

TABLE OF CONTENTS

PART 1	BASIC CONTENT	2
1.	INTRODUCTION TO BRUNEI DARUSSALAM NATIONAL OCCUPATIONAL SKILLS STANDARDS (BNOSS)	2
2.	BENEFITS OF BNOSS.....	2
3.	KITCHEN HELPER LEVEL 1.....	3
4.	ENTRY REQUIREMENTS.....	3
5.	COMPETENCY LEVEL, OCCUPATIONAL STRUCTURE AND CAREER PROGRESSION	3
6.	AWARD OF CERTIFICATE	4
PART 2	COMPETENCE STANDARDS.....	5
1.	COMPETENCY PROFILE CHART (CPC).....	5
1.1	<i>Generic</i>	6
1.2	<i>Specialised</i>	10
2.	COMPETENCY STANDARDS.....	12
2.1.	<i>Generic</i>	12
2.2.	<i>Specialised</i>	25
PART 3	TRAINING STANDARDS.....	35
1.	CURRICULUM DESIGN.....	35
2.	TRAINING DELIVERY	35
2.1.	<i>Class size (ratio: trainer vs trainees)</i>	35
2.2.	<i>Course content</i>	35
2.3.	<i>Evaluation</i>	35
2.4.	<i>Assessment</i>	35
3.	TRAINING HOURS.....	36
4.	TRAINERS QUALIFICATION	36
5.	ASSESSORS QUALIFICATION	36
6.	TOOLS, EQUIPMENT AND CONSUMABLES (MATERIALS)	36
7.	PERSONAL PROTECTIVE EQUIPMENT (PPE).....	37
8.	TRAINING FACILITIES.....	40
PART 4	GLOSSARY	42
PART 5	ACKNOWLEDGEMENTS	44

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 though 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.KITCHEN HELPER LEVEL 1

This role of a kitchen helper is designed to reflect the role of individuals who perform mainly routine guest service tasks of Food and Production and work under direct supervision.

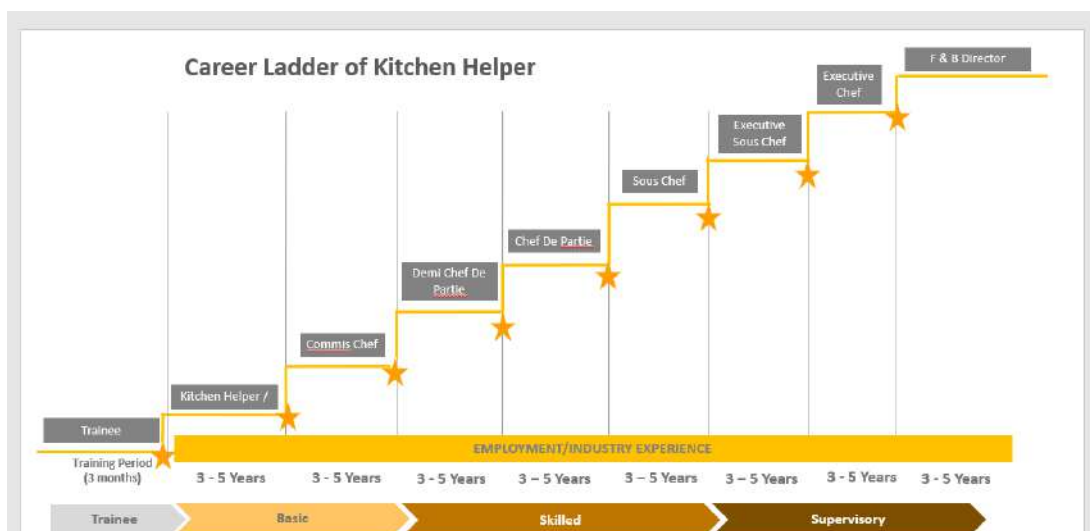
4.ENTRY REQUIREMENTS

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.

5.COMPETENCY LEVEL, OCCUPATIONAL STRUCTURE AND CAREER PROGRESSION

SECTOR	Hospitality & Tourism
SUB-SECTOR	Restaurant and Mobile Food Services Activities
OCCUPATION	Kitchen Helper
LEVEL 5	TBA
LEVEL 4	TBA
LEVEL 3	Commis I
LEVEL 2	Commis 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 need 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-01-01	Work Effectively with Customer and Colleagues
	HT-GEN-01-02	Comply With Workplace Hygiene Procedures
	HT-GEN-01-03	Speak English at a Basic Operational Level
	HT-GEN-01-04	Apply Standard Safety Procedures for Handling Foodstuffs
	HT-GEN-01-05	Clean and Maintain Kitchen Equipment and Utensils
Specialised	HT-KIH-SPE-01-01	Organise and Prepare Food Products and Services
	HT-KIH-SPE-01-02	Prepare and Store Foods
	HT-KIH-SPE-01-03	Prepare Portion Controlled Meat Cuts

**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 Effectively with Customer and Colleagues

Skill Areas/ Competence	Competence Elements
1.1 Communicate Effectively	1.1.1 Relay information in a clear and concise manner
	1.1.2 Use language and tone appropriate to a particular audience
	1.1.3 Use active listening and questioning
	1.1.4 Identify potential and existing conflicts and seek solutions
	1.1.5 Complete routine workplace documentation accurately in a timely manner
1.2 Establish and Maintain Effective Relationships with Colleagues and Customers	1.2.1 Meet both internal customers' and external customers' needs and expectations
	1.2.2 Assist to resolve workplace conflict
	1.2.3 Maintain a positive and co-operative manner
	1.2.4 Use non-discriminatory attitudes and language
1.3 Work in A Team	1.3.1 Request or provide assistance
	1.3.2 Provide support to colleagues
	1.3.3 Discuss and resolve problems through agreed and/or accepted processes
	1.3.4 Recognise and accommodate cultural differences
	1.3.5 Identify, prioritise and complete individual tasks
	1.3.6 Complete routine workplace documentation

DUTY: 2. Comply with Workplace Hygiene Procedures

Skill Areas/ Competence	Competence Elements
2.1 Recognise and Follow Hygiene Procedures	2.1.1 Recognise and follow enterprise standards and legislated requirements that apply to relevant workplace hygiene procedures
	2.1.2 Recognise and follow workplace hygiene procedures
	2.1.3 Receive, handle and store all food items according to enterprise standards and legislated requirements
	2.1.4 Prepare, serve and store food in compliance
	2.1.5 Clean food-related items, utensils and areas in compliance
2.2 Identify and Prevent Hygiene Risks	2.2.1 Identify potential food, personal, environmental and other risks
	2.2.2 Take action to minimise or remove the risk of food contamination
	2.2.3 Handle and dispose of food waste and rubbish in compliance
	2.2.4 Recognise and Follow enterprise standards and legislated requirements that apply personal practices and presentation

DUTY: 3. Speak English at a basic operational level

Skill Areas/ Competence	Competence Elements
3.1 Participate in Simple Conversations on Familiar Topics with Work Colleagues	3.1.1 Use and respond appropriately to opening comments
	3.1.2 Comment on familiar topics
	3.1.3 Talk about a past event
	3.1.4 Use closing remarks appropriately to end the conversation
3.2 Respond to Simple Verbal Instructions or Requests	3.2.1 Confirm understanding of supervisor's instructions or requests
	3.2.2 Request repetition or clarification of instructions or requests
3.3 Make Simple Requests	3.3.1 Use polite forms to make simple requests
	3.3.2 Thank the person responding to your request
	3.3.3 Acknowledge the person who cannot respond to your request
3.4 Describe Routine Procedures	3.4.1 Explain a sequence of events in carrying out a routine job
	3.4.2 Describe exceptions to routine procedures
	3.4.3 Make suggestions on how to improve routine procedures
3.5 Express Likes, Dislikes and Preferences	3.5.1 Talk about likes and dislikes of familiar topics and situations
	3.5.2 Discuss preferences and give reasons
3.6 Identify Different Forms of Expression in English	3.6.1 Construct a formal sentence
	3.6.2 Differentiate between 'open-ended' and 'closed' questions

DUTY: 4. Apply Standard Safety Procedures for Handling Foodstuffs

Skill Areas/ Competence	Competence Elements
4.1 Identify hazards and risks	4.1.1 Identify key hazards and risks associated with the individual work role
	4.1.2 Check own work area to identify hazards and risks
4.2 Follow enterprise hygiene standards, procedures and practices	4.2.1 Implement required personal hygiene practices
	4.2.2 Maintain clothing to meet work area standards
	4.2.3 Follow hygiene procedures in accordance with enterprise requirements
4.3 Handle and store foodstuffs	4.3.1 Handle and store foodstuffs according to enterprise guidelines
	4.3.2 Handle and store foodstuffs in a manner that avoids damage and

	contamination, meets hygiene standards, and maintains quality
	4.3.3 Store foodstuffs at the correct temperature
4.4 Follow food safety program	4.4.1 Ensure work activities conform with the enterprise food safety program
	4.4.2 Identify and monitor areas of risk in individual work area
	4.4.3 Take corrective actions within individual scope of responsibilities to minimise risk in accordance with the enterprise food safety program
	4.4.4 Report risks beyond the control of the individual to the appropriate person(s)
	4.4.5 Complete records according to enterprise requirements and work responsibility

DUTY: 5. Clean and Maintain Kitchen Equipment and Utensils

Skill Areas/ Competence	Competence Elements
5.1 Identify basic instructions, diagrams, and symbols	5.1.1 Read and interpret procedures
	5.1.2 Read and interpret basic instructions, directions and/or diagrams, and/or symbols
	5.1.3 Read and interpret work instructions to determine job requirements
5.2 Clean kitchen premises	5.2.1 Identify the areas that may require cleaning in a kitchen premises environment and the frequency of cleaning for each identified area
	5.2.2 Select appropriate cleaning utensils and chemicals
	5.2.3 Perform cleaning procedures in accordance with enterprise and legislated requirements
	5.2.4 Identify and address cleaning and sanitizing needs that arise in addition to scheduled cleaning requirements
	5.2.5 Store cleaning items and chemicals, and clean where applicable, after cleaning has been completed
	5.2.6 Follow emergency first aid procedures in the event of a cleaning-related incident or accident
5.3 Identify, clean and maintain kitchen equipment and utensils	5.3.1 Identify & describe the use of different types of knives
	5.3.2 Identify & describe the use of kitchen utensils and other small kitchen equipment
	5.3.3 Identify the equipment and utensils that may require cleaning in a kitchen premises environment and the frequency of cleaning for each identified item
	5.3.4 Select appropriate cleaning tools and chemicals
	5.3.5 Perform cleaning procedures in accordance with enterprise and legislated requirements
	5.3.6 Store and protect equipment and utensils that have been cleaned

	ready for future use
	5.3.7 Store cleaning tools and chemicals, and clean where applicable, after cleaning has been completed
	5.3.8 Follow emergency first aid procedures in the event of a cleaning-related incident or accident
5.4 Perform basic maintenance on kitchen equipment, utensils and premises	5.3.1 Perform basic premises maintenance activities as necessary
	5.3.2 Perform basic maintenance activities on equipment and utensils as necessary
	5.3.3 Report maintenance requirements that cannot be satisfactorily addressed
5.5 Handle waste and laundry requirements	5.4.1 Dispose of internal waste in accordance with enterprise and legislated requirements
	5.4.2 Maintain waste disposal area in a clean and sanitary condition
	5.4.3 Gather dirty linen from kitchen and associated departments and process dirty linen

1.2 Specialised

DUTY: 1. Organise and Prepare Food Products and Services

Skill Areas/ Competence	Competence Elements
1.1 Organise and prepare equipment and utensils for use	1.1.1 Identify equipment and utensils that may be used in mise-en-place tasks
	1.1.2 Select and assemble the equipment and utensils for required mise-en-place tasks
	1.1.3 Use equipment and utensils to perform mise-en-place tasks
1.2 Organise and prepare ingredients for mise-en-place tasks	1.2.1 Identify ingredients that may be used for mise-en-place tasks
	1.2.2 Select and assemble the ingredients for required mise-en-place tasks
	1.2.3 Prepare ingredients in accordance with identified need
1.3 Prepare meat, seafood and poultry	1.3.1 Perform mise-en-place tasks with meat
	1.3.2 Perform mise-en-place tasks with seafood
	1.3.3 Perform mise-en-place tasks with poultry
	1.3.4 Perform mise-en-place tasks with game

DUTY: 2. Prepare and Store Foods

Skill Areas/ Competence	Competence Elements
2.1 Identify and collect food items required for preparations	2.1.1 Identify a range of food items correctly
	2.1.2 Collect food items as required for standard recipes
	2.1.3 Measure and assemble food items correctly for standard recipes
	2.1.4 Maintain food items at correct temperature during preparation
	2.1.5 Apply correct food handling techniques
2.2 Prepare eggs and dairy	2.2.1 Use eggs and dairy products efficiently to minimise wastage
	2.2.2 Maintain food items at correct temperature during preparation
	2.2.3 Apply correct food handling techniques
2.3 Prepare dry goods	2.3.1 Use dry goods efficiently to minimise wastage
	2.3.2 Maintain food items at correct temperature during preparation
	2.3.3 Apply correct food handling techniques
2.4 Prepare fruit and vegetables	2.4.1 Clean fruit and vegetable items correctly
	2.4.2 Prepare fruit and vegetable items using standard techniques
	2.4.3 Use fruit and vegetable efficiently to minimise wastage
	2.4.4 Maintain food items at correct temperature during preparation
	2.4.5 Apply correct food handling techniques
2.5 Prepare meat, poultry and seafood	2.5.1 Clean meat, poultry and seafood items correctly
	2.5.2 Prepare meat, poultry and game items using standard techniques
	2.5.3 Use meat, poultry and seafood efficiently to minimise wastage
	2.5.4 Maintain food items at correct temperature during preparation
	2.5.5 Apply correct food handling techniques
2.6 Assemble and use	2.6.1 Select appropriate equipment
	2.6.2 Use equipment correctly and safely to enterprise and

equipment	manufacturer's instructions
	2.6.3 Dismantle and clean equipment after use
	2.6.4 Report equipment faults to appropriate personal
2.7 Store prepared foods	2.7.1 Store foods under appropriate conditions and locations to ensure freshness and quality
	2.7.2 Select appropriate containers
	2.7.3 Label appropriately
	2.7.4 Ensure freshness and quality through first in, first out

DUTY: 3. Prepare Portion Controlled Meat Cuts

Skill Areas/ Competence	Competence Elements
3.1 Select and purchase from suppliers	3.1.1 Identify the primary meat cuts
	3.1.2 Identify the secondary meat cuts
	3.1.3 Identify varieties of meats used commercially
3.2 Prepare portion cuts	3.2.1 Prepare and portion cuts to enterprise requirements
	3.2.2 Minimise wastage through preparation and storage
	3.2.3 Use trimmings and leftovers for alternative preparations and preservation
	3.2.4 Identify and use of equipment
	3.2.5 Prepare ready for service
3.3 Store portion cuts to enterprise requirements	3.3.1 Store fresh and/or Cryovac items correctly
	3.3.2 Prepare and maintain correct thawing of portioned cuts
	3.3.3 Store portioned cuts appropriately in correct containers
	3.3.4 Label portioned cuts correctly
	3.3.5 Ensure correct conditions are maintained for freshness and quality

2.COMPETENCY STANDARDS

2.1.Generic

Duty	1. Work Effectively with Customer and Colleagues
Competence	Performance Criteria
1.1 COMMUNICATE EFFECTIVELY	<p>1. Relay information in a clear and concise manner using <i>appropriate communication techniques</i></p> <p>2. Use <i>language and tone</i> appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved</p> <p>3. Use active listening and questioning to facilitate effective two-way communication with others</p> <p>4. Identify potential and existing <i>conflicts</i> and seek solutions in conjunction with all involved parties</p> <p>5. Complete routine <i>workplace documentation</i> accurately in a timely manner</p> <p><i>Range</i></p> <p><i>Appropriate communication techniques:</i></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 ▪ being attentive ▪ maintaining eye contact in face-to-face interactions ▪ the use of appropriate non-verbal communication in face-to-face interactions, e.g. body language, attention and personal presentation <p><i>Language and tone:</i></p> <ul style="list-style-type: none"> ▪ using simple, concise language that can be easily understood by the audience ▪ using appropriate tone, e.g. not patronising, not too loud, not too soft, not yelling, not angry, etc <p><i>Conflicts:</i></p> <ul style="list-style-type: none"> ▪ group conflict ▪ conflict with individuals ▪ conflict with co-workers <p><i>Workplace documentation:</i></p> <ul style="list-style-type: none"> ▪ letters ▪ memos ▪ faxes ▪ emails ▪ invoices and purchase orders

<p>1.2 ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS WITH COLLEAGUES AND CUSTOMERS</p>	<ol style="list-style-type: none"> 1. Meet both <i>internal customers'</i> and <i>external customers'</i> needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames 2. Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes 3. Maintain a positive and co-operative manner 4. Non-discriminatory attitudes and language are used when interacting with customers, staff and management consistently <p><u>Range</u></p> <p>Internal customers:</p> <ul style="list-style-type: none"> ▪ colleagues working in another department ▪ team members ▪ supervisor or managers <p>External customers:</p> <ul style="list-style-type: none"> ▪ suppliers ▪ people who buy the goods and services the enterprise sells <p>Organisation standards:</p> <ul style="list-style-type: none"> ▪ complaints procedures ▪ organisational standard report forms ▪ job descriptions ▪ code of ethics ▪ quality systems, standards and guidelines <p>Non-discriminatory attitudes and language:</p> <ul style="list-style-type: none"> ▪ language in relation to race and ethnicity ▪ not making assumptions about physical or intellectual abilities ▪ the use of non-discriminatory language in relation to the portrayal of people with disabilities ▪ using non-sexist and gender inclusive language
<p>1.3 WORK IN A TEAM</p>	<ol style="list-style-type: none"> 1. Request or provide assistance so that work activities can be completed 2. Provide support to colleagues to ensure achievement of team goals 3. Discuss and resolve problems through agreed and/or accepted processes 4. Recognise and accommodate cultural differences within the team 5. Identify, prioritise and complete individual tasks within designated timelines 6. Acknowledge and respond to feedback and information

	<p>from other team members</p> <p><u>Range</u> <i>Cultural differences:</i></p> <ul style="list-style-type: none"> ▪ forms of address ▪ levels of formality/informality ▪ non-verbal behaviour ▪ work ethics ▪ personal grooming ▪ family obligations ▪ recognised holidays ▪ special needs ▪ preferences for personal interaction
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Duty	2. Comply with Workplace Hygiene Procedures
Competence	Performance Criteria
<p>2.1 RECOGNISE AND FOLLOW HYGIENE PROCEDURES</p>	<ol style="list-style-type: none"> 1. Recognise and Follow <i>enterprise standards and legislated requirements</i> that apply to relevant workplace hygiene procedures 2. Recognise and follow workplace hygiene procedures in accordance with enterprise standards and legislated requirements 3. Receive, handle and <i>store</i> all food items according to enterprise standards and legislated requirements 4. <i>Prepare</i>, serve and <i>store</i> food in compliance with enterprise standards and legislated requirements 5. <i>Clean</i> food-related items, utensils and areas in compliance with enterprise standards and legislated requirements <p><u>Range</u> <i>Enterprise standards and legislated requirements:</i></p> <ul style="list-style-type: none"> ▪ Details of policies and procedures of the host enterprise ▪ Details of the food standards that the enterprise has determined as appropriate ▪ Details of the statutory requirements of the legislation of the host country <p><i>Store:</i></p> <ul style="list-style-type: none"> ▪ Dry storage ▪ Refrigerated storage ▪ Frozen storage ▪ Storage of raw materials and prepared food items ▪ Correct conditions and temperatures for storage ▪ Avoidance of cross contamination. Food items may include:

	<ul style="list-style-type: none"> ○Raw ingredients ○Ready to eat foods ○Partially prepared products, such as: meat, fruit & vegetables, processed foods ○Containers that food may be stored in or served in/on, including single use items, crockery and cutlery <p>Prepare:</p> <ul style="list-style-type: none"> ▪Preparing raw and pre-prepared foods for inclusion in menu items ▪Cooking of food ▪De-frosting of food ▪Re-heating of food ▪Safe food handling techniques ▪Avoidance of cross contamination <p>Clean:</p> <ul style="list-style-type: none"> ▪Chemicals used in cleaning ▪Safety issues ▪Sanitising ▪Cleaning schedules ▪Storage of cleaning materials and equipment.
<p>2.2 IDENTIFY AND PREVENT HYGIENE RISKS</p>	<ol style="list-style-type: none"> 1. Identify potential food, personal, environmental and other risks in the workplace promptly 2. Take action to minimise or remove the risk of food contamination within the scope of individual responsibility 3. Handle and dispose of food waste and rubbish in compliance with enterprise standards and legislated requirements 4. Recognise and follow enterprise standards and legislated requirements that apply to personal practices and presentation for food handling staff <p>Range</p> <p>Food, personal, environmental and other risks:</p> <ul style="list-style-type: none"> ▪Chemical contamination ▪Physical contamination ▪Micro-biological contamination ▪Temperature danger zone requirements ▪Safe re-heating and defrosting practices ▪Airborne contamination ▪Vermin ▪Food recall and disposal procedures <p>Risk of food contamination:</p>

	<ul style="list-style-type: none"> ▪ Auditing staff skills ▪ Training provision ▪ Adherence to policies and procedures ▪ Internal and external audits ▪ Involvement of outside professionals and experts ▪ Taking of appropriate remedial action <p>Food waste and rubbish:</p> <ul style="list-style-type: none"> ▪ Internal disposal of rubbish and food waste ▪ Removal of food and other waste from the external premises ▪ Re-cycling options ▪ Sanitising of waste containers and rubbish areas <p>Personal practices:</p> <ul style="list-style-type: none"> ▪ Uniforms ▪ Hand washing ▪ Personal sickness, illness and injury ▪ Control of personal habits that may cause cross contamination, including touching nose, mouth, or hair, coughing, sneezing, smoking, etc.
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Duty	3. Speak English at a Basic Operational Level
Competence	Performance Criteria
3.1 PARTICIPATE IN SIMPLE CONVERSATIONS ON FAMILIAR TOPICS WITH WORK COLLEAGUES	<ol style="list-style-type: none"> 1. Use and respond appropriately to opening comments 2. Comment on familiar topics 3. Talk about a past event 4. Use closing remarks appropriately to end the conversation
3.2 RESPOND TO SIMPLE VERBAL INSTRUCTIONS OR REQUESTS	<ol style="list-style-type: none"> 1. Confirm understanding of supervisor's instructions or requests 2. Request repetition or clarification of instructions or requests
3.3 MAKE SIMPLE REQUESTS	<ol style="list-style-type: none"> 1. Use polite forms to make simple requests 2. Thank the person responding to your request 3. Acknowledge the person who cannot respond to your request
3.4 DESCRIBE ROUTINE PROCEDURES	<ol style="list-style-type: none"> 1. Explain a sequence of events in carrying out a routine job 2. Describe exceptions to routine procedures 3. Make suggestions on how to improve routine procedures
3.5 EXPRESS LIKES, DISLIKES AND PREFERENCES	<ol style="list-style-type: none"> 1. Talk about likes and dislikes of familiar topics and situations 2. Discuss preferences and give reasons
3.6 IDENTIFY DIFFERENT FORMS OF EXPRESSION	<ol style="list-style-type: none"> 1. Construct a formal sentence 2. Identify indicators of informal expressions in English

IN ENGLISH	3. Differentiate between 'open-ended' and 'closed' questions
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4. Apply Standard Safety Procedures for Handling Foodstuffs	
Competence	Performance Criteria
4.1 IDENTIFY HAZARDS AND RISKS	<p>1. Identify key hazards and risks associated with the individual work role</p> <p>2. Check own work area to identify hazards and risks</p> <p>Range Hazards and risks:</p> <ul style="list-style-type: none"> ▪ Biological hazards, such as bacteria, moulds, yeast, other organic matter and contaminants ▪ Physical hazards, including broken glass, metal, plastic, foreign matter, dirt, etc ▪ Chemical hazards, such as additives, chemicals and natural poisons ▪ Hygiene, such as personal habits, illness, clothing and cleanliness of self, work area and equipment
4.2 FOLLOW ENTERPRISE HYGIENE STANDARDS, PROCEDURES AND PRACTICES	<p>1. Implement required personal hygiene practices</p> <p>2. Maintain clothing to meet work area standards</p> <p>3. Follow hygiene procedures in accordance with enterprise requirements</p> <p>Range Hygiene procedures:</p> <ul style="list-style-type: none"> ▪ Personal habits/hygiene ▪ Using protective clothing ▪ Equipment/work area ▪ Product contamination/cross contamination
4.3 HANDLE AND STORE FOODSTUFFS	<p>1. Handle and store foodstuffs according to enterprise guidelines</p> <p>2. Handle and store foodstuffs in a manner that avoids damage and contamination, meets hygiene standards, and maintains quality</p> <p>3. Store foodstuffs at the correct temperature</p> <p>Range Foodstuffs:</p> <ul style="list-style-type: none"> ▪ Meat, such as beef, pork, lamb and chicken ▪ Fish and shellfish ▪ Commodities, including fresh, dried and preserved ▪ Cooked and raw product ▪ Fruits and vegetables ▪ Dry goods ▪ Frozen foods

	<ul style="list-style-type: none"> ▪ Pre-prepared food products <p>Contamination:</p> <ul style="list-style-type: none"> ▪ Cross contamination when a cooked product is contaminated by contact with a raw product ▪ Edible product contaminated by waste ▪ Biological contamination, such as bacteria, moulds, yeast, other organic matter and contaminants ▪ Physical contamination, including broken glass, metal, plastic, foreign matter, dirt ▪ Chemical contamination, such as additives, chemicals and natural poisons
4.4 FOLLOW FOOD SAFETY PROGRAM	<ol style="list-style-type: none"> 1. Ensure work activities conform with the enterprise food safety program 2. Identify and monitor areas of risk in individual work area 3. Take corrective actions within individual scope of responsibilities to minimise risk in accordance with the enterprise food safety program 4. Report risks beyond the control of the individual to the appropriate person(s) 5. Complete records according to enterprise requirements and work responsibility <p>Range</p> <p>Appropriate persons:</p> <ul style="list-style-type: none"> ▪ Supervisors ▪ Managers ▪ Local authorities <p>Records:</p> <ul style="list-style-type: none"> ▪ Temperature charts³ ▪ Delivery information ▪ Storage information ▪ First In First Out (FIFO) ▪ Use by dates

Duty	5. Clean and Maintain Kitchen Equipment and Utensils
Competence	Performance Criteria
5.1 IDENTIFY BASIC INSTRUCTIONS, DIAGRAMS, AND SYMBOLS	<ol style="list-style-type: none"> 1. Read and interpret procedures 2. Read and interpret basic instructions, directions and/or diagrams, and/or symbols 3. Read and interpret work instructions to determine job requirements <p>Range</p> <p>Procedures:</p>

	<ul style="list-style-type: none"> ▪ Hazard policies and procedures ▪ 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 <p>Instructions, directions and/or diagrams and/or symbols:</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 <p>Work instructions to determine job requirements:</p> <ul style="list-style-type: none"> ▪ Methods of work ▪ Processes or procedures ▪ Equipment ▪ Policies and procedures ▪ Manuals
<p>5.2 CLEAN KITCHEN PREMISES</p>	<ol style="list-style-type: none"> 1. Identify the areas that may require cleaning in a kitchen premises environment and the frequency of cleaning for each identified area 2. Select appropriate cleaning tools and chemicals 3. Perform cleaning procedures in accordance with enterprise and legislated requirements 4. Identify and address cleaning and sanitizing needs that arise in addition to scheduled cleaning requirements 5. Store cleaning tools and chemicals, and clean where applicable, after cleaning has been completed 6. Follow emergency first aid procedures in the event of a cleaning-related incident or accident <p><u>Range</u></p> <p>Equipment and utensils that may require cleaning:</p> <ul style="list-style-type: none"> ▪ All types of gas, electrical and steam-powered food preparation equipment including: <ul style="list-style-type: none"> ▪ Large kitchen equipment, such as dishwashers, stoves, bratt pans, probers, deep fat fryers, grill plates, mixers, bain maries, general cooking appliances, waste disposal units <ul style="list-style-type: none"> ○ Medium-size equipment, such as blending sticks, microwaves, mixers, salamanders ○ Small equipment, such as toasters, slicers,

	<p style="text-align: center;">hand-held electrical equipment</p> <ul style="list-style-type: none"> ▪ Saucepans, fry pans, pots, pans, steamers, dishes, cutlery, whisks, strainers, knives ▪ Food containers, chopping boards, platters, bowls, presentation stands and units ▪ Internal and external waste and rubbish bins <p><i>Areas that may require cleaning:</i></p> <ul style="list-style-type: none"> ▪ Floors, walls and ceilings ▪ Doors and windows ▪ Shelving and cupboards ▪ Food preparation surfaces, including fixed and mobile benches ▪ Exhaust fans, light covers, drains, sinks and food disposal units ▪ Reveal areas, store rooms for dry, refrigerated and frozen items, service areas, preparation areas and rubbish storage areas <p><i>Frequency of cleaning:</i></p> <ul style="list-style-type: none"> ▪ After each use ▪ After each session ▪ Daily, weekly, fortnightly, monthly, three-monthly and half-yearly ▪ Disassembling and reassembling equipment and items in line with cleaning requirements at each cleaning activity <p><i>Cleaning tools and chemicals:</i></p> <ul style="list-style-type: none"> ▪ Brooms, mops, high pressure hoses, cleaning cloths, squeegees, buckets, brushes, floor scrubbers ▪ Cleaning chemicals, including detergents, sanitizers, deodorants, de-greasers, disinfectants, drying agents ▪ Consideration of safe manual handling techniques when using cleaning equipment and when lifting, moving or cleaning heavy, hot, cold, wet, slippery, or otherwise dangerous items <p><i>Recognised and Follow Enterprise and legislated requirements:</i></p> <ul style="list-style-type: none"> ▪ Recognise and follow food safety plan/program for the premises ▪ Recognised and follow workplace cleaning rosters, schedules and cleaning sheets²¹ ▪ Recognised and comply with policies and procedures of the host enterprise ▪ Recognised and comply with statutory requirements
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	<p>regarding the safety and hygiene of food premises, and environmental concerns relating to waste disposal especially of food waste, fats and oils and chemical agents</p> <p>Cleaning and sanitizing needs that arise:</p> <ul style="list-style-type: none"> ▪ Spills and dropped items ▪ Immediate need for items/areas that are not scheduled for immediate cleaning ▪ Workplace incidents and accidents that should include cleaning up in all back-of-house areas, such as receival areas, stores, preparation areas, plating and service areas ▪ Equipment overflow or malfunction <p>Store cleaning items:</p> <ul style="list-style-type: none"> ▪ Cleaning and sanitizing equipment ▪ Undertaking basic repairs and maintenance ▪ Ordering or requisitioning replacement items and/or chemicals ▪ Replacing cleaning tools and chemicals into the designated location ready for immediate re-use <p>Emergency first aid procedures:</p> <ul style="list-style-type: none"> ▪ Notifying internal first aid officers of emergencies ▪ Contacting external emergency services for assistance ▪ Administering basic first aid for minor cuts, bruises, abrasions, burns and scalds ▪ Administering basic first aid in accordance with relevant chemical information sheets where chemicals have been spilled on skin, been ingested, or have entered into the eyes
<p>5.3 IDENTIFY, CLEAN AND MAINTAIN KITCHEN EQUIPMENT AND UTENSILS</p>	<ol style="list-style-type: none"> 1. Describe the use of different types of knives 2. Identify and describe the use of kitchen utensils and other small equipment 3. Identify the equipment and utensils that may require cleaning in a kitchen premises environment and the frequency of cleaning for each identified item 4. Select appropriate cleaning tools and chemicals 5. Perform cleaning procedures in accordance with enterprise and legislated requirements 6. Store and protect equipment and utensils that have been cleaned ready for future use 7. Store cleaning items and chemicals, and clean where applicable, after cleaning has been completed 8. Follow emergency first aid procedures in the event of a cleaning-related incident or accident

	<p><u>Range</u></p> <p><i>Types of knives:</i></p> <ul style="list-style-type: none"> ▪ Office knife (paring knife) ▪ Filleting knife ▪ Boning knife ▪ Cook’s knife ▪ Palette knife ▪ Carving knife <p><i>Kitchen utensils and other small equipment:</i></p> <ul style="list-style-type: none"> ▪ Conical strainer ▪ Cook’s sieve²² ▪ Slicing utensils ▪ Vegetable peelers ▪ Vegetable scoops ▪ Kitchen scissor ▪ Citrus fruits zester <p><i>Equipment and utensils that may require cleaning:</i></p> <ul style="list-style-type: none"> ▪ All types of gas, electrical and steam-powered food preparation equipment including: <ul style="list-style-type: none"> ○ Large kitchen equipment, such as dishwashers, stoves, bratt pans, provers, deep fat fryers, grill plates, mixers, bain maries, general cooking appliances, waste disposal units ○ Medium-size equipment, such as blending sticks, microwaves, mixers, salamanders ○ Small equipment, such as toasters, slicers, hand-held electrical equipment ▪ Saucepans, fry pans, pots, pans, steamers, dishes, cutlery, whisks, strainers, knives ▪ Food containers, chopping boards, platters, bowls, presentation stands and units ▪ Internal and external waste and rubbish bins <p><i>Store and protect equipment and utensils:</i></p> <ul style="list-style-type: none"> ▪ Drying items prior to storage ▪ Checking for damaged items and taking damaged items that pose a food safety, or other risk, out of service ▪ Protecting clean items from re-contamination ▪ Ordering or requisitioning new/extra items where stock levels fall below acceptable levels ▪ Handling items so as to avoid damage and injury
5.4 PERFORM BASIC MAINTENANCE ON	1.Perform <i>basic premises maintenance</i> activities as necessary

<p>KITCHEN EQUIPMENT, UTENSILS AND PREMISES</p>	<p>2.Perform basic maintenance activities on equipment and utensils as necessary</p> <p>3.Report maintenance requirements that cannot be satisfactorily addressed</p> <p><u>Range</u></p> <p>Basic premises maintenance:</p> <ul style="list-style-type: none"> ▪ Tightening loose fittings ▪ Replacing minor items that are damaged, that pose a food safety or other risk, or which pose a threat to operational effectiveness ▪ Replacing light globes, tubes, starters and covers, as required ▪ Replacing torn or damaged fly screens ▪ Performing short-term remedies as required, and as instructed, to prevent a dangerous, or sub-standard situation from worsening ▪ Contacting the relevant person/department to conduct professional repairs, as required, and as instructed <p>Basic maintenance activities:</p> <ul style="list-style-type: none"> ▪ Oiling and greasing ▪ Following manufacturer’s instructions in relation to on-site basic preventative maintenance ▪ Tightening screws, replacing user-serviceable parts such as filters, washers, strainers, seals, and o-rings ▪ Taking unserviceable units out of service as required, and as instructed ▪ Reporting items that are dangerous and/or which are unable to be repaired/maintained inhouse as required, and as instructed
<p>5.5 HANDLE WASTE AND LAUNDRY REQUIREMENTS</p>	<p>1.Dispose of internal waste in accordance with enterprise and legislated requirements</p> <p>2.Maintain waste disposal area in a clean and sanitary condition</p> <p>3.Gather dirty linen from kitchen <i>and associated departments and process dirty linen</i></p> <p><u>Range</u></p> <p>Internal waste:</p> <ul style="list-style-type: none"> ▪ Food waste ▪ Liquid waste ▪ Chemical waste ▪ Fats and oils ▪ Food wrapping, including containers, cartons, plastic material, bottles, jars and glass, cans, aluminium-

	<p>based products, recyclable materials, paper and cardboard</p> <ul style="list-style-type: none">▪Waste matter from departments serviced by the kitchen <p><i>Dirty linen:</i></p> <ul style="list-style-type: none">▪Uniforms▪Cleaning cloths, tea towels▪Table linen▪Linen from departments serviced by the kitchen <p><i>Process dirty linen:</i></p> <ul style="list-style-type: none">▪Sorting into designated types and piles▪Identifying and marking stains▪Notifying the laundry of laundry requirements by type and quantity▪Transporting dirty linen to the laundry▪Returning clean linen to the kitchen
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2.2.Specialised

Duty	1. Organise and Prepare Food Products and Services
Competence	Performance Criteria
<p>1.1 ORGANISE AND PREPARE EQUIPMENT AND UTENSILS FOR USE</p>	<p>1. Identify equipment and utensils that may be used in <i>mise-en-place</i> tasks</p> <p>2. Select and assemble the equipment and utensils for required mise-en-place tasks</p> <p>3. Use equipment and utensils to perform mise-en-place tasks</p> <p><u>Range</u></p> <p><i>Equipment and utensils:</i></p> <ul style="list-style-type: none"> ▪ Weighing scales and portion-control utensils ▪ Knives, cleavers and hand-held utensils ▪ Food processors, slicers, mixers and blenders ▪ Pots, bowls, pans and small kitchen equipment ▪ Grillers, salamanders and fryers ▪ Items unique to the host enterprise or host country required to prepare specialist cuisine ▪ Holding equipment, including refrigeration and freezer units, bain maries <p><i>Miss-en-place:</i></p> <ul style="list-style-type: none"> ▪ Preparing, cleaning, washing and sanitising of raw materials ▪ Opening of containers, such as jars, tins, cartons, packages and removal of items ready for use ▪ Trimming, peeling, juicing, cutting, slicing, filleting, boning, mincing, shredding, chopping, ▪ dicing, crushing and skinning ▪ Weighing and portioning of ingredients ▪ Sifting, combining and mixing ▪ Preparing and applying crumbs and batters ▪ Preparing basic items, including croutons, garnishes, compound butters and simple sauces ▪ De-frosting of frozen product ▪ Pre-cooking and par-cooking items for later completion ▪ Storing prepared items ready for use <p><i>Select and assemble the equipment and utensils:</i></p> <ul style="list-style-type: none"> ▪ Cleanliness of items ▪ Choice of correct type(s) and size(s) of equipment and utensils ▪ Collecting equipment and utensils in the necessary

	<p>numbers</p> <ul style="list-style-type: none"> ▪ Ensuring safety of equipment and utensils ▪ Ensuring selection of equipment and utensils matches designated mise-en-place tasks ▪ Physically assemble equipment that requires assembly ▪ Ensuring full operational effectiveness of equipment and utensils
<p>1.2 ORGANISE AND PREPARE INGREDIENTS FOR MISE-EN-PLACE TASKS</p>	<ol style="list-style-type: none"> 1. Identify ingredients that may be used for mise-en-place tasks 2. Select and assemble the ingredients for required mise-en-place tasks 3. Prepare ingredients in accordance with identified need <p>Range</p> <p>Ingredients:</p> <ul style="list-style-type: none"> ▪ Dairy products and eggs, including alternatives such as soy ▪ Meat, fish/seafood and poultry, fresh, frozen and processed³ ▪ Dry goods, including herbs, spices, flours, sugar, rice, pasta, bread products and ▪ boosters ▪ Fruit and vegetables ▪ Smallgoods ▪ Items unique to the host enterprise or host country required to prepare specialist cuisine ▪ Liquid ingredients, including juices, milk, cream, alcohol, vinegar and oils <p>Select and assemble the ingredients:</p> <ul style="list-style-type: none"> ▪ Reference to menus being presented, bookings received and service style being offered ▪ Establishment requirements in relation to standard recipes, house preferences, signature ▪ dishes and recipe cards ▪ Matching type and quality of ingredient selected to intended use of the item ▪ Ensuring the safety of all foodstuffs selected ▪ Ensuring quantity of ingredients assembled matches identified/expected trading demand ▪ Protecting the integrity and food safety of items selected until mise-en-place tasks ▪ commence ▪ Safely transporting, and storing, foods to the mise-en-place area ▪ Completing necessary internal documentation to reflect stock use

	<p>Prepare ingredients:</p> <ul style="list-style-type: none"> ▪Preparing items that conform with identified need ▪Safe food handling practices ▪Techniques unique to the host enterprise or host country required to prepare specialist cuisine⁴ ▪Timely preparation to meet workflow requirements of the enterprise and support ▪operational cooking and food preparation demands ▪Waste minimisation
<p>1.3 PREPARE MEAT, SEAFOOD AND POULTRY</p>	<ol style="list-style-type: none"> 1.Perform mise-en-place tasks with meat 2.Perform mise-en-place tasks with seafood 3.Perform mise-en-place tasks with poultry 4.Perform mise-en-place tasks with game <p>Range</p> <p>Meat:</p> <ul style="list-style-type: none"> ▪Beef, lamb, pork, venison, veal, mutton, goat, offal, exotic meats, which may include but is not limited to camel, crocodile, ostrich, kangaroo and wild boar ▪All cuts, including bone-in, boneless, full carcasses, sides and quarters, skin-on and skinoff products ▪Fresh and frozen products <p>Seafood:</p> <ul style="list-style-type: none"> ▪Fish, including whole and fillets; flat and round ▪Fish types may include, but are not limited to, anchovy, bass, bream, cod, eel, flounder, haddock, halibut, kingfish, mackerel, mahi mahi, sanddab, salmon, snapper, sole, trout, tuna, turbot, whiting ▪Roe, including caviar, ikura, kazunoko, lumpfish, masago, shad roe, tobiko ▪Mollusks, including abalone, clam, cockles, conch, cuttlefish, mussels, octopus, oyster, periwinkle, squid, scallop ▪Crustaceans, including crab, crayfish, lobster, shrimps/prawns, bugs ▪Fresh and frozen products <p>Poultry:</p> <ul style="list-style-type: none"> ▪Chicken, duck, turkey, goose, quail, squab, peacock ▪All cuts, including whole birds ▪Dressed and un-dressed birds ▪Fresh and frozen products <p>Game:</p>

	<ul style="list-style-type: none"> ▪ Rabbits, hare, swine ▪ Processed, fresh and frozen products
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Duty	2. Prepare and Store Foods
Competence	Performance Criteria
<p>2.1 IDENTIFY AND COLLECT FOOD ITEMS REQUIRED FOR PREPARATIONS</p>	<p>1. Identify a range of food items correctly</p> <p>2. Collect food items as required for standard recipes</p> <p>3. Measure and assemble food items correctly for standard recipes</p> <p>4. Maintain food items at correct temperature during preparation</p> <p>5. Apply correct food handling techniques</p> <p><u>Range</u></p> <p>Identify a range of food:</p> <ul style="list-style-type: none"> ▪ Vegetables and fruits ▪ Meat, poultry and seafood ▪ Nuts and grains ▪ Starch products, such as rice, pasta, cous cous and potato ▪ Eggs and dairy ▪ Dry goods ▪ Cultural items <p>Collect food items:</p> <ul style="list-style-type: none"> ▪ Quality and quantity ▪ Sourcing items ▪ Select appropriateness <p>Measure and assemble:</p> <ul style="list-style-type: none"> ▪ Mise en place, to prepare for standard recipes ▪ Weighing, weights and measures ▪ Sifting, flour and cocoa ▪ Measuring, oil, milk, water and vinegar ▪ Cutting, dicing, trimming, mince and slice <p>Correct temperature:</p> <ul style="list-style-type: none"> ▪ Temperature time lines ▪ Legislative requirements ▪ Quantities of items ▪ Quality retaining <p>Food handling techniques:</p> <ul style="list-style-type: none"> ▪ Cross-contamination ▪ Personal hygiene ▪ Storage and temperature control ▪ Sanitation

<p>2.2 PREPARE EGGS AND DAIRY</p>	<p>1. Use eggs and dairy products efficiently to minimise wastage</p> <p>2. Maintain food items at correct temperature during preparation</p> <p>3. Apply correct food handling techniques</p> <p><u>Range</u></p> <p>Minimise wastage:</p> <ul style="list-style-type: none"> ▪ Menu and variety preplanning ▪ Quantities calculated for production ▪ Use and storage of leftovers ▪ Efficient preparation time to minimise spoilage ▪ Trimming, dicing and mincing ▪ Itemised cuts/muscle groups ▪ Identifying wastage ▪ Suitable dishes/products
<p>2.3 PREPARE DRY GOODS</p>	<p>1. Use dry goods efficiently to minimise wastage</p> <p>2. Maintain food items at correct temperature during preparation</p> <p>3. Apply correct food handling techniques</p>
<p>2.4 PREPARE FRUIT AND VEGETABLES</p>	<p>1. Clean fruit and vegetable items correctly</p> <p>2. Prepare fruit and vegetable items using standard techniques</p> <p>3. Use fruit and vegetable efficiently to minimise wastage</p> <p>4. Maintain food items at correct temperature during preparation</p> <p>5. Apply correct food handling techniques</p> <p><u>Range</u></p> <p>Clean:</p> <ul style="list-style-type: none"> ▪ Peeling ▪ Trimming ▪ Top and tail ▪ Washing ▪ Skinning ▪ De-seeding <p>Prepare:</p> <ul style="list-style-type: none"> ▪ Cut vegetables in different shapes and sizes: <ul style="list-style-type: none"> ○ Julienne ○ Jardinière ○ Brunoise ○ Macedoine ○ Paysanne ▪ Demonstrate the preparation of the vegetables - <ul style="list-style-type: none"> Tomato: <ul style="list-style-type: none"> ○ Blanched

	<ul style="list-style-type: none"> ○ Peeled ○ Skinned ○ Concasse ▪ Demonstrate the preparation of the vegetables - Parsley: <ul style="list-style-type: none"> ○ Picked ○ Chopped ▪ Demonstrate the preparation of the vegetables – Onion: <ul style="list-style-type: none"> ○ Sliced ○ Chopped ▪ Demonstrate the preparation of the vegetables – Garlic: <ul style="list-style-type: none"> ○ Crush ○ Chop ○ Paste
2.5 PREPARE MEAT, POULTRY AND SEAFOOD	<ol style="list-style-type: none"> 1. Clean meat, poultry and seafood items correctly 2. Prepare meat, poultry and game items using standard techniques 3. Use meat, poultry and seafood efficiently to minimise wastage 4. Maintain food items at correct temperature during preparation 5. Apply correct food handling techniques
2.6 ASSEMBLE AND USE EQUIPMENT	<ol style="list-style-type: none"> 1. Select appropriate equipment 2. Use equipment correctly and safely to enterprise and manufacturer’s instructions 3. Dismantle and clean equipment after use 4. Report equipment faults to appropriate personal <p>Range:</p> <p>Equipment:</p> <ul style="list-style-type: none"> ▪ Correct for task ▪ Assembled correctly ▪ Alternative available <p>Correctly and safely:</p> <ul style="list-style-type: none"> ▪ Manufacturer’s cleaning and operating recommendations ▪ Demonstrating sanitisation of equipment ▪ Power regulations ▪ Following enterprise safety and hygiene procedures <p>Dismantle:</p> <ul style="list-style-type: none"> ▪ Dismantling equipment safely ▪ Re-assembling equipment safely ▪ Identifying routine maintenance schedules

	<ul style="list-style-type: none"> ▪ Safe occupational health and safety requirements ▪ Correct storage location <p>Equipment faults:</p> <ul style="list-style-type: none"> ▪ Enterprise policies and procedures ▪ Recording fault ▪ Reporting fault ▪ Labelling faulty equipment
2.7 STORE PREPARED FOODS	<ol style="list-style-type: none"> 1. Store foods under appropriate conditions and locations to ensure freshness and quality 2. Select appropriate containers 3. Label appropriately 4. Ensure freshness and quality through first in, first out <p>Range:</p> <p>Conditions:</p> <ul style="list-style-type: none"> ▪ Cool room temperature ▪ Cool room placement ▪ Time in cool storage ▪ Freezer temperature ▪ Time in freezer storage ▪ Kitchen menu placement, such as larder, mains and banqueting ▪ Dry store conditions and placement ▪ Humidity <p>Appropriate containers:</p> <ul style="list-style-type: none"> ▪ Size to enable safe handling ▪ Type to suite product, including stainless steel, plastic and glass ▪ Separating ingredients, such as herbs, garnishes and dressings ▪ Position in cool storage ▪ Enterprise and local authorities' requirements <p>Label:</p> <ul style="list-style-type: none"> ▪ Date of production ▪ Item being stored ▪ Date defrosted, if applicable ▪ Reheated and cooled dates <p>First In, First Out (FIFO):</p> <ul style="list-style-type: none"> ▪ Receiving stock ▪ Rotating stock ▪ Labelling stock

Duty	3. Prepare Portion Controlled Meat Cuts
Competence	Performance Criteria
<p>3.1 IDENTIFY VARIETY OF MEAT AND MEAT CUTS</p>	<p>1. Identify the <i>primary meat cuts</i> 2. Identify the <i>secondary meat cuts</i> 3. Identify <i>varieties of meats</i> used commercially</p> <p><u>Range</u> Primary meat cuts:</p> <ul style="list-style-type: none"> ▪ Whole carcasses ▪ Argentine, including rump, silverside and tenderloin ▪ Porterhouse ▪ Rib-eye ▪ Topside ▪ Cutlets ▪ Loin ▪ Cultural cuts <p>Secondary meat cuts:</p> <ul style="list-style-type: none"> ▪ Shank ▪ Chuck ▪ Blade ▪ Knuckle ▪ Neck ▪ Ribs ▪ Leg ▪ Cultural cuts <p>Varieties of meats:</p> <ul style="list-style-type: none"> ▪ Beef ▪ Lamb ▪ Veal ▪ Goat ▪ Buffalo ▪ Pork ▪ Cultural animals
<p>3.2 PREPARE PORTION CUTS</p>	<p>1. <i>Prepare and portion</i> cuts to enterprise requirements 2. Minimise wastage through preparation and storage 3. Use <i>trimmings and leftovers</i> for alternative preparations and preservation 4. Identify and use of <i>equipment</i> 5. Prepare <i>ready for service</i></p> <p><u>Range</u> Prepare and portion:</p> <ul style="list-style-type: none"> ▪ Cleaning, skinning, boning, trimming and denuding ▪ Slice, dice, skewer, smoke, marinate, pickle, sousing and truss

	<ul style="list-style-type: none"> ▪ Cuts, including whole, medallion, cutlet, butterfly, schnitzel and kebabs ▪ Portioning, wastage and timing ▪ Enterprise supply and demand ▪ Menu style, function, a la carte ▪ Portion weights <p>Trimmings and leftovers:</p> <ul style="list-style-type: none"> ▪ Off cuts, usage ▪ Saleable dishes ▪ Menu varieties ▪ Sausages, terrines and farces <p>Equipment:</p> <ul style="list-style-type: none"> ▪ Knives, cleaver and mallet ▪ Saw, band saw and slicer ▪ Sausage casing machines ▪ Cryovac machine ▪ Smokers ▪ Mixers and mincers ▪ Silent cutters <p>Ready for service:</p> <ul style="list-style-type: none"> ▪ Portion packaging/tray packaging ▪ Par levels ▪ Marinates
<p>3.3 STORE PORTION CUTS TO ENTERPRISE REQUIREMENTS</p>	<ol style="list-style-type: none"> 1. Store fresh and/or Cryovac items correctly 2. Prepare and maintain correct thawing of portioned cuts 3. Store portioned cuts appropriately in correct containers 4. Label portioned cuts correctly 5. Ensure correct conditions are maintained for freshness and quality <p>Range</p> <p>Store:</p> <ul style="list-style-type: none"> ▪ Cool room temperature ▪ Cool room placement ▪ Length of time in cool storage ▪ Freezer temperature ▪ Length of time in freezer storage ▪ Appropriate process followed, including cryovac and ice packed ▪ Storage containers before assembly ▪ Storage containers after assembly ▪ Dietary and cultural styles/flavours ▪ Labelled ▪ Freshness, quality and presentation

	<ul style="list-style-type: none">▪Temperature and humidity <p>Thawing:</p> <ul style="list-style-type: none">▪Enterprise and local authority requirements▪Handling and cool room placement▪Changing containers <p>Label:</p> <ul style="list-style-type: none">▪Date▪Item name▪Handler name▪Time, temperature and storage <p>Correct conditions:</p> <ul style="list-style-type: none">▪Temperature and humidity▪Stock rotation▪Reporting faults▪Changing containers
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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 250 hours.

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	10
Stove	16	Stock Pot	16	Oil	20
Exhaust fans	1	Sauce pot	16	Herbs and spices	10
Cleaning equipment	10	Wooden Spoon	25	Poultry	10
		Ladle	20	Meat	10
		Scraper	20	Fish and shellfish	10
		Table spoon	40	Bakeables (Flour, sugar)	10
		Measuring cup	20	Sauce (bottles)	10
		Metal tray small	20		
		metal tray large	20		

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	10	non-latex, multiple sizes (S, M,L)
Chef Hat	16	Cotton material,
Apron	16	Fire resistant, cotton material, tied on
First Aid Kit	2	<p>Antiseptics and Ointments</p> <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 &

		<p>Knuckle and Patch</p> <ul style="list-style-type: none"> • Fabric Patch <p>Adhesive Bandages</p> <ul style="list-style-type: none"> • 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 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
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		<ul style="list-style-type: none"> • 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 <p>Burn Care</p> <ul style="list-style-type: none"> • Burn Stop Dressing • Burn Stop Gel Packet
<p>Fire extinguisher (dry powder/ CO2/ black label)</p>	<p>2</p>	<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

		<p>Kg</p> <ul style="list-style-type: none"> • 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 epoxy polyestere powder painting, Red Ral 3000 colour. 																													
Fire blanket	2	<table border="1"> <tr> <td>Product Code</td> <td colspan="2">SF-01</td> </tr> <tr> <td>Description</td> <td colspan="2">Texturized Glass Fabric Heat Treated</td> </tr> <tr> <td>Colour</td> <td colspan="2">Milky White</td> </tr> <tr> <td>Weight</td> <td colspan="2">450 Gram/Sqm +/- 10%</td> </tr> <tr> <td>Thickness</td> <td colspan="2">0.50mm +/- 10%</td> </tr> <tr> <td>Width</td> <td colspan="2">1Mtr (100 Cm)</td> </tr> <tr> <td rowspan="2">Yarn Thickness (Tex)</td> <td>Warp</td> <td>Wefl</td> </tr> <tr> <td>EC 9 33 4*2</td> <td>EC 9 33 18*12</td> </tr> <tr> <td>Tensile Strength</td> <td>3540N/5CM (400 Lbs/inch)</td> <td>3540N/5CM (400 Lbs/inch)</td> </tr> <tr> <td>Temperature Resistance</td> <td colspan="2">550°C</td> </tr> </table>	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	Wefl	EC 9 33 4*2	EC 9 33 18*12	Tensile Strength	3540N/5CM (400 Lbs/inch)	3540N/5CM (400 Lbs/inch)	Temperature Resistance	550°C	
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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	

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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