



مجلس كېفستان قعاااa

BRUNEI DARUSSALAM NATIONAL ACCREDITATION COUNCIL
NEGARA BRUNEI DARUSSALAM

CHEF DE PARTIE

LEVEL 4

(HT-FBA-CDP-04-24)

HOSPITALITY & TOURISM SECTOR

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PART 1 BASIC CONTENT

1.INTRODUCTION TO BRUNEI DARUSSALAM NATIONAL OCCUPATIONAL SKILLS STANDARDS (BNOSS)

Brunei Darussalam National Occupational Skills Standards (BNOSS) is a document that underlines and specifies competencies needed by a skilled worker who is gainfully employed for an occupational area and level, and pathway to achieve the competencies.

A group of expert panels consisting of industrial experts and practitioners of a particular occupational sector need to be identified in developing the standard. With the involvement of these experts in the development of the BNOSS document, measurable benchmarks of skills and performance in the related area can be established in relation to the expectation of employers and the current requirements of the industry. These standards shall be aligned to the Brunei Darussalam Qualifications Framework (BDQF).

BNOSS is a set of standards of performance that an individual is required to achieve when carrying out effectively functions of a particular job. It is used as a reference for the industry, career path of a skilled worker, training purposes and benchmarks for best practices.

2.BENEFITS OF BNOSS

To the employers

- Able to describe the Job description and determine the salary.
- Employers can use the skills standards to establish personnel qualification requirements.
- Assess employee skill levels based on industry standard.
- Match employee skills to the work needed.
- Training gap analysis.
- To advertise job requirement to standards specification.

To the employees

- Able to understand employers expectation of workers competencies in terms of knowledge, skills and attitude towards the specific job scope.
- Able to determine the skills and abilities needed for advancement or transfer industries and determine the right credential needed to upgrade skills.
- Can use BNOSS as guideline to identify the career development pathway in order to succeed in their occupation.

To the training organisations

- BNOSS as a guideline for training organisations to develop their own curriculum.
- Able to develop assessment mechanism and specifications to assess trainees competencies.

- Able to build a cohesive relationship through a like-minded expectation of trainee's competencies and work readiness.
- Enhances the ability and confidence to train consistent with the industry's current expectations and needs.
- Develop new and evaluate existing curriculum and programs based on industry needs.

3. CHEF DE PARTIE

This role of a Chef De Partie is designed to reflect the role of individuals who perform a broad range of guest service tasks in Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.

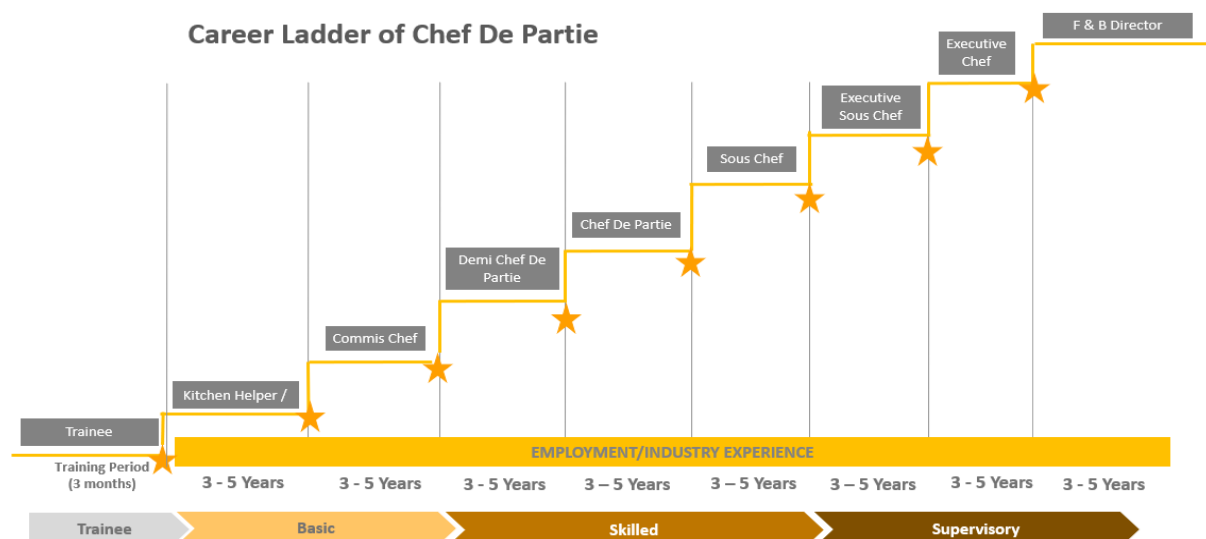
4.ENTRY REQUIREMENTS

The specific of the qualifications are not limited to the list provided:

- Minimum age of 18 years old;
- Basic reading, writing and counting;
- Able to communicate in Bahasa Melayu and basic English;
- Physically and mentally fit;
- Declaration of any disabilities.
- 2 years experience as Demi Chef.

5.COMPETENCY LEVEL, OCCUPATIONAL STRUCTURE AND CAREER PROGRESSION

SECTOR	Hospitality & Tourism
SUB-SECTOR	Restaurant and Mobile Food Services Activities
OCCUPATION	Chef De Partie
LEVEL 5	TBA
LEVEL 4	Chef De Partie
LEVEL 3	Demi Chef
LEVEL 2	Commis Chef III
LEVEL 1	Kitchen Helper



6.AWARD OF CERTIFICATE

This section will guide the process of awarding certificate for every training course conducted by an approved training organisation to ensure the consistency. The guidelines are as follows:

6.1 Certificate of Competence

In order to award Certificate of Competence by an awarding body, Statement of Competence needs to be issued by the training organisation after the completion of the course.

The statement of competence should include the following but is not limited to:

- Training organisation's name;
- Course title or competency assessment title;
- Candidate's name;
- Assessment date(s) and training date(s);
- Expiry date;
- Unique Certificate Number;
- Instructor's/Trainer's Name and Signature;
- Assessor's Name and Signature and
- Optional but not required
 - Training Organisation's managing director Name and Signature.

Training organisations are encouraged to inform all concerned including employers and candidates that such Certificates shall not be used as reference of a person's competency or aptitude.

Each certificate awarded to a successful candidate must indicate that the candidate has been assessed and has met the required Learning Outcomes

PART 2 COMPETENCE STANDARDS

1.COMPETENCY PROFILE CHART (CPC)

Unit of Competency Category	Competence Unit Code	Competence Unit Title
Generic	HT-GEN-04-01	Work in A Socially Diverse Environment
	HT-GEN-04-02	Implement Occupational Health and Safety Procedures
	HT-GEN-04-03	Maintain Hospitality Industry Knowledge
	HT-GEN-04-04	Communicate Effectively on The Telephone
	HT-GEN-04-05	Perform Basic Clerical Procedures
	HT-GEN-04-06	Promote Hospitality Products and Services
	HT-GEN-04-07	Apply Basic Techniques of Commercial Cookery
	HT-GEN-04-08	Present and Display Food Products
	HT-GEN-04-09	Receive and Store Kitchen Supplies and Food Stock
	HT-GEN-04-10	Receive and Resolve Customer Complaints
	HT-GEN-04-11	Read and Follow Basic Directions And / Or Diagrams
Specialised	HT-CDP-SPE-04-01	Maintain A Safe Working Environment
	HT-CDP-SPE-04-02	Manage Quality Customer/Guest Services
	HT-CDP-SPE-04-03	Manage Stock Purchases and Inventories
	HT-CDP-SPE-04-04	Receive and Securely Store In-Coming Goods
	HT-CDP-SPE-04-05	Monitor Routine Workplace Operations
	HT-CDP-SPE-04-06	Monitor Staff Performance Standards
	HT-CDP-SPE-04-07	Conduct A Staff Performance Assessment Process

	HT-CDP-SPE-04-08	Coach Others in Job Skills
	HT-CDP-SPE-04-09	Prepare and Display A Buffet Service
	HT-CDP-SPE-04-10	Prepare Bakery Products

**It is mandatory to include Melayu Islam Beraja and Islamic Religious Knowledge/Islamic Value in Customer Service in the qualification*

1.1 Generic

DUTY: 1. Work in a Socially Diverse Environment

Skill Areas/ Competence	Competence Elements
1.1 Communicate with Customers and Colleagues from Diverse Backgrounds	1.1.1 Value customers and colleagues
	1.1.2 Take into consideration cultural differences
	1.1.3 Attempt to overcome language barriers
	1.1.4 Obtain assistance from colleagues
1.2 Deal with Cross Cultural Misunderstandings	1.2.1 Identify issues
	1.2.2 Address difficulties with the appropriate people
	1.2.3 Consider possible cultural differences when difficulties
	1.2.4 Make efforts to resolve misunderstandings
	1.2.5 Refer issues and problems to the appropriate team leader/supervisor

DUTY: 2. Implement Occupational Health & Safety Procedures

Skill Areas/ Competence	Competence Elements
2.1 Provide Information on Health and Safety Procedures	2.1.1 Explain relevant health and safety information
2.2 Implement and Monitor Procedures for Controlling Hazards and Risks	2.2.1 Understand the need and responsibility in the identification and reporting of workplace hazards and risks
2.3 Implement and Monitor Health and Safety Training	2.3.1 Understand the need and responsibility in the identification of health and safety training needs
2.4 Maintain Health and Safety Records	2.4.1 Complete records accurately in accordance with enterprise and legal requirements
	2.4.2 Aggregate information and data

DUTY: 3. Maintain Hospitality Industry Knowledge

Skill Areas/ Competence	Competence Elements
3.1 Seek	3.1.1 Identify and access sources of information on the hotel and travel

Information on The Hospitality Industry	industries
	3.1.2 Use information on the hotel and travel industries
	3.1.3 Access and update specific information on relevant sector(s) of work
	3.1.4 Use knowledge of the hotel and travel industries in the correct context
	3.1.5 Use information on other industries to enhance quality of work performance
3.2 Source and Apply Information on Legal and Ethical Issues for The Hospitality Industry	3.2.1 Use information on legal issues and ethical issues
	3.2.2 Conduct day-to-day hospitality industry activities
3.3 Update Hospitality Industry Knowledge	3.3.1 Identify and use a range of opportunities to update general knowledge of the hotel and travel industries
	3.3.2 Monitor current issues of concern to the industries
	3.3.3 Share updated knowledge with customers and colleagues

DUTY: 4. Communicate Effectively on the Telephone

Skill Areas/ Competence	Competence Elements
4.1 Respond to Incoming Telephone Calls	4.1.1 Answer calls promptly, in an appropriate manner
	4.1.2 Offer friendly assistance to the caller, and accurately establish the purpose of the call
	4.1.3 Repeat call details to the caller to confirm understanding
	4.1.4 Answer caller enquiries promptly, or transfer caller to the appropriate location/person
	4.1.5 Record caller requests accurately and pass on to the appropriate department/person for follow-up
	4.1.6 Relay messages accurately to the nominated person within designated timelines
	4.1.7 Report threatening or suspicious phone calls promptly to the appropriate person
	4.1.8 Use language, tone and volume appropriate to phone calls
4.2 Make Telephone Calls	4.2.1 Obtain correct telephone numbers
	4.2.2 Establish clearly the purpose of the call prior to calling
	4.2.3 Use telephone equipment correctly in order to establish contact
	4.2.4 Communicate clearly your name, company and reason for calling
	4.2.5 Be polite and courteous at all times

DUTY: 5. Perform Basic Clerical Procedures

Skill Areas/ Competence	Competence Elements
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5.1 Process Office Documents	5.1.1 Process documents with appropriate office equipment
	5.1.2 Identify and rectify and/or report malfunctions promptly
	5.1.3 Use office equipment to process documents
5.2 Draft Correspondence	5.2.1 Write text using clear and concise language
	5.2.2 Text without spelling, punctuation and/or grammatical errors
	5.2.3 Check information for accuracy prior to sending
5.3 Maintain Document Systems	5.3.1 File/store documents
	5.3.2 Modify and/or update records management systems

DUTY: 6. Promote Hospitality Products and Services

Skill Areas/ Competence	Competence Elements
6.1 Develop Product and Service Knowledge	6.1.1 Identify opportunities to sell and promote other product
	6.1.2 Describe the benefits of staff having high levels of product and service knowledge
	6.1.3 Apply formal and informal research techniques to gain product and service knowledge
	6.1.4 Seek customer feedback to supplement product and service knowledge
	6.1.5 Share product and service knowledge
	6.1.6 Initiate action to identify changes in customer preferences, needs, wants and expectations
	6.1.7 Contribute to changes to products, services and service standards to meet identified customer needs
6.2 Develop Market Knowledge	6.2.1 Explain the concept of target markets
	6.2.2 Define the concept of niche markets
	6.2.3 Describe how promotions and offers may vary to suit differing target markets
	6.2.4 Identify sources of information about enterprise-specific target markets
6.3 Promote Products and Services	6.3.1 Describe promotional initiatives that may be used to promote products
	6.3.2 Demonstrate how to develop and produce a static in-house promotion
	6.3.3 Verbally promote products and/or services to customers
	6.3.4 Demonstrate products and/or services to customers

DUTY: 7. Apply Basic Techniques of Commercial Cookery

Skill Areas/ Competence	Competence Elements
7.1 Select and use equipment	7.1.1 Select appropriate cooking equipment to prepare standard recipes
	7.1.2 Use equipment in a safe manner according to manufacturer's and enterprise procedures

	7.1.3 Clean and store equipment as appropriate to enterprise procedures
7.2 Apply wet methods of cooking	7.2.1 Select appropriate wet cooking method for preparation for dish/s such as boiling, simmering, poaching, steaming, braising and stewing
	7.2.2 Apply appropriate wet cooking method for preparation of the dish/s
	7.2.3 Identify and solve problems in the application of the cooking method
	7.2.4 Coordinate the production of menu items
	7.2.5 Communicate with front of house staff on the production/service of menu items
7.3 Apply dry methods of cooking	7.3.1 Select appropriate dry cooking method for preparation for dish/s such as baking, roasting, grilling, deep and shallow frying.
	7.3.2 Apply appropriate dry cooking method for preparation of the dish/s
	7.3.3 Identify and solve problems in the application of the cooking method
	7.3.4 Coordinate the production of menu items
	7.3.5 Communicate with front of house staff on the production/service of menu items
7.4 Use of standardise recipes	7.4.1 Read and interpret recipe items and methods
	7.4.2 Work out correct weights/ measures and conversions
	7.4.3 Carry out techniques correctly for the task, distinguishing the differences between correct and insufficient results

DUTY: 8. Present and Display Food Products

Skill Areas/ Competence	Competence Elements
8.1 Plating food items	8.1.1 Working efficiently to produce dishes to set time parameters
	8.1.2 Complete menu items as instructed to correct size and shape
	8.1.3 Ensuring food is at the correct temperatures and all items are present within the required time allocated
8.2 Accompaniments and garnishes	8.2.1 Following instructions adequately for each order correctly
	8.2.2 Using only the prescribed ingredients for each meal following the standardised recipes
	8.2.3 Making sure all elements are present and dishes are consistent and displayed as they have been shown
8.3 Hot holding food	8.3.1 Use the correct equipment suited for the purpose and keep the heating element consistent and safe at all times
	8.3.2 Monitor food temperatures before and during they are being kept in hot holding, document information for records
	8.3.3 Ensure food is kept for no longer than the prescribed time
	8.3.4 Replenish stock in accordance with food safety practices
8.4 Cold display	8.4.1 Ensure equipment is fit for purpose, clean and safe to use
	8.4.2 Display items correctly keeping high risk foods separated

	8.4.3 Regularly check and monitor temperatures of display cabinets
	8.4.4 Ensure food items are dealt with correctly once the displayed items are no longer in use

DUTY: 9. Receive and Store Kitchen Supplies and Food Stock

Skill Areas/ Competence	Competence Elements
9.1 Accept delivery of stock	9.1.1 Prepare the area to receive stock
	9.1.2 Verify delivery is for the premises
	9.1.3 check incoming stock against relevant documentation
9.2 Store stock	9.2.1 Move stock to the required operational area
	9.2.2 Apply appropriate OHS (Occupational health and safety)
	9.2.3 Unpack stock items
	9.2.4 Store dry goods
	9.2.5 Store refrigerated goods
	9.2.6 Store frozen goods
	9.2.7 Store non-food items
9.3 Maintain stock and storage areas	9.3.1 Load stock into storage units
	9.3.2 Label stock to identify items
	9.3.3 Rotate stock aligning to enterprise and stock item requirement (First in, First out)
	9.3.4 Inspect stock and storage areas
	9.3.5 Clean and tidy storage areas

DUTY: 10. Receive and Resolve Customer Complaints

Skill Areas/ Competence	Competence Elements
10.1 Identify and analyse the complaint	10.1.1 Receive and accurately record a verbal complaint using active listening and empathy techniques
	10.1.2 Identify through appropriate communication techniques the exact nature of customer complaint
	10.1.3 Maintain register or complaint file/s in accordance with the requirements of the enterprise information system
10.2 Respond to complaint	10.2.1 Process complaint in accordance with organisational standards, policies, and procedures
	10.2.2 Obtain and review documentation in relation to complaints
	10.2.3 update register of complaints/disputes
10.3 determine and agree upon appropriate action to resolve complaint	10.3.1 Identify and review options to resolve the complaint within enterprise policy, procedures, and guidelines
	10.3.2 Agree and confirm action to resolve the complaint with the customer
	10.3.3 Demonstrate a commitment to the customer to resolve the complaint
	10.3.4 Inform customer or outcome of investigation of complaint
10.4 Refer	10.4.1 Identify complaints that require referral to other personnel or

complaints	external bodies
	10.4.2 Refer complaint to appropriate person for follow up in accordance with individual level of responsibility
	10.4.3 forward all necessary documentation including investigation reports to appropriate personnel
	10.4.4 Refer complaints which cannot be resolved to an appropriate person

DUTY: 11. Read and Follow Basic Directions and/or Diagrams

Skill Areas/ Competence	Competence Elements
11.1 Follow any signage displayed	11.1.1 Use correct areas and equipment for assigned jobs
	11.1.2 Follow SOP's as laid out in induction and training
	11.1.3 Learn procedures and rules in force and ask questions if needed
11.2 Follow regulations as laid out by company	11.2.1 Adhere to company policies and contracts
	11.2.2 Comply with SOP's put into place
	11.2.3 Follow instructions from your peers and keep up to date on any announcements/ changes that have been made
11.3 Follow standardised recipes	11.3.1 Follow methods and quantities laid out by senior chefs
	11.3.2 Using correct products stated in recipe and knowing what and when substitutes could possibly be used
	11.3.3 Competent in working out conversions in weights and measures
	11.3.4 Study correct techniques as shown in the methods, following any stages and diagrams displayed

1.2 Specialised

DUTY: 1. Maintain A Safe Working Environment

Skill Areas/ Competence	Competence Elements
1.1 Identify workplace health, safety and security responsibilities	1.1.1 Describe the legislated rights and obligations of employers and employees
	1.1.2 Describe the health, safety and security policies of the host employer
1.2 Use framework to maintain workplace health, safety and security	1.2.1 Prepare job descriptions that incorporate health, safety and security
	1.2.2 Establish working relationships with management
	1.2.3 Disseminate information on health, safety and security
	1.2.4 Initiate workplace health, safety and security
	1.2.5 Maintain health, safety and security records and allied documentation
1.3 Follow procedures for identifying health, safety and security hazards and risks	1.3.1 Conduct physical workplace inspections
	1.3.2 Encourage staff to report workplace hazards and risks
	1.3.3 Analysis of internal records
	1.3.4 Monitor industry sources of workplace hazards and risks
1.4 Follow procedures for assessing health, safety and security risks	1.4.1 Identify those to be involved in assessment
	1.4.2 Schedule risk assessments
	1.4.3 Apply risk assessment activities
	1.4.4 Record deliberations at risk assessment meetings
	1.4.5 Facilitate meaningful and effective consultation
1.5 Follow procedures for controlling health, safety, and security risks	1.5.1 Plan for implementation of the control
	1.5.2 Initiate the control
	1.5.3 Monitor the control
	1.5.4 Take remedial action when necessary
1.6 Report Injuries, illnesses, and incidents	1.6.1 Describe how to notify injury, illness or incident
	1.6.2 Report injuries, illness or incidents

DUTY: 2. Manage Quality Customer/Guest Services

Skill Areas/ Competence	Competence Elements
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2.1 Effective Communication	2.1.1 Engage with guests using clear and friendly communication.
	2.1.2 Listen actively to understand guest preferences and requests
	2.1.3 Provide accurate information about menu items, specials, and promotions
2.2 Problem resolution	2.2.1 Address guest concerns with empathy and a willingness to find solutions
	2.2.2 Collaborate with kitchen and service staff to resolve issues promptly.
	2.2.3 Escalate complex problems to the appropriate personnel
2.3 Positive Attitude	2.3.1 Approach guests with a positive and enthusiastic demeanour.
	2.3.2 Respond to guest feedback, whether positive or negative, with professionalism
	2.3.3 Create a welcoming atmosphere that enhances the guest experience
2.4 Ensure Delivery of Quality Products/Services	2.4.1 Ensure products/services meet customers' needs and reflect enterprise standards
	2.4.2 Ensure team performance consistently meets enterprise standards
	2.4.3 Assist colleagues to meet and exceed customer service standards by providing appropriate professional development

DUTY: 3. Manage Stock Purchases and Inventories

Skill Areas/ Competence	Competence Elements
3.1 Vendor Selection and Relationships	3.1.1 Identify reliable suppliers for various ingredients.
	3.1.2 Establish professional relationships to ensure timely deliveries
	3.1.3 Negotiate terms to secure the best pricing and quality
3.2 Menu-Driven Purchasing	3.2.1 Align purchasing decisions with menu offerings and demand
	3.2.2 Plan procurement based on forecasted sales and menu changes
	3.2.3 Optimize procurement to achieve cost savings without sacrificing quality.
	3.2.4 Evaluate cost-effectiveness of ingredients and make informed choices
3.3 Inventory Control	3.3.1 Verify received stock against orders for accuracy and quality
	3.3.2 Report discrepancies or issues to relevant parties
	3.3.3 Ensure proper storage conditions to maintain ingredient freshness
	3.3.4 Implement First-In, First-Out (FIFO) method for inventory management
	3.3.5 Rotate stock to minimize waste and prevent expired items
	3.3.6 Utilize digital tools to monitor inventory levels in real-time
3.4 Waste Reduction strategies	3.4.1 Train kitchen staff to minimize waste during food preparation.
	3.4.2 Demonstrate efficient techniques for ingredient utilization.
	3.4.3 Monitor and analyse waste data to identify improvement areas

	3.4.4 Plan deliveries to minimize excess stock and storage requirements.
	3.4.5 Utilize a just-in-time strategy to optimize inventory turnover
	3.4.6 Foster a culture of minimizing waste through creative culinary practices

DUTY: 4. Receive and Securely Store In-Coming Goods

Skill Areas/ Competence	Competence Elements
4.1 Accept Deliveries	4.1.1 Identify kitchen supplies and food stock to be delivered into the premise
	4.1.2 Inspect and verify deliveries received
	4.1.3 Record variations and deficiencies in deliveries received
	4.1.4 Follow-up variations and deficiencies in deliveries received
	4.1.5 Complete documentation and record-keeping requirements relating to deliveries received
	4.1.6 Maintain the security of items delivered to protect against theft and deterioration
4.2 Store Supplies and Food Stock	4.2.1 Identify and describe storage requirements and conditions for deliveries of food and non-food received
	4.2.2 Store dry goods
	4.2.3 Store refrigerated goods
	4.2.4 Store frozen goods
	4.2.5 Store non-food items
4.3 Maintain Storage Areas	4.3.1 Clean and tidy storage areas
	4.3.2 Identify slow moving items and products approaching their designated 'use by' dates
	4.3.3 Control stock levels in accordance with enterprise requirements

DUTY: 5. Monitor Routine Workplace Operations

Skill Areas/ Competence	Competence Elements
5.1 Quality Assurance	5.1.1 Monitor food preparation to maintain consistent quality.
	5.1.2 Ensure dishes meet established presentation and taste standards.
	5.1.3 Address any deviations from quality expectations promptly
5.2 Efficient Workflow Management	5.2.1 Oversee kitchen operations to optimize efficiency.
	5.2.2 Identify bottlenecks and implement workflow improvements
	5.2.3 Coordinate with team members to ensure smooth order execution
5.3 Hygiene and Safety Compliance	5.3.1 Monitor adherence to sanitation and safety protocols.
	5.3.2 Ensure proper food handling and hygiene practices.
	5.3.3 Address and rectify any safety or hygiene concerns promptly
5.4. Solve Problems and Make Decisions	5.4.1 Identify workplace problems promptly and analyze from an operational and customer service perspective
	5.4.2 Initiate corrective action to resolve the immediate problem where

	appropriate
	5.4.3 Encourage team members to participate in solving problems they raise
	5.4.4 Monitor the effectiveness of solutions in the workplace

DUTY: 6. Monitor Staff Performance Standards

Skill Areas/ Competence	Competence Elements
6.1 Monitoring	6.1.1 Evaluate adherence to culinary techniques, safety protocols, and hygiene.
	6.1.2 Identify strengths and areas for improvement
	6.1.3 Create Benchmarks
	6.1.4 Create mentors and inhouse training to improve and maintain standards
6.2 Counsel Staff	6.2.1 Apply counselling techniques and strategies to employees where staff performance appraisals are below requirements
	6.2.2 Document staff counselling sessions
	6.2.3 Generate agreement on action and direction to be taken as a result of the counselling

DUTY: 7. Conduct A Staff Performance Assessment Process

Skill Areas/ Competence	Competence Elements
7.1 Evaluation Preparation	7.1.1 Collect data and records related to staff performance.
	7.1.2 Review attendance, skills, and accomplishments to ensure accuracy.
	7.1.3 Prepare assessment materials and criteria for objective evaluation
7.2 Structured Assessment	7.2.1 Conduct performance assessments based on predetermined criteria.
	7.2.2 Evaluate strengths, areas for improvement, and growth potential.
	7.2.3 Use consistent evaluation methods to ensure fairness
7.3 Feedback and Goal Setting	7.3.1 Provide feedback on assessment outcomes to senior management
	7.3.2 Discuss achievements, commendable efforts, and identified gaps.

DUTY: 8. Coach Others in Job Skills

Skill Areas/ Competence	Competence Elements
8.1 Prepare for On Job Coaching	8.1.1 Identify the need for coaching based on a range of factors
	8.1.2 Identify skill deficiencies that could be addressed by coaching needs through discussion with the colleague to be coached

	8.1.3 Organize with colleague a suitable time and place to conduct coaching in accordance with enterprise policy, where appropriate
8.2 Coach Colleagues on The Job	8.2.1 Explain to the colleague the overall purpose of coaching
	8.2.2 Explain and demonstrate the specific skills to be coached
	8.2.3 Communicate clearly any underpinning knowledge required
	8.2.4 Check the colleague's understanding
	8.2.5 Provide the colleague the opportunity to practice the skill and ask questions
	8.2.6 Provide feedback in a constructive and supportive manner
8.3 Follow Up Coaching	8.3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required
	8.3.2 Report progress to the appropriate person as required
	8.3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up

DUTY: 9. Plan, Prepare and Display A Buffet Service

Skill Areas/ Competence	Competence Elements
9.1 Plan a buffet display and service	9.1.1 Plan a buffet display and service appropriate to client needs
	9.1.2 Plan layout, display and presentation of the buffet
	9.1.3 Calculate quantities required and the food costs components on the buffet
	9.1.4 Select appropriate food items
	9.1.5 Identify and prepare a variety of buffet centre pieces
9.2 Prepare and produce buffet dishes	9.2.1 Select appropriate preparation and cooking methods for dishes on buffet menu
	9.2.2 Glaze buffet foods where appropriate
	9.2.3 Hold prepared products as required prior to presenting
	9.2.4 Prepare garnishes, sauces and accompaniments for appropriate buffet dishes
	9.2.5 Use trimmings and leftovers
9.3 Display buffet dishes	9.3.1 Present buffet products
	9.3.2 Hold prepared products as required for duration of buffet service
	9.3.3 Minimise wastage through presentation and replenishing
	9.3.4 Display buffet dishes attractively
9.4 Store buffet items	9.4.1 Store fresh and/or Cryovac items correctly
	9.4.2 Store buffet products appropriately in correct containers
	9.4.3 Label stored buffet food correctly
	9.4.4 Store in correct conditions to maintain freshness and quality

DUTY: 10. Prepare Bakery Products

Skill Areas/ Competence	Competence Elements
10.1 Prepare A	10.1.1 Select required commodities according to establishment

Variety of Bakery Products	type/style, recipe and production requirements
	10.1.2 Prepare a variety of bakery products to desired product characteristics
	10.1.3 Produce a variety of bakery products according to standards recipes and enterprise standards
	10.1.4 Use appropriate equipment to prepare and bake bakery products
	10.1.5 Use correct techniques to produce bakery products to enterprise standards
	10.1.6 Bake bakery products to enterprise requirements and standards
	10.1.7 Select correct oven conditions for baking bakery products
	10.1.8 Prepare a variety fillings, coatings/icing and decorations for bakery products
10.2 Decorate and Present/Display Bakery Products	10.2.1 Decorate bakery products using coating, icing and decorations according to standards recipes and/or customer requests
	10.2.2 Present/display bakery products to enterprise standards using appropriate service equipment
10.3 Store Bakery Products	10.3.1 Store at correct temperature and conditions of storage
	10.3.2 Maintain maximum eating quality, appearance and freshness

2.COMPETENCY STANDARDS

2.1.Generic

Duty	1. Work in a Socially Diverse Environment
Competence	Performance Criteria
1.1 COMMUNICATE WITH CUSTOMERS AND COLLEAGUES FROM DIVERSE BACKGROUNDS	<ol style="list-style-type: none"> 1.Value customers and colleagues from different cultural groups and treat them with respect and sensitivity 2.Take into consideration cultural differences in all verbal and non-verbal communication 3.Attempt to overcome language barriers 4.Obtain assistance from colleagues, reference books or outside organisations when required <p>Range Cultural differences:</p> <ul style="list-style-type: none"> ▪Forms of address ▪Levels of formality/informality ▪Non-verbal behaviour ▪Work ethics <p>Attempt to overcome language barriers:</p> <ul style="list-style-type: none"> ▪Use simple gestures ▪Use simple words ▪Use words in the other person's language ▪Describe goods and services simply ▪Use diagrams or maps to give simple directions <p>Assistance:</p> <ul style="list-style-type: none"> ▪Co-workers who speak the same language ▪Interpreter services ▪Diplomatic services ▪Supervisors, or managers, or specialist customer service staff within the enterprise.
1.2 DEAL WITH CROSS CULTURAL MISUNDERSTANDINGS	<ol style="list-style-type: none"> 1.Identify issues which may cause conflict or misunderstanding in the workplace 2.Address difficulties with the appropriate people and seek assistance from team leaders or others where required 3.Consider possible cultural differences when difficulties or misunderstandings occur 4.Make efforts to resolve misunderstandings, taking account of cultural considerations 5.Refer issues and problems to the appropriate team leader/supervisor for follow up <p>Range</p>

	<p>Issues which may cause conflict:</p> <ul style="list-style-type: none"> ▪Competing group, family or personal interests ▪Power and control issues ▪Lack of communication ▪Personality clashes ▪Cross-cultural issues ▪Differences between cultural groups ▪Dissatisfaction in the community ▪Competing needs <p>Misunderstandings:</p> <ul style="list-style-type: none"> ▪Speaking too quickly/quietly ▪No visual clues ▪Poor observation ▪Poor communication style ▪Intolerance ▪Prejudice ▪Inadequate language skills ▪Not clarifying or asking questions ▪Inappropriate body language ▪Poor understanding of other cultures <p>Resolve misunderstandings:</p> <ul style="list-style-type: none"> ▪Staff training ▪Utilising staff cultural skills ▪Employing a variety of communication methods ▪Knowledge of location of cultural buildings sites and support agencies ▪Developing an understanding and tolerance of cultural diversity ▪Overcoming prejudice and assumptions ▪Utilising non-verbal communication skills ▪Actively seeking to break down barriers
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Duty	2. Implement Occupational Health & Safety Procedures
Competence	Performance Criteria
2.1 PROVIDE INFORMATION ON HEALTH AND SAFETY PROCEDURES	1.Explain relevant health and safety information, including enterprise specific details, accurately and clearly to staff 2.Make health and safety information accessible to staff
2.2 IMPLEMENT AND MONITOR PROCEDURES FOR CONTROLLING HAZARDS AND RISKS	1.Identify and report workplace hazards and risks promptly by maintaining close contact with day-to-day workplace operations 2.Implement and monitor risk control procedures in accordance with enterprise and legal requirements 3.Evaluate and adjust risk control procedures as required

2.3 IMPLEMENT AND MONITOR HEALTH AND SAFETY TRAINING	1. Identify and report on health and safety training needs through regular workplace monitoring 2. Arrange training interventions as appropriate on a timely basis
2.4 MAINTAIN HEALTH AND SAFETY RECORDS	1. Complete records accurately in accordance with enterprise and legal requirements 2. Aggregate information and data from work area records are used to identify hazards and monitor risk control procedures in work area

Duty	3. Maintain Hospitality Industry Knowledge
Competence	Performance Criteria
3.1 SEEK INFORMATION ON THE HOSPITALITY INDUSTRY	<ol style="list-style-type: none"> 1. Identify and access <i>sources of information</i> on the hotel and travel industries, appropriately and correctly 2. Obtain information on the hotel and travel industries to assist effective work performance within the industries 3. Access and update specific information on relevant sector(s) of work 4. Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance 5. Obtain information on other industries to enhance quality of work performance <ul style="list-style-type: none"> ▪ Entertainment ▪ Food production ▪ Wine production ▪ Recreation ▪ Meetings and events ▪ Retail <p><u>Range</u> <i>Information:</i></p> <ul style="list-style-type: none"> ▪ Different sectors of the hospitality industry, their inter-relationships and the services available in each sector ▪ Relationships between tourism and hospitality ▪ Relationships between the hospitality industry and other industries ▪ Industry working conditions <ul style="list-style-type: none"> ▪ Environmental issues and requirements ▪ Industrial relations issues and major organisations <ul style="list-style-type: none"> ▪ Career opportunities within the industry ▪ The work ethic required to work in the industry ▪ Industry expectations of staff ▪ Quality assurance <p><i>Sources of information:</i></p> <ul style="list-style-type: none"> ▪ Media

	<ul style="list-style-type: none"> ▪Reference books ▪Libraries ▪ Unions ▪Industry associations ▪ Industry journals ▪ Internet ▪ Information services ▪ Personal observation and experience ▪ Colleagues, supervisors and managers ▪ Industry contacts, mentors and advisors
3.2 SOURCE AND APPLY INFORMATION ON LEGAL AND ETHICAL ISSUES FOR THE HOSPITALITY INDUSTRY	<ol style="list-style-type: none"> 1. Use information on legal issues and ethical issues to assist effective work performance 2. Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices <p><u>Range</u></p> <p>Legal issues:</p> <ul style="list-style-type: none"> ▪Consumer protection ▪ Duty of care ▪ Equal employment opportunity ▪Anti-discrimination ▪ Workplace relations ▪Child sex tourism <p>Ethical issues:</p> <ul style="list-style-type: none"> ▪Confidentiality ▪Commission procedures ▪ Overbooking ▪ Pricing ▪ Tipping ▪ Familiarizations ▪ Gifts and services free of charge ▪ Product recommendations
3.3 UPDATE HOSPITALITY INDUSTRY KNOWLEDGE	<ol style="list-style-type: none"> 1. Identify and use a range of opportunities to update general knowledge of the hotel and travel industries 2. Monitor current issues of concern to the industries 3. Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities

Duty	4. Communicate Effectively on the Telephone
Competence	Performance Criteria
4.1 RESPOND TO INCOMING TELEPHONE CALLS	<ol style="list-style-type: none"> 1. Answer calls promptly, in an appropriate manner in accordance with enterprise standards 2. Offer friendly assistance to the caller, and accurately

	<p><i>establish the purpose of the call.</i> Offer of assistance if person within organization is unavailable to take the caller's call</p> <p>3.Repeat call details to the caller to confirm understanding</p> <p>4.Answer caller enquiries promptly, or transfer caller to the appropriate location/person</p> <p>5.Record caller requests accurately and pass on to the appropriate department/person for follow-up</p> <p>6.Relay messages accurately to the nominated person within designated timelines</p> <p>7.Report <i>threatening or suspicious phone calls</i> promptly to the appropriate person, in accordance with enterprise procedures</p> <p>8.Use <i>language, tone and volume</i> appropriate to phone calls</p> <p><u>Range</u></p> <p><i>Appropriate manner:</i></p> <ul style="list-style-type: none"> ▪ Polite language ▪ Appropriate welcoming phrase ▪ Enthusiasm ▪ Friendliness ▪ Willingness to help <p><i>Enterprise standards:</i></p> <ul style="list-style-type: none"> ▪ Appropriate greeting/s ▪ Number of rings call should be answered within ▪ Personal identification ▪ Use of caller's name <p><i>Establish the purpose of the call may include:</i></p> <ul style="list-style-type: none"> ▪ Asking questions ▪ Listening to information given <p><i>Threatening or suspicious phone calls:</i></p> <ul style="list-style-type: none"> ▪ Bomb threats ▪ Talking about violent acts <p><i>Language, tone and volume:</i></p> <ul style="list-style-type: none"> ▪ Pleasant ▪ Friendly ▪ Easy to understand
4.2 MAKE TELEPHONE CALLS	<p>1.Obtain correct telephone numbers</p> <p>2.Establish clearly the purpose of the call prior to calling</p> <p>3.Use <i>telephone equipment</i> correctly in order to establish contact</p> <p>4.Communicate clearly your name, company and reason for</p>

	<p>calling</p> <p>5. Be polite and courteous at all times</p> <p><u>Range</u></p> <p><i>Telephone equipment:</i></p> <ul style="list-style-type: none"> ▪ Activation system, e.g.: ringing, buzzing, light flashing ▪ Use of speaker button, hand piece or hands-free headset ▪ Placing calls on hold ▪ Transferring calls ▪ Using intercom system to page ▪ Single or multiple lines
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Duty	5. Perform Basic Clerical Procedures
Competence	Performance Criteria
5.1 PROCESS OFFICE DOCUMENTS	<p>1. <i>Process documents</i> with appropriate office equipment in accordance with enterprise procedures and within designated timelines</p> <p>2. Identify and rectify and/or report malfunctions promptly in accordance with enterprise procedures</p> <p>3. Use <i>office equipment</i> to process documents</p> <p><u>Range</u></p> <p><i>Process:</i></p> <ul style="list-style-type: none"> ▪ Collating ▪ Binding ▪ Photocopying ▪ Mailing ▪ E-Mailing ▪ Filing <p><i>Documents:</i></p> <ul style="list-style-type: none"> ▪ Mail, such as incoming and outgoing correspondence, guest mail and courier ▪ Files, such as customer records, correspondence, financial records, receipts, invoices and orders ▪ Correspondence, such as letters, facsimiles, memos and reports ▪ Menus <p><i>Office equipment:</i></p> <ul style="list-style-type: none"> ▪ Photocopier ▪ Facsimile ▪ Computer printer ▪ Scanner

5.2 DRAFT CORRESPONDENCE	1. Write text using clear and concise language 2. Text is without spelling, punctuation and/or grammatical errors. 3. Check information for accuracy prior to sending
5.3 MAINTAIN DOCUMENT SYSTEMS	1. File/store documents in accordance with enterprise procedures 2. Modify and/or update records management systems in accordance with enterprise procedures

Duty	6. Promote Hospitality Products and Services
Competence	Performance Criteria
6.1 DEVELOP PRODUCT AND SERVICE KNOWLEDGE	<ol style="list-style-type: none"> 1. Identify <i>opportunities to sell and promote other product</i> 2. Describe the <i>benefits of staff having high levels of product and service knowledge</i> 3. Apply <i>formal and informal research techniques</i> to gain product and service knowledge 4. Seek <i>customer feedback</i> to supplement product and service knowledge 5. <i>Share product and service knowledge</i> with other relevant internal personnel 6. <i>Initiate action to identify changes</i> in customer preferences, needs, wants and expectations 7. <i>Contribute to changes to products, services and service standards</i> to meet identified customer needs <p><u>Range</u></p> <p><i>Opportunities to sell and promote other product:</i></p> <ul style="list-style-type: none"> ▪ Personal experience ▪ Reading informational brochures and other materials provided by suppliers and manufacturers ▪ Reading product labels ▪ Attending product launches ▪ Visiting suppliers, distributors and manufacturers ▪ Talking to sales representatives <p><i>Benefits of staff having high levels of product and service knowledge:</i></p> <ul style="list-style-type: none"> ▪ Being able to provide professional assistance to customers ▪ Being able to distinguish between alternatives ▪ Meeting customer expectations ▪ Maximizing selling opportunities ▪ Being better able to meet and overcome buying objections <p><i>Product and service knowledge:</i></p>

	<ul style="list-style-type: none"> ▪Tours and transport ▪Conferences and conventions ▪ Function and entertainment facilities ▪ Shopping and restaurant facilities ▪ Food and beverage ▪ Retail shops in properties, such as bottle shops, gift shops, foyer shops, souvenir shops <p><i>Formal and informal research techniques:</i></p> <ul style="list-style-type: none"> ▪Discussions with colleagues, management and customers ▪Reading internal enterprise material about products and services ▪Becoming familiar with customer comments, including complaints ▪ Reading and researching product data and information provided by suppliers ▪ Conducting internal testing to determine quality and differentials ▪ General media research ▪ Developing, distributing and analysing the responses to questionnaires ▪ Reading surveys and ratings undertaken by third parties <p><i>Customer feedback:</i></p> <ul style="list-style-type: none"> ▪Developing, distributing and analysing the responses to questionnaires ▪Talking to customers and actively seeking their opinion and thoughts on products and services ▪ Checking internal buying patterns and trends <p><i>Share product and service knowledge:</i></p> <ul style="list-style-type: none"> ▪Conducting internal staff meetings to share information ▪Developing paper-based information and data sheets for staff to use ▪ Conducting internal product and service demonstrations ▪ Conducting taste testing of food and beverages ▪ Allowing staff to experience services provided by the organization <p><i>Initiate action to identify changes:</i></p> <ul style="list-style-type: none"> ▪Undertaking market research activities ▪Engaging the services of an external market research company
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	<ul style="list-style-type: none"> ▪ Tracking trends and changes in internal sales patterns within the enterprise, with reference to customer databases and/or sales histories, stock usage figures ▪ Initiating customer focus groups or similar ▪ Participating in industry-wide surveys ▪ Obtaining, reading and understanding wider industry market research on changes in customer preferences <p><i>Contribute to changes to products, services and service standards:</i></p> <ul style="list-style-type: none"> ▪ Suggesting evidence-based reasons for change ▪ Preparing presentations to support personal recommendations for change ▪ Ensuring all suggestions for change are supported by a formal rationale and are fully costed ▪ Developing an action plan for implementation of recommended changes ▪ Participating in group activities designed to identify and develop relevant changes ▪ Critiquing suggestions made by others
6.2 DEVELOP MARKET KNOWLEDGE	<ol style="list-style-type: none"> 1. Explain the <i>concept of target markets</i> 2. Define the <i>concept of niche markets</i> 3. <i>Describe how promotions and offers</i> may vary to suit differing target markets 4. Identify <i>sources of information about enterprise-specific target markets</i> <p><u>Range</u></p> <p><i>Concept of target markets:</i></p> <ul style="list-style-type: none"> ▪ Identification of the target markets used by the host enterprise ▪ Identifying points of differentiation between established target markets ▪ Describing why the established target markets were chosen ▪ Explaining how the host enterprise tailors its products and/or services to meet the identified needs of its target markets ▪ Identifying relevant products and/or services as they apply to each of the host enterprise's designated target markets ▪ Analysing market research that was used as the basis for target market development <p><i>Concept of niche markets:</i></p>

	<ul style="list-style-type: none"> ▪ Definition of niche markets ▪ Benefits of identifying and establishing niche markets ▪ Identifying the niche markets that the host enterprise has created and/or established ▪ Identifying how the host enterprise meets the identified needs of their niche markets explaining ▪ How these offerings differ from what is offered to other target markets <p>Describe how promotions and offers:</p> <ul style="list-style-type: none"> ▪ Consideration of the marketing mix, such as price, place, product, promotion ▪ Identifying the development and research process that underpins offers made to different target markets ▪ Identifying the monitoring process, and relevant key performance indicators, that determines whether or not promotions are being effective or not <p>Sources of information about enterprise-specific target markets:</p> <ul style="list-style-type: none"> ▪ Internal, historic records, such as sales records, purchase histories, customer databases, stock records, customer accounts ▪ Customer market research ▪ Information from support businesses, such as suppliers, distributors, agents, associates, head office, manufacturers, the wholesale sector, marketing companies ▪ Customer feedback, including paper-based, electronic/online, verbal feedback, customer complaints and comments
6.3 PROMOTE PRODUCTS AND SERVICES	<ol style="list-style-type: none"> 1. Describe promotional initiatives that may be used to promote products 2. Demonstrate how to develop and produce a static in-house promotion 3. Verbally promote products and/or services to customers 4. Demonstrate products and/or services to customers

Duty	7. Apply Basic Techniques of Commercial Cookery
Competence	Performance Criteria
7.1 SELECT AND USE EQUIPMENT	<p>Cooking equipment may include:</p> <ul style="list-style-type: none"> - Electric, gas or induction stoves - Steamers, including combination ovens, pressure, atmospheric and bamboo - Salamanders

	<ul style="list-style-type: none"> -Pressure cookers -Smokers -Grills -Ovens -Wok -Bratt pan -Kettles -Deep fryers -Microwave - Food processor -Mixers and mincers -Blenders
7.2 APPLY WET METHODS OF COOKING	<p>Wet cooking method may include:</p> <ul style="list-style-type: none"> -Braising -Stewing -Poaching -Boiling, simmering -Steaming <p>Appropriate wet cooking should relate to:</p> <ul style="list-style-type: none"> -type of food product - Size and age of the food product - Equipment to product
7.3 APPLY DRY METHODS OF COOKING	<p>Dry cooking method may include:</p> <ul style="list-style-type: none"> -Roasting and pot roasting -Baking -Grilling -Deep and shallow frying -Wrapped food -Microwave <p>Appropriate wet cooking should relate to:</p> <ul style="list-style-type: none"> -type of food product - Size and age of the food product - Equipment to product

Duty	8. Present and Display Food Products
Competence	Performance Criteria
8.1 PREPARE GARNISHES AND ACCOMPANIMENTS	<p>Garnishes and accompaniments may include:</p> <ul style="list-style-type: none"> -Vegetable, fruit, herbs and flowers -Colour and flavour bends -Cultural flavours -Glazing -Coating

	<p>Prepare should be related to:</p> <ul style="list-style-type: none"> -Cleaning, peeling, cutting vegetables - Holding and storage temperature -Menu service style -Portioning, wastage -Standard recipes. <p>Set up for service may be related to:</p> <ul style="list-style-type: none"> -Quantities for service operation -Containers for service operation -Holding and storage temperatures -Service stations set up to meet menu style and enterprise requirements -Back up to enterprise requirements.
8.2 PLATE AND PRESENT FOODS	<p>Portion should relate to:</p> <ul style="list-style-type: none"> -Enterprise weights, quantities - Utilise wastage, off cuts - Rotate stock to avoid wastage and first in first out - Serving equipment <p>Neatly and attractive should include:</p> <ul style="list-style-type: none"> -Colour --height --texture --equipment --classical and cultural --clean plates, bowls, platters and baskets --Drips, spills and arrangement
8.3 STORE GARNISHES AND ACCOMPANIMENTS	<p>Store may include:</p> <ul style="list-style-type: none"> -cool room temperature -cool room placement <p>Label must include:</p> <ul style="list-style-type: none"> -Date -Item name -Handler's name -Time, temperature, storage <p>Correct conditions should include:</p> <ul style="list-style-type: none"> -Temperature and humidity -Stock rotation -Reporting faults -Changing containers

Duty	9. Receive and Store Kitchen Supplies and Food Stock
Competence	Performance Criteria
9.1 ACCEPT DELIVERY OF STOCK	<p>Prepare the area will include:</p> <ul style="list-style-type: none"> ▪Cleaning the area ▪Tidying the area including making clear passage ▪Removing other stock from the area ▪Ensuring requirement for accepting deliveries are present such as purchase orders and purchase specifications. <p>Stock may include:</p> <ul style="list-style-type: none"> ▪Food and beverage items ▪Equipment ▪Cleaning materials and chemicals ▪Stationery and office supplies <p>Verify delivery may be related to:</p> <ul style="list-style-type: none"> ▪Checking that the stock being delivered has been ordered ▪Checking that the delivery is being made to the correct business <p>Checking incoming stock against relevant documentation should include:</p> <ul style="list-style-type: none"> ▪Ensuring all items ordered have been supplied ▪Checked all items listed have been delivered ▪Ensuring all items are delivered in good condition ▪Ensuring items are of the correct/ordered size ▪Ensuring items are of the correct quality ▪Ensuring the correct price has been charged ▪Applying specific food safety checks to food and beverage. ▪Rejecting unsatisfactory goods
9.2 STORE STOCK	<p>Operational area may include:</p> <ul style="list-style-type: none"> ▪Storage areas appropriate for the individual stock items, including dry goods store, refrigerated storage and frozen storage for food and beverage items, linen stores, chemical storage areas ▪Working departments and locations where the stock items will be processed or offered for sale ▪On site or off premises situation. <p>Occupational health and safety skills must relate to manual handling skill and may include:</p> <ul style="list-style-type: none"> ▪Ensuring there is no overloading of individuals, trolleys, etc. ▪Determining characteristics of the packages/item before attempting a carry or lift. ▪Ensuring compliance with manual handling requirements,

	<p>including correct lifting techniques, not stretching or straining, observing appropriate weight/load sizes, avoiding potentially injurious repetition.</p> <p>Unpack stock items may include:</p> <ul style="list-style-type: none"> ▪ Removing individual items from cartons and packaging ▪ Checking quality and suitability of individual items as they are unpacked ▪ Determining items that should be left in cartons and packaging ▪ Maintaining the integrity of foods and beverages that are being processed <p>Storage units may include:</p> <ul style="list-style-type: none"> ▪ Shelves ▪ Bins ▪ Specially provided storage containers ▪ Refrigeration's and freezer units <p>Label stock:</p> <ul style="list-style-type: none"> ▪ Placing labels on storage containers and shelving to identify stock items and indicate delivery date ▪ Preparing handwritten labels and attaching them to individual stock items ▪ Using electronic bar coding and labelling equipment <p>Observing food safety requirements in relation to labelling of food (i.e expiry date or when it was packed)</p>
9.3 MAINTAIN STOCK AND STORAGE AREAS	<p>Rotate stock may include:</p> <ul style="list-style-type: none"> ▪ Applying stock rotation protocols relevant to individual stock type including: <ul style="list-style-type: none"> • First in, First out • First in, Last out • Last in, First out • Last in, Last out <p>Inspect stock may include:</p> <ul style="list-style-type: none"> ▪ Undertaking visual inspections of storage area ▪ Identifying stock approaching use-by-date and out of date stock ▪ Adhering to internal inspection schedules and checklists ▪ Checking stock quality <ul style="list-style-type: none"> Looking for signs of pest infestation, physical damage to the storage area itself, damage, or degradation to stock items.

Duty	10. Receive and Resolve Customer Complaints
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Competence	Performance Criteria
10.1 IDENTIFY AND ANALYSE THE COMPLAINT	<p>Complaint may be related to:</p> <ul style="list-style-type: none"> ▪ Any expression of dissatisfaction with food and beverage products or food service by a customer. ▪ And this will include: <ul style="list-style-type: none"> • Written complaints • Verbal • Verbal complaints over the phone <p>Appropriate communication techniques may be related to:</p> <ul style="list-style-type: none"> ▪ The use of active listening ▪ The use of both open and closed questions ▪ Speaking clearly and concisely ▪ Using appropriate language and tone of voice ▪ Giving customers full attention ▪ Maintaining eye contact in face-to-face interactions ▪ Appropriate non-verbal communication in face-to-face interactions <p>Documentation may include:</p> <ul style="list-style-type: none"> ▪ Letters of complaint ▪ Customer feedback forms outlining complaints. ▪ Complaint emails <p>Options may include:</p> <ul style="list-style-type: none"> ▪ Options that satisfy the customer ▪ Options that partially satisfy the customer ▪ Options that do not satisfy the customer <p>Inform customer of outcome may include:</p> <ul style="list-style-type: none"> ▪ Providing documentation that supports customer complaint ▪ Providing documentation that does not support the customer complaint <p>Appropriate person may include:</p> <ul style="list-style-type: none"> ▪ Immediate superior within organisational hierarchy ▪ Specialist customer service staff ▪ External bodies
10.2 RESPOND TO COMPLAINT	
10.3 DETERMINE AND AGREE UPON APPROPRIATE ACTION TO RESOLVE COMPLAINT	
10.4 REFER COMPLAINTS	

Duty	11. Read and Follow Basic Directions and/or Diagrams
Competence	Performance Criteria
11.1 FOLLOW ANY SIGNAGE DISPLAYED	<p>Procedures may relate to:</p> <ul style="list-style-type: none"> -Hazard policies and procedures

	<ul style="list-style-type: none"> -Emergency, fire and accident procedures -Personal safety procedures -Procedures for the use of personal protective clothing and equipment -Use of motor vehicles -Resolution procedures -Job procedures and work instructions
11.2 FOLLOW REGULATIONS AS LAID OUT BY COMPANY	<p>Instructions, directions and/or diagrams may include:</p> <ul style="list-style-type: none"> -Work instructions -Directions on how to use equipment safely -Directions on how to complete a task safely -Diagrams that show safe working procedures -Policies and procedures -Manuals
11.3 FOLLOW STANDARDISED RECIPES	

2.2.Specialised

Duty	1. Maintain A Safe Working Environment
Competence	Performance Criteria
1.1 IDENTIFY WORKPLACE HEALTH, SAFETY AND SECURITY RESPONSIBILITIES	<p>1. Right and obligations of employers will relate to:</p> <ul style="list-style-type: none"> • Key legislative objectives • Applicable health, safety and security legislation of the host country, including subsidiary regulations, codes and other advice and directions from the agencies responsible • Standard industry 'best practice' guidelines in relation to health, safety and security • Duty of care that employers have towards employees and others, including members of the public <p>2. Rights and obligations of employees will relate to:</p> <ul style="list-style-type: none"> • Applicable health, safety and security legislation of the host country, including subsidiary regulations, codes and other advice and directions from the agencies responsible • Standard industry 'best practice' guidelines in relation to health, safety and security • Duty of care that employers have towards themselves, other employees, including members of the public <p>3. Health, safety and security policies may include:</p> <ul style="list-style-type: none"> • Safe food handling • Chemical handling, use and storage • Dangerous goods • Working alone • Violence, intimidation and harassment • Roles and responsibilities of management and employees.
1.2 USE FRAMEWORK TO MAINTAIN WORKPLACE HEALTH, SAFETY AND SECURITY	<p>1. Use the job descriptions may include:</p> <ul style="list-style-type: none"> • Identifying health, safety and security roles for staff • Preparing relevant duty statements <p>2. Working relationship with management should include:</p> <ul style="list-style-type: none"> • Cooperation and collaboration • Participation by both parties • Consultation • Establishing committee structures <p>3. Health, safety and security reporting structure should include:</p> <ul style="list-style-type: none"> • Establishing meeting schedules, including dates, times and forums • Appointment and/or election of office bearers

	<ul style="list-style-type: none"> •Format for recording meetings, issues discussed and decisions made •Formulating procedures for disseminating information from meetings to staff
1.3 FOLLOW PROCEDURES FOR IDENTIFYING HEALTH, SAFETY AND SECURITY HAZARDS AND RISKS	<p>1. Encourage staff to report workplace hazards may include:</p> <ul style="list-style-type: none"> • Holding regular workplace meetings • Developing health, safety and security committees and structures • Ensuring staff are not victimised • Making available anonymous reporting options, such as suggestion box
1.4 FOLLOW PROCEDURES FOR ASSESSING HEALTH, SAFETY AND SECURITY RISKS	<p>1. Identify those to be involved in assessment should include:</p> <ul style="list-style-type: none"> •Workers •Management •External experts and consultants •Officers from agencies and authorities <p>2. Schedule risk assessments</p> <p>3. Apply risk assessment activities should include:</p> <ul style="list-style-type: none"> •Liaising with others •Conducting research activities and reading literature •Undertaking tests •Visiting other sites •Consulting with staff and management •Using external consultants •Considering controls available within the hierarchy of controls •Costing different viable control options <p>4. Record deliberations at risk assessment meetings should include:</p> <ul style="list-style-type: none"> •Taking of minutes •Distributing of minutes at the termination of each meeting •Maintaining minutes on file for later reference <p>5. Facilitate meaningful and effective consultation should include:</p> <ul style="list-style-type: none"> •Sharing information •Giving employees a chance to express views •Taking views of employees into account when making

	<p>final decisions</p> <ul style="list-style-type: none"> •Ensuring consultation is representative of staff affected by the decision •Ensuring staff are free from management influence/pressure
1.5 FOLLOW PROCEDURES FOR CONTROLLING HEALTH, SAFETY AND SECURITY RISKS	<p>1. Plan for implementation of the control may include:</p> <ul style="list-style-type: none"> •Allocating funds for purchasing or modification of the selected item as per risk analysis •Allocating responsibilities for implementing actions •Establishing required timelines •Arranging and conducting staff training •Conducting familiarisation sessions with staff •Performing test runs/trials <p>2. Initiate the control may include:</p> <ul style="list-style-type: none"> •Providing interim solutions to long-term issues •Gradual implementation of a procedure •Bringing an item of equipment on-line slowly •Complying with planning guidelines •Complying with legislated and other internal requirements for operational efficiency and safety <p>3. Monitor the control may include</p> <ul style="list-style-type: none"> •Obtaining feedback from staff, customers and others, as appropriate •Personal observation •Inspections by designated health, safety and security staff •Analysis of records and documentations •Ensuring new health, safety and security issues are not created as a result of resolving the previous health, safety and security issues <p>4. Take remedial action when necessary may include:</p> <ul style="list-style-type: none"> •Providing extra training •Shutting down the procedure or item of equipment •Re-analysing the hazard or risk •Re-formulating an alternative and safer option •Consulting with relevant stakeholders to identify the problem and suggest solutions <p>5. Follow food safety regulations:</p> <ul style="list-style-type: none"> •including PPE •Follow safe work practices and procedures e.g handling of sharp utensils and handling of minor incidents such as minor cuts.

	<ul style="list-style-type: none"> • Follow designated entry and exit door. • Get food handling appropriate vaccinations, e.g. Typhoid injections, etc.
1.6 REPORT INJURIES, ILLNESSES AND INCIDENTS	<p>1. How to notify injury, illness, or incident may include:</p> <ul style="list-style-type: none"> • Internal and external notification • Verbal notification • Written communication • Identifying what needs to be reported/ notified <p>2. Report injuries, illnesses or incidents may include:</p> <ul style="list-style-type: none"> • Site preservation following an injury or incident • Taking of photographs • Interviewing those involved and witnesses • Cooperating with authorities • Updating records

Duty	2. Manage Quality Customer/Guest Services
Competence	Performance Criteria
2.1 EFFECTIVE COMMUNICATION	<ul style="list-style-type: none"> ▪ Demonstrate clear and attentive communication with customers and colleagues. ▪ Actively listen to customer needs, inquiries, and feedback. ▪ Communicate menu details, recommendations, and specials accurately and confidently.
2.2 PROBLEM RESOLUTION	<ul style="list-style-type: none"> ▪ Address customer concerns and complaints promptly and professionally. ▪ Work collaboratively with team members to resolve issues to the customer's satisfaction. ▪ Employ problem-solving skills to find creative solutions that align with the establishment's policies.
2.3 POSITIVE ATTITUDE	<ul style="list-style-type: none"> • Approach guests with a positive and enthusiastic demeanor. • Respond to guest feedback, whether positive or negative, with professionalism • Create a welcoming atmosphere that enhances the guest experience • Listening actively • Showing respect • Maintain good composure • Applying MIB and protocols as deemed necessary
2.4 ENSURE DELIVERY OF QUALITY PRODUCTS/SERVICES	<p>Customer needs may relate to:</p> <ul style="list-style-type: none"> • Advice or general information • Specific information

	<ul style="list-style-type: none"> •Complaints •Purchasing organization's products and services •Returning organization's product and services •Accuracy of information •Fairness/politeness •Prices/value <p>Appropriate professional development may include:</p> <ul style="list-style-type: none"> •Mentoring •Coaching •Training •Peer support
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Duty	3. Manage Stock Purchases and Inventories	
Competence	Performance Criteria	
3.1 VENDOR SELECTION AND RELATIONSHIPS	<ul style="list-style-type: none"> ▪Demonstrate the ability to select reliable and reputable suppliers. ▪ Cultivate positive relationships with suppliers to ensure consistent and quality deliveries. ▪Evaluate vendors based on factors such as pricing, quality, and timely deliveries 	
3.2 MENU-DRIVEN PURCHASING	<ul style="list-style-type: none"> ▪Align purchasing decisions with the menu requirements and customer demand. ▪ Analyze menu trends to determine ingredient needs and quantities. ▪Ensure procurement choices reflect the changing seasons and availability of ingredients 	
3.3 INVENTORY CONTROL	<ul style="list-style-type: none"> ▪Implement effective inventory management systems to track stock levels accurately. ▪Conduct routine stock counts and audits to prevent discrepancies. ▪Utilize inventory data to optimize reorder points and minimize excess inventory 	
3.4 WASTE REDUCTION STRATEGIES	<ul style="list-style-type: none"> ▪Develop and implement strategies to minimize food waste and maximize ingredient usage. ▪Utilize creative techniques to repurpose surplus ingredients into new menu items. ▪Monitor waste patterns and adjust purchasing and preparation processes accordingly. 	

Duty	4. Receive and Securely Store In-Coming Goods	
Competence	Performance Criteria	
4.1 ACCEPT DELIVERIES	<ul style="list-style-type: none"> •All types of food and beverage products, including raw and fresh goods, processed goods, dry goods, refrigerated foods and frozen foods, beverages for kitchen use only 	

	<ul style="list-style-type: none"> •Utensils and small equipment •Packaging
	<ul style="list-style-type: none"> •Visual examination of items to ensure freedom from pests, damage and obvious sensory signs of contamination or spoilage •Confirming quantities, brands, types, sizes, grades, weight, counts, freshness, type of packaging and quality factors •Checking 'use-by' dates, condition of packaging •Matching goods received/delivered against: <ul style="list-style-type: none"> ○Orders placed with suppliers ○Purchase specifications that apply ○Items listed on delivery documentation •Signing delivery documentation
	<ul style="list-style-type: none"> •Identified differences between orders placed and items supplied, such as over-supply and under-supply •Identified differences between deliveries supplied and items listed on accompanying documentation, such as over-supply and under-supply •Identified differences between quality, brands, types, sizes, grades, weight, counts, freshness, packaging and quality factors
	<ul style="list-style-type: none"> •Informing nominated internal personnel/department •Placing alternative orders and securing necessary supplies to meet immediate short-term needs
	<ul style="list-style-type: none"> •Signing off internal documentation, such as 'Goods Received register' and 'Purchase Orders' •Completing records, logs and worksheets as required by the enterprise •Inputting data into internal stock control systems, both manual including bin cards and stock sheets, and computerised systems •Forwarding delivery documentation to the designated person/department •Recording stock that has been returned to suppliers, or which has been disposed of otherwise than through normal production methods such as, food that has been thrown out
4.2 STORE SUPPLIES AND FOOD STOCK	<ul style="list-style-type: none"> •Dry goods •Refrigerated goods •Frozen foods •Beverages •Utensils and small equipment •Chemicals

	<ul style="list-style-type: none"> •Linen and uniforms •Stationery requisites <p>And may include:</p> <ul style="list-style-type: none"> •Compliance with the requirements of policies and procedures of the host enterprise and the statutory requirements of the legislation of the host country •Implementation of food safety plan/program used by the host enterprise •Storing items in their correct location •Use of safe manual handling practices •Stock rotation; first in first out/last in/last out (FIFO/LILO) •Safe and secure transporting of items to storage •Labelling of stock •Separation of chemicals from foodstuffs •Protection of food items from contamination •Protection of food items from contamination •Protection of stock from damage •Security of stock while in storage
4.3 MAINTAIN STORAGE AREAS	<ul style="list-style-type: none"> •Providing well lit and ventilated stores •Maintaining a pest and vermin free environment •Maintaining required temperatures and reporting non-compliance with same to the designated person/department or external service provider •Regular inspections of stock and facilities •Maintaining the position of stock items in-line with stock sheets •Compliance with the requirements of policies and procedures of the host enterprise and the statutory requirements of the legislation of the host country •Implementation of food safety plan/program used by the host enterprise
	<ul style="list-style-type: none"> •Identifying slow moving stock •Identifying stock that is approaching its 'use-by' date •Advising kitchen staff in relation to the need to use/promotes nominated items •Disposing of damaged, out-of-date or unsafe food •Refusing deliveries of items that are known to be in-store in sufficient quantities •Participating in stock counts

Duty	5. Monitor Routine Workplace Operations	
Competence	Performance Criteria	
5.1 QUALITY ASSURANCE	<ul style="list-style-type: none"> •Monitor food preparation to maintain consistent quality. 	

	<ul style="list-style-type: none"> •Ensure dishes meet established presentation and taste standards. •Address any deviations from quality expectations promptly •To check critical control points in the process flow. •To identify any errors and make improvement in the process flow based on feedback given. •To regularly review process flows and amend when necessary
5.2 EFFICIENT WORKFLOW MANAGEMENT	<ul style="list-style-type: none"> •Oversee kitchen operations to optimize efficiency. •Identify bottlenecks and implement workflow improvements •Coordinate with team members to ensure smooth order execution •Work schedules are implemented based on business requirements •Ability to roster accordingly •Ability to identify gaps in team skills and capabilities •Have an open feedback policy to allow staff to give feedback on the current practice in place
5.3 HYGIENE AND SAFETY COMPLIANCE	<ul style="list-style-type: none"> •Monitor adherence to sanitation and food safety and hygiene protocols. •Ensure proper food handling and hygiene practices. •Address and rectify any safety or hygiene concerns promptly •To ensure staff has undergone yearly refresher training on hygiene and safety topics.
6.4 SOLVE PROBLEMS AND MAKE DECISIONS	<ul style="list-style-type: none"> •Industrial •Customer •Supplier •Equipment •Compliance •Administrative •Organizational •Employee •New procedures and/or processes •Changes to workplace procedures and/or processes

Duty	6. Monitor Staff Performance Standards
Competence	Performance Criteria

6.1 MONITORING	<ul style="list-style-type: none"> •Evaluate adherence to culinary techniques, safety protocols, and hygiene. •Identify strengths and areas for improvement •Create Benchmarks •Create mentors and in-house training to improve and maintain standards •Review staff work output – the finish product on par with specifications •Observe staff work activities – speed and consistency and deadlines •Monitor work schedule and attendance.
6.2 COUNSEL STAFF	<ul style="list-style-type: none"> •Informal but structured discussions between management and staff •Timely delivery of counselling to minimise the negative impact of delays and enable linking of discussion and outcomes to recent and identified performance •Pre-determination of the topics to be discussed during the counselling including planning of sequence of session, content of session, words to be used during session, questions to be asked, revised targets to be set, options, suggestions and/or ultimatums to be issued •Application of suitable counselling strategies to meet individual and company needs including variations in formality, structure, format, language used, and the use of internal and external convener •Recording/ documenting the counselling sessions •Requiring the employee to sign-off on the decisions reached during the counselling sessions •Requiring the employee to sign-off on the decisions reached during the counselling session •Providing the appropriate level of support during the counselling commensurate with the issues being dealt with •Referring the staff member to external professional services, where appropriate

Duty	7. Conduct A Staff Performance Assessment Process
Competence	Performance Criteria
7.1 EVALUATION PREPARATION	<ul style="list-style-type: none"> ▪ - Thoroughly prepare for staff performance assessments, collecting relevant data and observations.

	<ul style="list-style-type: none"> ▪ - Review job descriptions and performance expectations to ensure assessment accuracy. - Plan assessment timelines and communicate expectations to staff
7.2 STRUCTURED ASSESSMENT	<ul style="list-style-type: none"> ▪ Follow a structured assessment process that considers both quantitative and qualitative measures. ▪ - Evaluate staff performance against established performance indicators and standards. - Document assessment findings systematically to ensure consistency and fairness.
7.3 FEEDBACK AND GOAL SETTING	<ul style="list-style-type: none"> ▪ Provide clear and constructive feedback to staff based on assessment results. ▪ - Engage in open and honest discussions about performance strengths and areas for improvement. - Collaboratively set performance improvement goals that are specific, measurable, achievable, relevant, and time-bound (SMART).

Duty	8. Coach Others in Job Skills
Competence	Performance Criteria
8.1 PREPARE FOR ON JOB COACHING	<ul style="list-style-type: none"> • Requesting coaching from colleague • Own observation and workplace experience • Direction from other colleagues
	<ul style="list-style-type: none"> • Those which do not require formal or extended training sessions but which are short, commonly-used tasks such as: <ul style="list-style-type: none"> ○ Customer service skills ○ Technical or practical skills such as operating equipment, making something or completing documentation ○ Selling or promoting products and servicing
	<ul style="list-style-type: none"> • On-the-job during work hours • Before or after work • In a simulated location away from the actual workplace
8.2 COACH COLLEAGUES ON THE JOB	<ul style="list-style-type: none"> • Skills development • Address performance problems • Request of supervisor or other person • Skills required to support introduction of new equipment and procedures • Skills required to support introduction of new processes • Skills required to complete a job or task effectively and efficiently
	<ul style="list-style-type: none"> • Knowledge of processes and procedures • Knowledge of principles and practices

	<ul style="list-style-type: none"> •Knowledge of the theory that underpins technical skills •Communication skills that contribute to productive and harmonious relations between employees and customers •Teamwork skills that contribute to productive working relationships and outcomes •Problem solving skills that contribute to productive outcomes •Planning and organizing skills that contribute to long-term and short-term strategic planning •Self-management skills that contribute to employee satisfaction and growth •Learning skills that contribute to on-going improvement and expansion in employee and company operations and outcomes •Technology skills that contribute to effective execution of tasks
	<ul style="list-style-type: none"> •Guiding the person being coached •Being a core part of coaching sessions •Being constructive so that the person being coached feels encouraged and motivated to improve their practice •Being timely so that the person being coached can use the feedback to guide practice •Being linked to a clear statement of orderly progression of learning so that the person being coached has a clear indication of how to improve his or her performance •Being focused on achievement, not effort; the work should be assessed, not the person being coached •Being specific to the learning outcomes of the coaching session so that assessment is clearly linked to learning •Guiding people to become independent learners and their own critics •Providing a developmental approach for achievement of a certain skills set
8.3 FOLLOW UP COACHING	<ul style="list-style-type: none"> •Identifying the progress of the person being coached •Identifying if changes to content of coaching sessions need to be made
	<ul style="list-style-type: none"> •Feedback from customers, i.e. customer satisfaction •Feedback from supervisors

	<ul style="list-style-type: none"> •Observation of work performance •Performance reviews
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Duty	9. Prepare and Display A Buffet Service
Competence	Performance Criteria
9.1 PLAN A BUFFET DISPLAY AND SERVICE	<p>Plan a buffet display may be related to:</p> <ul style="list-style-type: none"> -Occasion, including stand up, sit down, finger and plated -Theme, such as birthday, cultural and festival -Hot and or cold -Sweet and/or savoury <p>Layout may be related to:</p> <ul style="list-style-type: none"> -Service style/flow -Room set up -Number of guests -Time period -Number of dishes <p>Quantities will include:</p> <ul style="list-style-type: none"> -Portion control -Standard recipes -Service style <p>Food items should relate to:</p> <ul style="list-style-type: none"> -Seasonal availability -Occasion -Client expenditure -Enterprise profit -Dietary and cultural needs -Budget -Season -Occasion -Client -Savoury and sweet <p>Centre pieces may include:</p> <ul style="list-style-type: none"> -Carvings, such as margarine, ice, vegetables and fruit -Chocolate, such as moulded, formed and painted -Sugar work -Arrangements, such as flowers, vegetables and fruit -Dough, such as bread and salt -Boxes, trays, bottles, tins and equipment
9.2 PREPARE AND PRODUCE BUFFET DISHES	<p>Cooking methods may be related to:</p> <ul style="list-style-type: none"> -Techniques of cookery, including boiling, steaming, braising, stewing, roasting, baking, poaching, shallow frying, wok and stir fry

	<ul style="list-style-type: none"> -Dicing and slicing -Forming, such as galentine and terrine -Setting, such as gelatine and agar-agar <p>Glaze may include:</p> <ul style="list-style-type: none"> -Chaud/froid -Aspic -Flan gel -Mayonnaise -Gelatin <p>Hold may be related to:</p> <ul style="list-style-type: none"> -Resting, portioning and cutting -Holding equipment -Cooling procedures -Hygiene practice <p>Garnishes, sauces and accompaniments may include:</p> <ul style="list-style-type: none"> -Vegetables, fruit, herbs and flowers -Colour and flavour blends -Cultural flavours -Glazing -Coating -Flowers and leaves -Pastry -Sauces, sweet/savoury -Dietary and cultural styles/flavours <p>Trimmings may relate to:</p> <ul style="list-style-type: none"> -Off cuts, usage -Saleable dishes -Menu varieties -Temperature time holding
9.3 DISPLAY BUFFET DISHES	<p>Present should include:</p> <ul style="list-style-type: none"> -Colour -Height -Service and storage temperature -Classical and cultural -Neatly and attractively -Planning location -Service and storage temperature -Ceramics -Glass -Crystal -Mirrors -Trays -Classical and cultural aspect

	<ul style="list-style-type: none"> -Ease of service <p>Minimise wastage should include:</p> <ul style="list-style-type: none"> -Storage space -Portion control -First In, First Out (FIFO) -Replenishing times, as needed <p>Display may be related to:</p> <ul style="list-style-type: none"> -Colour arrangement -Container shape -Hot and cold -Height -Product grouping -Carving -Texture -Service areas -Temperature
9.4 STORE BUFFET ITEMS	<p>Stored may include:</p> <ul style="list-style-type: none"> -Cool room temperature -Cold room placement -Length of time in cool storage -Length of time in freezer storage -Appropriate process followed, Cryovac or ice packed -Storage containers before assembly -Storage containers after assembly -Dietary and cultural styles/flavours -Labelled -Freshness, quality and presentation -Temperature and humidity <p>Labelled must include:</p> <ul style="list-style-type: none"> -Date -Item name -Handler name -Time, temperature and storage <p>Correct conditions should include:</p> <ul style="list-style-type: none"> -Temperature and humidity -Stock rotation -Reporting faults -Changing containers

Duty	10. Prepare Bakery Products
Competence	Performance Criteria
10.1 PREPARE A VARIETY OF BAKERY PRODUCTS	Commodities may include:

	<ul style="list-style-type: none"> •Flours •Sugars •Fruits •Nuts •Eggs •Milk •Cream •Gelatin •Flavourings and essences •Chocolate •Fats <p>Establishment types/style could include:</p> <ul style="list-style-type: none"> •Hotels •Restaurants •Brasseries •Bistro •Cafe •Coffee shop •Patisserie, pastry shop •Commercial or industrial catering operations •Function venues <p>Variety of bakery products may include:</p> <ul style="list-style-type: none"> •Savoury and sweet breakfast items •Specialty breakfast items •Lunch and dinner rolls •Sweet yeast •Festive baking, specific to cultural feasts and celebrations •Health and diet specific items, e.g. Gluten free and fat free <p>Product characteristics is related to:</p> <ul style="list-style-type: none"> •Colour •Consistency and texture •Moisture content •Mouth feel and eating properties •Appearance <p>Equipment may include:</p> <ul style="list-style-type: none"> •Ovens •Trays •Racks •Bowls •Mixing machine
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	<ul style="list-style-type: none"> •Scales •Rings, tins, moulds •Fridge, freezer •Blenders •Dough break •Rolling pin •Piping bags and nozzles •Wooden spoons •Cutters <p>Techniques should include:</p> <ul style="list-style-type: none"> •Beating •Whisking •Folding •Rolling •Laminating •Creaming •Kneading •Incorporating fat <p>Enterprise requirements and standards should relate to:</p> <ul style="list-style-type: none"> •Scale to correct weight •Colour •Consistency •Texture •Moisture •Mouth feel •Appearance •Saleability <p>Oven conditions may be related to:</p> <ul style="list-style-type: none"> •Colour •Shape •Crust structure •Temperature •Rack position •Cooking times •Moisture
10.2 DECORATE AND PRESENT/DISPLAY BAKERY PRODUCTS	<p>Fillings and coatings/icing and decorations may include:</p> <ul style="list-style-type: none"> •Fruits •Biscuits •Chocolate •Flowers and leaves •Herbs •Croquant •Creams

	<ul style="list-style-type: none"> •Glazes •Icings •Icing sugar or chocolate powder •Fruit sauces •Nuts and dried fruits •Jams •Mousses •Custards •Jellies •Meringue •Ganache <p>Service equipment may include:</p> <ul style="list-style-type: none"> •Ceramics •Glass •Crystals •Mirrors •Trays •Croquant stands •Sugar work stands •Chocolate stands •Display cabinets
10.3 STORE BAKERY PRODUCTS	<p>Store at correct temperature and conditions of storage may relate to:</p> <ul style="list-style-type: none"> •Away from strong odours •Appropriate containers •Labelling •Cool room temperature •Cool room placement •Length of time in cool storage •Freezer temperature •Length of time in freezer storage

PART 3 TRAINING STANDARDS

1.CURRICULUM DESIGN

This section includes the description of the standard design of the curriculum. This should include theory and practical that covers all generic and specialised competencies.

2.TRAINING DELIVERY

2.1. CLASS SIZE (RATIO: TRAINER VS TRAINEES)

- Ratio: Trainer vs. Trainees, Classroom and Practical
- Classroom (Theory) – 1 Trainer : 16 Trainees
- Practical – 1 Trainer : 8 Trainees

2.2. COURSE CONTENT

- 70% Practical and 30% Theory

2.3. EVALUATION

- Training course evaluation/ feedback form should be provided to candidates at the end of the training course.
- The Evaluation process helps the training organisation to understand the strength and weakness of the training course and identify opportunities to improve the training course for future candidates.
- Industry feedback mechanism must be in place.

2.4.ASSESSMENT

- All training organisations are required to demonstrate the four principles of assessment: (i) Validity (ii) Reliability (iii) Integrity iv) Fairness
- Assessing the competency in terms of course work, practical, written assessment and interview
- Any written assessment shall have a standardised format with clear instructions.
- Multiple Choice Questions (MCQs) shall comprise of selection of four (4) answers provided.
- For Short Answer Questions (SAQs) sufficient space shall be provided for candidates to answer and the mark awarded for each individual question shall be indicated.
- MCQs and SAQs should be kept within separate sections.
- Any training course that is conducted, must as reasonably practicable expose the candidates towards the real working environment (e.g. Groupwork Presentations, Practical sessions, etc.).
- Assessment Packages per program.
- Assessment will be conducted by an independent assessment team comprising 1 independent assessor from an independent RTO, 1 external assessor from the industry and 1 verifier from the awarding body.

- The assessment team will be led by the assessor from an independent RTO.

3.TRAINING HOURS

The minimum nominal training hours is 1200 hours, inclusive of on the job trainings.

4.TRAINERS QUALIFICATION

- Has a valid recognised training or teaching qualification (i.e. Certificate of teaching, Train the Trainer, etc.);
- Minimum 3 years of work experience in the relevant field or activity; or
- Have a minimum Higher National Diploma in relevant field and above;
- Awareness concerning the provisions of the of the Workplace Safety and Health Order, 2009 and its regulations.

5.ASSESSORS QUALIFICATION

- Has a valid recognized assessing or teaching qualification or a certificate of a qualified assessors (i.e., Certificate of Teaching, Train the Assessors, etc); OR
- Has a minimum 3 years of work experience in the relevant field or activity; OR
- Higher National Diploma and above or relevant industry experience.

6.TOOLS, EQUIPMENT AND CONSUMABLES (MATERIALS)

All training providers are also required to provide at their training premises (including classrooms and practice grounds) facilities and equipment which must be maintained to a required standard and in full compliance with applicable laws of Brunei Darussalam and where appropriate, equipment should be routinely tested and inspected in accordance with applicable legislation and standards. This is to ensure that all training premises, facilities and equipment are safe and fit for purpose with suitable levels of hygiene in place*

*Training Standards 1-8: Aligned Requirements amongst SHENA, IBTE and MOE

TOOLS		EQUIPMENT		MATERIAL	
Description	Min. Qty	Description	Min. Qty	Description	Min. Qty
Combination Oven	2	Frying pan	16	Fruits and vegetables	16
Gas range	16	Stock pot	16	Oil	16
Exhaust fans	1	Sauce pot	16	Herbs and spices	16
Worktable with sink	16	Wooden Spoon	16	Poultry	16
4-Door Chiller Freezer	1	Ladle	16	Meat	16
Char broiler	4	Scraper	16	Fish and shellfish	16
Food mixer	16	Measuring spoon	16	Bakeables (Flour, sugar)	16
Food processor	16	Measuring cup	16	Condiments and sauces	16
Deep fat fryer (6L)	4	Measuring jug	16	Farinaceous	16
Toaster	4	Weighing scale	16	A4 paper (1 ream)	8

Rice cooker	4	Metal tray (small)	16		
Multimedia projector	2	Metal tray (medium)	16		
Printer	1	Metal tray (large)	16		
		Chinoise	16		
		Stainless steel bowl (small)	16		
		Stainless steel bowl (medium)	16		
		Stainless steel bowl (large)	16		
		Knife set	16		
		Chopping board	16		
		Cleaning tools (sponges, brushes, etc)	16		
		Cleaning agents (detergents)	16		

7. PERSONAL PROTECTIVE EQUIPMENT (PPE)

Where required, the personal protective equipment (PPE) requirements shall be ascertained and to ensure that each candidate is provided with the same for the duration of the training course. The PPE shall be applicable for the type of course, of suitable standard and be well maintained at all times.

PPE		
Description	Qty	Standards and Specification
Facemask	16	N95
Chef coat	16	Double breasted chef coat, Cotton/ polyester mix, studs/Velcro or zip closure.
Safety shoes	16	Rubber, Non slip, without laces
Chef pants	16	Loose fitting, thick cotton
Gloves	32	non-latex, multiple sizes (S, M,L)
Chef Hat	16	Cotton material,
Apron	16	Fire resistant, cotton material, tied on
First Aid Kit	2	Antiseptics and Ointments

		<ul style="list-style-type: none"> • Benzalkonium Chloride Antiseptic Towelettes • Alcohol Antiseptic Wipes • Hand Cleansing Moist Towelettes • After Bite Insect Sting Relief • Centrimide First Aid Cream 25gr • Povidone Iodine Prep Pads <p>Wound Care/Trauma</p> <ul style="list-style-type: none"> • Fabric Adhesive Bandages – Finger & Knuckle and Patch • Fabric Patch Adhesive Bandages • Junior Adhesive Bandages • Butterfly Wound Closures • Compress Pressure Bandage w/Elastic Ties Surgical Gauze Sponges • Conforming Gauze Bandage Roll • Gauze Pads • Non-Adherent Dressings, Sterile • Abdominal/Combine Pads <p>Eye Injury</p> <ul style="list-style-type: none"> • Orthopaedic Eye
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		<ul style="list-style-type: none"> Patch • Eye-shield, Plastic w/ Elastic Strap, Ventilated • Eye Cup • Eyewash Solution, • Saline Solution <p>First Aid/CPR/Instruments</p> <ul style="list-style-type: none"> • CPR Pocket Mask with Gloves • Vinyl Medical Examination Gloves • Surgical Tape • Cotton Tip Applicators • Safety pins • Splinter Probes, Sterile • Forceps, Fine Point • Paramedic Scissors 15.2 cm • Emergency Rescue Blanket • Single-Use Thermometers • Penlight <p>Fractures/Sprains</p> <ul style="list-style-type: none"> • Wire Splint, Padded Aluminum Splint, Finger Splint • Instant Cold Compress, 1Elastic Bandage • Self-Adhering Wrap Bandage • Triangular Bandage
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		Burn Care <ul style="list-style-type: none"> • Burn Stop Dressing • Burn Stop Gel Packet
Fire extinguisher (dry powder/ CO2/ black label)	2	<ul style="list-style-type: none"> • FIRE RATING 34 A 233 B C • EXTINGUISHING AGENT EPW 18462 (ABC Favorit Tertia) ABC powder - MAP 20 % • PROPELLANT Dehumidified air or N2 ,15 Bar at 20°C • TEMPERATURE RANGE -30°C / +60°C • NOMINAL CHARGE 6 Kg • FULL WEIGHT ~ 9,4 Kg • DIMENSIONS Height 550 mm Diameter 160 mm • DISCHARGE TIME 16,5 sec. • VALVE TIGHTENING TORQUE Minimum 40 Nm, Maximum 60 Nm • CYLINDER PRESSURE TEST PT 27 bar • CYLINDER VOLUME 7,8 L. • SAFETY VALVE Set between 22 and 27 bar • CYLINDER MATERIAL Alloy steel • EXTERNAL/INTERNAL TREATMENT Sandblast and epoxypolyestere powder painting,

		Red Ral 3000 colour.			
Fire blanket	2	Product Code	SF-01		
		Description	Texturized Glass Fabric Heat Treated		
		Colour	Milky White		
		Weight	450 Gram/Sqm +/- 10%		
		Thickness	0.50mm +/- 10%		
		Width	1Mtr (100 Cm)		
		Yarn Thickness (Tex)	Warp	Weft	
			EC 9 33 4*2	EC 9 33 18*12	
		Tensile Strength	354N/5CM (400 Lbs/Inch)	354N/5CM (400 Lbs/Inch)	
		Temperature Resistance	550°C		

8. TRAINING FACILITIES

- Classroom
 - Size : minimum 27m sq.;
 - Proper signage.
- Workshop and training grounds
 - Size : where workshop and training grounds minimum size or area is specified;
 - Proper signage.
- Basic amenities
 - Basic necessities (not limited to. surau (male and female) toilet (male and female), resting areas, male and female changing room, first aid, etc.) must be provided.

NO. OF TRAINEES:	16	
REQUIREMENT SIZE IN:	MIN. SIZE IN METERS (M)	MIN. REQUIREMENT SIZE IN SQ. METERS
Building/Office	As approved by ABCi	As approved by ABCi
Training Workshop/Area	-	-
Storeroom	-	-
Classroom	-	27
GRAND TOTAL IN SQ. METERS:	27	

PART 4 GLOSSARY

A

ASSESSOR

accredited individual authorized to evaluate or assess competencies of a candidate applying for certification.

D

DUTY

the tasks to be performed by an individual as a regular part of the individual's job.

I

INSTITUTIONAL ASSESSMENT

an assessment undertaken by the institution for its trainees to determine their achievement of the learning outcomes in the module of instructions in given unit of competency or clusters of competencies.

L

LEARNING OUTCOMES

the set of knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

O

OCCUPATION

a set of jobs whose main tasks and duties are characterized by a high degree of similarity.

P

PERFORMANCE CRITERIA

evaluative statements that specify what is to be assessed and the required level of performance or competency.

R

RECOGNITION OF PRIOR LEARNING (RPL)

the process in which the individual's previous learning outside the formal system which contributes to the achievement of current competency/ies can be assessed against the relevant unit of competency and given recognition through the issuance of appropriate certificate.

T

TASK

a discrete, assignable unit of work that has an identifiable beginning and end, containing two or more steps which when performed, leads to a product, service or decision. This is normally performed within a specified period of time.

TRAINING STANDARDS

the information and important requirements to consider when designing training programs corresponding to a national qualification; this includes information on curriculum design, training delivery, trainee entry requirements, training tools and equipment, and trainer qualifications.

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THE MANPOWER INDUSTRY STEERING COMMITTEE (MISC) HOSPITALITY & TOURISM WORKING GROUP (WG)

YM Dr Haji Mohd Zamri bin Hj Sabli, CEO, IBTE

YM Salinah binti Hj Mohd Salleh, Acting Director of TDD

YM Jauyah binti Tuah, Acting Secretary of BDNAC

YM Haswandi Haji Osman, Acting Assistant Director, PPB

YM Hj Jeff Hadiman bin Dato Hj Daniel, General Manager of RBC

YM Ridwan Horas, Manager of Pondok Seri Wangi

YM Dk Faridah binti Pg Hj Bakar, HR Development & Finance Manager, Royal Brunei Polo and Riding Club

YM Awang Mohd Iswandi bin Maaruf, President of BAH

YM Hj Yahya Amin Edwards, General Manager, Capital Residence Suites

YM Hjh Susilawati binti Hj Suhaili, Human Resource Manager, The Empire Brunei

YM Yann Ai Lo, Manager, Mas Sugara Travel Services Sdn Bhd

YM Sugumaran Subramaniam, Freme Travel Services Sdn Bhd

YM Nur Khadijah Abdullah, Straits Central Agency Sdn Bhd

YM Peter Chieng, Managing Director, PJ Majestic Tours & Travel Sdn Bhd

YM Simon Keenan, Head of Business & Tourism/Hospitality, LCB

YM Khairunnisa Nadiyah binti Abdul Ghani, MPEC Secretariat

YM Mohammad Adeeb bin Nazmi, MPEC Secretariat

YM Siti Nur Ai'syatussolehah binti Haji Mohd Soffi, MPEC Secretariat

YM Hjh Nur Fariza Munyati binti Hj Abd Aji, MISC Secretariat

YM Aminuryadi bin Hj Ibrahim, MISC Secretariat

YM Dk Nur Izzati Ashiqin binti Pg Hj Ismail, MISC Secretariat

COMPETENCE DEVELOPMENT TECHNICAL GROUP (CDTG); THE TECHNICAL AND INDUSTRY EXPERT PANEL – CHEF DE PARTIE

YM Dr Haji Mohd Zamri bin Hj Sabli, Acting CEO, IBTE

YM Haswandi Haji Osman, Acting Assistant Director, PPB

YM Simon Keenan, Head of Business & Tourism/Hospitality, LCB

YM Sharifah Nurol Diana binti Shaikh Mahmud, IBTE
YM Siti Khadizah binti Haji Omar, IBTE
YM Nurul Rafidah binti Haji Ibrahim, IBTE
YM Nurul Fakhriah binti Abu Hasrah, IBTE
YM Mohd Fadhil bin Abu Bakar, IBTE
YM Awang Mohd Iswandi bin Maaruf, BAH
YM Hj Yahya Amin Edwards, Capital Residence Suites
YM Muhammad Afiq bin Mahmud, RBC
YM Mohd Shamsir bin Sanni, RBC
YM Ridwan W. Horas, Pondok Seri Wangi
YM Rose binti Salleh, Pondok Seri Wangi

The PARTICIPANTS in the Review and Validation of this Occupational Skills Standards (Hospitality & Tourism Skills Sub-Committee)

YM Dayang Salinah binti Hj Mohd Salleh [MPRT]
YM Hajah Nur Fariza Munyati binti Haji Abd Aji, [MPRT]
YM Awang Mohd Kamarul Izzudin bin Hj Kamaluddin [IBTE]
YM Hj Ruslan bin Kurus [PPB]
YM Mr Simon Keenan [LCB]
YM Noorhayati Cynthia binti Abdullah [SEAMEO VOCTECH]
YM Haji Zainal bin Haji Harun [ATAB]
YM Nuriyah Safawati binti Salim [BAH]

The Members of the Brunei Darussalam National Accreditation Council (BDNAC)

YM Haji Mohd Fadzillah bin Haji Abdullah, Executive Secretary of BDNAC
YM Mohd Ruzaini bin Mohd Saiffulah
YM Nur Amirah binti Tuah

The MANAGEMENT and STAFF of the Brunei Darussalam National Accreditation Council Secretariat