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| Title | **Coordinate the operation of the food preparation and cooking area** | | |
| Level | **4** | **Credits** | **9** |

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| Purpose | The aim of this module is to develop knowledge, skills and understanding of kitchen coordination between food preparation and cooking areas |

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| Classification ISCED | 1013 Hotel, restaurants and catering |

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| Available grade | Competent / Not yet competent |

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| Modification history | N/A |

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| **Competency Unit** | **Performance Criteria** | **Knowledge and Understanding** |
| **B1- Check what bookings and functions are made for food service areas**  **Overview**  This Competency Standard is about finding out about the levels of business that different food outlets can expect and ensuring they are fully prepared and staffed to deliver food and beverage services effectively and efficiently | **The students will be able to:**  P1. Access information on a daily basis about different bookings and functions from appropriate sources  P2. Assist the head chef in taking inventory to support delivery of food and beverage services for bookings and functions  P3. Assist the head chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions  P4. Offer ideas and suggestions to the executive chef to help with planning menus for bookings and functions and improving overall kitchen performance  P5. Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared  P6. Ensure staffing levels are sufficient to respond to bookings and functions | **The students will be able to:**  K1. Explain the complete knowledge of kitchen experience and expertise  K2. Identify types of cooking done in the kitchen on a day to day basis  K3. Describe complete understanding of menu of the hotel and different kinds of function requirements  K4. Explain the knowledge of the day to day business operations K5. Explain to assess information about different bookings and  functions from appropriate sources  K6. Describe procedure to assist the head chef in taking inventory to support delivery of food and beverage services for bookings and functions  K7. Describe procedure to assist the head chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functions  K8. Explain to ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully prepared |

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|  |  | K9. Explain to ensure staffing levels are sufficient to respond to bookings and functions  K10. Explain general business rules of hospitality  K11. Explain the National regulations concerning health and food safety  K12. Explain social and religious traditions and rules  K13. Describe manpower rules of the relevant Government department  K14. Describe Standard operating procedures for the kitchen |
| B2 **Maintain log of food production on daily basis**  **Overview**  This Competency Standard is about gathering and recording information about food production and using the information to support effective and efficient production | **The students will be able to:**  P1. Collect and use appropriate information to maintain a proper log of all dishes produced, including quantity and sizes, on a daily basis  P2. Collect and use appropriate information from kitchen sections and stores to maintain a proper log of all food items used on a daily basis  P3. Complete and record a daily inventory of raw and prepared food items stored in the kitchen sections  P4. Compare the inventory of raw and prepared food items with stores requisitions and ensure that sufficient addition supplies are being ordered  P5. Offer ideas and suggestions to the executive chef to help with planning menus and improving overall kitchen performance. | **The students will be able to:**  K1. Explain menus and recipes used in kitchen sections  K2. Explain detailed knowledge of food items and how they can be used in recipes  K3. Describe procedure to collect appropriate information from different locations  K4. Describe the procedure to maintain a kitchen log of food production activities  K5. Describe the process to analyze kitchen log to ensure appropriate requisitions are made  K6. Describe way to support the executive chef with the planning menus and improving overall kitchen performance. |

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| B3 **Manage communication between the food and beverages services areas and other departments**  **Overview**  This Competency Standard is about communicating with colleagues about customer needs, problems and work issues, and making sure that the `message' is delivered and received as intended | **The students will be able to:**  P1. Agree with other department heads the most appropriate written, verbal and technological methods of communicating different types of information  P2. Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the food and beverages service to other departments  P3. Communicate appropriate information with other departments and make sure the communication has been delivered and received as intended  P4. Ensure that other departments have the opportunity to ask questions and checking their understanding  P5. Ensure sure that communications with other departments have met their purposes  P6. Present a positive image of yourself and the food and beverages service department | **The students will be able to:**  K1. Explain the purpose and benefits of making sure that communication delivers the ‘message’ in which it is intended to be received  K2. Describe the methods of communication are available to you K3. Describe the different departments with which you might need  to communicate and their needs  K4. Describe the procedure to identify the appropriate methods of communication for different departments  K5. Describe the structure of your communication so that it is clear and accurate  K6. Explain the way in which non-verbal communication effects the impact you have on other people  K7. Describe the procedure to interpret and respond positively to non-verbal communication  K8. Explain the purpose and benefits of giving other departments the opportunity to ask questions and check their understanding and to respond positively to these  K9. Describe the purpose and value of presenting a positive image of yourself and the food and beverage services department  K10. Describe the purpose and benefits for other departments to have a friendly and purposeful way of communicating with them |

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|  |  | K11. Explain types of problems that may occur with contacts – including conflict and aggression – and how to deal with these |
| B4 **Establish and maintain the condition of work areas and equipment**  **Overview**  This is Competency Standard is about ensuring that kitchen equipment and work areas are kept in good order and maintained. It involves communicating with other departments about the need for maintenance, refurbishment, and keeping appropriate records | **The students will be able to:**  P1. Check that all kinds of equipment are working correctly in the kitchen and other work areas  P2. Ensure that all relevant kitchen equipment is maintained and calibrated on a regular basis  P3. Ensure that kitchen equipment is being used correctly and efficiently by associates  P4. Ensure that kitchen equipment is replaced as required P5. Ensure that work areas are kept in a neat and clean  condition at all times and report any maintenance  requirements to the appropriate department  P6. Ensure that kitchen areas are refurbished at appropriate and agreed intervals  P7. Organize appropriate staff training activities to promote efficient usage of kitchen equipment and awareness of maintenance requirements  P8. Take corrective measures were required to improve the safety of work areas | **The students will be able to:**  K1. Explain knowledge of equipment, its function and maintenance requirements  K2. Describe knowledge of the work areas, maintenance and refurbishment requirements  K3. List the specific items of equipment is in need of maintenance, calibration or replacement  K4. Describe when specific work areas are in need of maintenance or refurbishment  K5. Describe procedure to arrange for maintenance or replacement of equipment  K6. Explain process to arrange for maintenance or refurbishment of work areas  K7. Describe procedure to organize appropriate staff training activities  K8. Describe procedure to take corrective measures where required to improve the safety of work areas |
| B5 **Contribute to the management of physical resources** | **The students will be able to:**  P1. Give relevant people the opportunity to provide information on the resources the team needs | **The students will be able to:**  K1. Describe procedure to communicate effectively with managers and associates |

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| **Overview**  This Competency Standard is about managing the resources for which you are responsible. These resources can be financial resources in the form of a budget or physical resources such as equipment and consumables. It covers recommending the resources you and your team need to meet their objectives. It also covers monitoring and controlling the way in which resources are used | P2. Make recommendations for the use of resources that take account of relevant past experience and take account of trends and developments which are likely to affect the use of resources  P3. Make recommendations that are consistent with team objectives, Organizational policies and environmental concerns  P4. Make recommendations that clearly indicate the potential benefits they expect from the planned use of resources  P5. Monitor the use of resources under your control at appropriate intervals  P6. Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment  P7. Identify problems with resources promptly, and make recommendations for corrective action to the relevant people as soon as possible  P8. Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner  P9. Make sure that records relating to the use of resources are complete, accurate and available to authorized people only | K2. Describe process to develop and argue an effective case for changes in the management of resources  K3. Explain process to enable people to identify and communicate the resources they need  K4. Explain the way to encourage others to take responsibility for the control of resources in their own area of work  K5. Discuss how to analyze team objectives and organizational policies regarding the use of resources  K6. Describe the organizational procedures for making recommendations on the use of resources  K7. Explain trends and developments that may influence the future use of resources and how to plan for these  K8. Describe potential environmental impact of the resources being used  K9. Describe problems that may occur with resources and how you can deal with these  K10. Explain importance of effective management of resources to organizational performance  K11. Explain importance of keeping accurate records on the use of resources  K12. Describe procedure to monitor and control the use of resources to maximize efficiency, whilst maintaining the quality of products and services |

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|  |  | K13. Describe process to analyze the past use of resources, and utilize the results to make recommendations on more effective use of resources in the future  K14. Explain relevant people who should be consulted, including associates, colleagues working at the same level, higher level managers or supervisors  K15. List type of recommendations, e.g. short term, medium term, long term  K16. List types of corrective action, e.g. altering activities, modifying the use of resources, re-negotiating the allocation of resources |
| B6 **Contribute to the development of recipes and menus**  **Overview**  This Competency Standard is about ways in which you can contribute to the development of recipes and menus. You will need to take account of the different types of food, customer preferences and expectations, the | **The students will be able to:**  P1. Consider food combinations, flavors and dietary requirements when introducing new recipe and menu suggestions  P2. Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantities  P3. Identify suitable supply sources  P4. Identify methods for presenting, holding and distributing the recipe item  P5. Cost recipe suggestions taking into account the resources available  P6. Follow organizational procedures for registering and passing on relevant information about the suitability of | **The students will be able to:**  K1. Describe existing style and policy of the organization in relation to recipes and menu  K2. Explain how location and styles of operation can affect proposed menu items  K3. Describe quality standards required for each recipe item considered  K4. Explain process to assess the quality of potential ingredients K5. Explain how equipment can affect the production of food  items  K6. Describe factors that need to be considered in selecting presentation, holding and distribution methods |

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| cost of your development, any special training that may be needed, and gathering feedback from staff and customers. | new menu items  P7. Make suggestions on the layout and presentation of the menu  P8. Produce recipe suggestions in accordance with the style and policy of the organization, available resources, and the expectations and standards of customers  P9. Ensure staff have the resources needed to carry out responsibilities in relation to new menu items  P10. Collect and evaluate feedback from staff and customers | K7. Describe process to calculate gross profit against the cost of proposed recipes  K8. Describe how quality of the food can be affected by the choice of supplier  K9. Explain process to identify and assess the suitability of suppliers or supply sources  K10. Discuss relevant person(s) to consult for standard recipes K11. Explain how staff skills should be assessed prior to  proposing new recipes and menu items  K12. Describe procedure to estimate lead times for the preparation of new menu items  K13. Explain concept of a balanced diet  K14. Explain how a balanced diet is important for good health K15. Describe types, combinations and proportions of  ingredients that make up a healthy dish  K16. Explain nutritional benefits of minimizing the fat, sugar and salt content of dishes, starchy foods, fruit, vegetables and pulses  K17. List down healthy flavorings that can be used as alternatives to salt and sugar  K18. Describe how to record information relating to proposed recipes  K19. Explain appropriate person to make records of proposed |

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|  |  | recipes available to  K20. Describe process to carry out and evaluate test runs of recipes  K21. Explain when the training may be required to support the implementation of new menu items  K22. Describe process to brief staff on new menu items and implementation plans  K23. Describe procedure to gain feedback from staff on operational problems which may arise  K24. Describe process to allocate resources to staff to enable them to implement new menu items  K25. Explain lead times required by organization for the implementation of new menu items  K26. Describe the process in which measures should be closely monitored when introducing new items  K27. Explain the importance of gaining feedback from customers on new items and methods for doing this |