

2. What are the organisational catering control procedures.

3. How to re-use products including off-cut, bones and trimmings.

4. How to dispose of waste according to organisational procedures.

5. Why are correct hygiene practices important in this industry.

6. What are the organisational occupational health and safety principles.

7. Why it is important to develop a logical and time efficient work flow and how to do so.

8. What is portion control, why it is important and how to control portions.

9. Why it is important to order to specifications and how to do so.

10. Why is stock rotation important and how to rotate it.

11. What are standard recipe cards and why they are important.

12. What are the cost control procedures.

13. What are the principles of the economic use of energy, materials and time.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA39703   **Contribute to preparing and costing meal plans**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to develop meal plans taking into account the economic viability of the enterprise.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Identify customer needs	1.1	Identify customer cultural, financial and dietary requirements**.**
		1.2	Incorporate a choice of dishes into **menus** according to customer needs.
2.	Prepare and produce menus	2.1	Establish preparation times for overall menu according to the specifications of the items and customers' requirements.
		2.2	Confirm that the **menu** is attractive and appropriate to satisfy customer requirements.
		2.3	Review and update the **menu** when appropriate in conjunction with the appropriate person according to organisational procedures.
3.	Prepare and test new recipes	3.1	Follow and prepare meal according to recipe and organisational requirements.
		3.2	Use food preparation and cooking methods to maintain maximum nutritional value of food according to recipe.
		3.4	Confirm that accurate amounts of ingredients and supplies are available for use according to recipes.
		3.5	Test, record and report the outcomes of the new recipe according to organisational procedures.
		3.6	Determine the projected product yield according to the event requirements and apply units of measurements accurately.

4.   Prepare market lists

4.1   Prepare a complete and comprehensive requisition of required **menu** items according to the number of guests attending the function.

4.2   Place orders for **menu** items from storeroom in keeping with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Menu:**

   - Table d'hote
   - A la carte
   - Special

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to identify the financial, dietary and cultural needs of the customers and how to do so.

2. How to develop menus to meet dietary and cultural needs.

3. Why is it important develop a balanced menu and how to do so.

4. How to establish preparation times for the overall menu.

5. Why is it important to review and update menus and how to do so.

6. How to prepare recipes.

7. How to establish ingredients ratios, cooking times and temperatures.

8. How to establish portion yield.

9. What are the principles of menu planning and recipe preparation.

10. Why it is important to test new recipes and how to do so.

11. What are the various organisational systems for acquiring supplies.

12. Why is it important to review the suitability of new recipes and how to do so.

13. What are the factors that may influence the style of menus offered.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:
- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment
This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA39803 **Monitor work operations**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to oversee and monitor the quality of work operations and applies to team leaders, supervisors or managers.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Monitor and improve workplace operations

   1.1 Monitor efficiency and service levels on an ongoing basis according to organisational procedures.

   1.2 Confirm that operations in the workplace support the overall organisational goals and quality assurance initiatives.

   1.3 Identify quality **problems** and issues promptly and make adjustments within the limits of your authority according to organisational procedures.

2. Plan and organise workflow

   2.1 Assess the current workload of colleagues accurately according to organisational procedures.

   2.2 Schedule work in a manner that enhances efficiency and the quality of customer service.

   2.3 Delegate work to appropriate persons in accordance with principles of delegation.

   2.4 Assess the workflow against agreed objectives and timelines.

   2.5 Support colleagues in prioritising workloads in accordance with organisational procedures.

   2.6 Provide input to appropriate management personnel regarding staffing needs in accordance with organisational procedures.

3. Maintain workplace records

   3.1 Complete **workplace records** accurately and submit within required timeframes.

4.   Resolve problems and make decisions

4.1   Identify and consider workplace **problems** promptly from an operational and customer service perspective.

4.2   Initiate short-term action to resolve the immediate problem in consultation with relevant authorities.

4.3   Encourage the team to participate in solving **problems**, which may arise.

4.4   Contribute to monitoring the effectiveness of implemented solutions in the workplace.

RANGE STATEMENT

All range statements must be assessed:

1. **Problems:**

   - Difficult customer service situations
   - Equipment breakdown/technical failure
   - Delays and time difficulties

2. **Workplace records:**

   - Regular performance reports
   - Accident report forms

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to monitor efficiency and service levels.

2. How to monitor and adjust quality problems and issues.

3. Why it is important to schedule and delegate work and plan and organise workflow and how to do so.

4. Why it is important to maintain workplace records and what are the organisational procedures for doing so.

5. How to solve problems and make decisions.

6. What are the roles and responsibilities of those involved in monitoring work operations.

7. Why organisational skills and teamwork are important.

8. What are the principles of work planning.

9. What are the typical work organisations methods appropriate to the industry sector.

10. What are the quality assurance principles.

11. What are the organisational problem solving and decision making processes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA39903 **Roster staff**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to develop and implement staff roster, maintain time sheets and other staff records.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Develop and implement staff rosters

1.1 Develop **rosters** in accordance with award provisions and organisational procedures.

1.2 Confirm that **rosters** take account of the need to maximise operational efficiency and customer service levels while minimising wages cost in accordance with organisational procedures.

1.3 Confirm that duties are combined to ensure the effective use of staff in accordance with organisational requirements.

1.4 Develop **rosters** based on the most effective appropriate mix of staff and skills available in accordance with organisational requirements.

1.5 Finalise **rosters** and communicate to appropriate colleagues within the designated timelines.

2. Maintain staff records

2.1 Complete time-sheets accurately and within the designated timelines according to organisational procedures.

2.2 Update and maintain staff records in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Rosters:**

    - Individual department or unit
    - Organisation
    - Specific project

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to develop rosters in accordance with award provisions

2. Why it is important to maximise operation efficiency, customer service levels and minimise wages costs when developing a roster and how to do so.

3. Why it is important to combine duties to effectively use staff and how to do so.

4. How to finalise the rosters within approriate timelines.

5. How to complete time-sheets.

6. Why it is important to update and maintain staff records and what are the organisational procedures for doing so.

7. What are the different types or rosters.

8. What is the possible impact of industrial relations issues on staff rostering.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68402   **Contribute to the protection of the environment**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimize any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organizational procedures.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Work in an environmentally conscious way	1.1	Perform duties in accordance with **relevant policies and legislation**.
		1.2	Execute duties in a **manner which minimises environmental damage**.
		1.3	Operate and handle **equipment** and **materials** in a **manner that minimises environmental damage**.
2.	Contribute to continuous improvements in protecting the environment	2.1	Identify instances of likely or actual environmental damage and take appropriate action.
		2.2	Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons.
		2.3	Dispose of **hazardous** and **non-hazardous waste** safely according to approved legislative procedures and practices.
		2.4	Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant policies and legislation:**

    *   Organisational policies
    *   Health and safety at work
    *   Environmental legislation
    *   Solid waste management policies
    *   Recyclable policies

2. **Manner which minimises environmental damage:**

    *   Using recycled/reused items and materials where appropriate
    *   Disposing of polluting substances safely
    *   Reducing the volume of waste
    *   Using biodegradable and eco-friendly chemicals
    *   Planning tasks to reduce the use of fuel and electricity

3. **Equipment and materials**

    *   Hand tools
    *   Power tools
    *   Personal protective equipment
    *   Cleaning chemicals
    *   Soaps and santisers
    *   Paper towels
    *   Garbage disposal bags
    *   Cloths and towels
    *   Containers
    *   Access equipment

4. **Hazardous waste:**

    *   Oils
    *   Chemicals and solutions
    *   Harmful materials (asbestos, fibreglass)
    *   Electronic equipment
    *   Organic hazards (pest excrement, pest carcasses)

5. **Non-hazardous waste:**

    *   Food
    *   Plant matter
    *   paper

Technical and Vocational Education and Training (TVET) Council
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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant policies and legislation governing environmental protection.

2. How to recognise any likely or actual environmental damage.

3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.

4. What are the ways in which tools and materials should be used in order to minimise environmental damage.

5. What are the different types of pollution.

6. What are the consequences of pollution.

7. How to recognise wastage of energy, water, equipment and materials.

8. What are the methods of working that will minimise pollution and wastage of resources.

9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.

10. What are the methods of waste disposal which will minimise the risk to the environment.

11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Level 3 — Glossary of Terms

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Level 3	Glossary of Terms

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Level 3	Glossary of Terms

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate the Assessor is able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competent for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance,** however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are two categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Level 3	Glossary of Terms

Work-based projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning and observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).