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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 sourcesP2. Assist the head chef in taking inventory to support delivery of food and beverage services for bookings and functionsP3. Assist the head chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functionsP4. Offer ideas and suggestions to the executive chef to help with planning menus for bookings and functions and improving overall kitchen performanceP5. Ensure that all kitchen areas are informed at appropriate times of bookings and functions and are fully preparedP6. 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 expertiseK2. Identify types of cooking done in the kitchen on a day to day basisK3. Describe complete understanding of menu of the hotel and different kinds of function requirementsK4. Explain the knowledge of the day to day business operations K5. Explain to assess information about different bookings andfunctions from appropriate sourcesK6. Describe procedure to assist the head chef in taking inventory to support delivery of food and beverage services for bookings and functionsK7. Describe procedure to assist the head chef with the ordering of kitchen supplies to support delivery of food and beverage services for bookings and functionsK8. 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 functionsK10. Explain general business rules of hospitalityK11. Explain the National regulations concerning health and food safetyK12. Explain social and religious traditions and rulesK13. Describe manpower rules of the relevant Government departmentK14. 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 basisP2. Collect and use appropriate information from kitchen sections and stores to maintain a proper log of all food items used on a daily basisP3. Complete and record a daily inventory of raw and prepared food items stored in the kitchen sectionsP4. Compare the inventory of raw and prepared food items with stores requisitions and ensure that sufficient addition supplies are being orderedP5. 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 sectionsK2. Explain detailed knowledge of food items and how they can be used in recipesK3. Describe procedure to collect appropriate information from different locationsK4. Describe the procedure to maintain a kitchen log of food production activitiesK5. Describe the process to analyze kitchen log to ensure appropriate requisitions are madeK6. 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 informationP2. Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the food and beverages service to other departmentsP3. Communicate appropriate information with other departments and make sure the communication has been delivered and received as intendedP4. Ensure that other departments have the opportunity to ask questions and checking their understandingP5. Ensure sure that communications with other departments have met their purposesP6. 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 receivedK2. Describe the methods of communication are available to you K3. Describe the different departments with which you might needto communicate and their needsK4. Describe the procedure to identify the appropriate methods of communication for different departmentsK5. Describe the structure of your communication so that it is clear and accurateK6. Explain the way in which non-verbal communication effects the impact you have on other peopleK7. Describe the procedure to interpret and respond positively to non-verbal communicationK8. Explain the purpose and benefits of giving other departments the opportunity to ask questions and check their understanding and to respond positively to theseK9. Describe the purpose and value of presenting a positive image of yourself and the food and beverage services departmentK10. 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 areasP2. Ensure that all relevant kitchen equipment is maintained and calibrated on a regular basisP3. Ensure that kitchen equipment is being used correctly and efficiently by associatesP4. Ensure that kitchen equipment is replaced as required P5. Ensure that work areas are kept in a neat and cleancondition at all times and report any maintenancerequirements to the appropriate departmentP6. Ensure that kitchen areas are refurbished at appropriate and agreed intervalsP7. Organize appropriate staff training activities to promote efficient usage of kitchen equipment and awareness of maintenance requirementsP8. 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 requirementsK2. Describe knowledge of the work areas, maintenance and refurbishment requirementsK3. List the specific items of equipment is in need of maintenance, calibration or replacementK4. Describe when specific work areas are in need of maintenance or refurbishmentK5. Describe procedure to arrange for maintenance or replacement of equipmentK6. Explain process to arrange for maintenance or refurbishment of work areasK7. Describe procedure to organize appropriate staff training activitiesK8. 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 resourcesP3. Make recommendations that are consistent with team objectives, Organizational policies and environmental concernsP4. Make recommendations that clearly indicate the potential benefits they expect from the planned use of resourcesP5. Monitor the use of resources under your control at appropriate intervalsP6. Make sure the use of resources by the team is efficient and takes into account the potential impact on the environmentP7. Identify problems with resources promptly, and make recommendations for corrective action to the relevant people as soon as possibleP8. Make recommendations for improving the use of resources to relevant people in an appropriate and timely mannerP9. 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 resourcesK3. Explain process to enable people to identify and communicate the resources they needK4. Explain the way to encourage others to take responsibility for the control of resources in their own area of workK5. Discuss how to analyze team objectives and organizational policies regarding the use of resourcesK6. Describe the organizational procedures for making recommendations on the use of resourcesK7. Explain trends and developments that may influence the future use of resources and how to plan for theseK8. Describe potential environmental impact of the resources being usedK9. Describe problems that may occur with resources and how you can deal with theseK10. Explain importance of effective management of resources to organizational performanceK11. Explain importance of keeping accurate records on the use of resourcesK12. 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 futureK14. Explain relevant people who should be consulted, including associates, colleagues working at the same level, higher level managers or supervisorsK15. List type of recommendations, e.g. short term, medium term, long termK16. 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 suggestionsP2. Calculate ingredient ratios, cooking times and temperatures to produce a recipe in varying quantitiesP3. Identify suitable supply sourcesP4. Identify methods for presenting, holding and distributing the recipe itemP5. Cost recipe suggestions taking into account the resources availableP6. 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 menuK2. Explain how location and styles of operation can affect proposed menu itemsK3. Describe quality standards required for each recipe item consideredK4. Explain process to assess the quality of potential ingredients K5. Explain how equipment can affect the production of fooditemsK6. 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 itemsP7. Make suggestions on the layout and presentation of the menuP8. Produce recipe suggestions in accordance with the style and policy of the organization, available resources, and the expectations and standards of customersP9. Ensure staff have the resources needed to carry out responsibilities in relation to new menu itemsP10. Collect and evaluate feedback from staff and customers | K7. Describe process to calculate gross profit against the cost of proposed recipesK8. Describe how quality of the food can be affected by the choice of supplierK9. Explain process to identify and assess the suitability of suppliers or supply sourcesK10. Discuss relevant person(s) to consult for standard recipes K11. Explain how staff skills should be assessed prior toproposing new recipes and menu itemsK12. Describe procedure to estimate lead times for the preparation of new menu itemsK13. Explain concept of a balanced dietK14. Explain how a balanced diet is important for good health K15. Describe types, combinations and proportions ofingredients that make up a healthy dishK16. Explain nutritional benefits of minimizing the fat, sugar and salt content of dishes, starchy foods, fruit, vegetables and pulsesK17. List down healthy flavorings that can be used as alternatives to salt and sugarK18. Describe how to record information relating to proposed recipesK19. Explain appropriate person to make records of proposed |

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|  |  | recipes available toK20. Describe process to carry out and evaluate test runs of recipesK21. Explain when the training may be required to support the implementation of new menu itemsK22. Describe process to brief staff on new menu items and implementation plansK23. Describe procedure to gain feedback from staff on operational problems which may ariseK24. Describe process to allocate resources to staff to enable them to implement new menu itemsK25. Explain lead times required by organization for the implementation of new menu itemsK26. Describe the process in which measures should be closely monitored when introducing new itemsK27. Explain the importance of gaining feedback from customers on new items and methods for doing this |