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## **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. COMMIS CHEF III

This role of a commis chef is designed to reflect the role of individuals who perform a range of skilled guest service tasks of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.

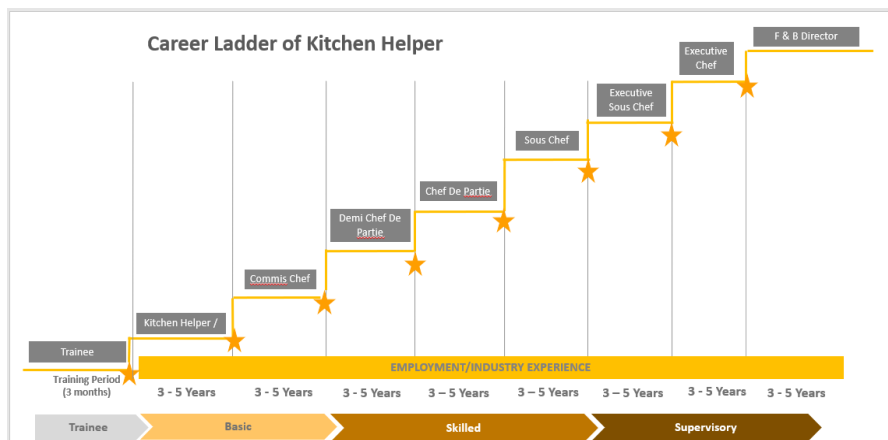
### 4.ENTRY REQUIREMENTS

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

<b>SECTOR</b>	Hospitality & Tourism
<b>SUB-SECTOR</b>	Restaurant and Mobile Food Services Activities
<b>OCCUPATION</b>	Commis Chef III
<b>LEVEL 5</b>	TBA
<b>LEVEL 4</b>	TBA
<b>LEVEL 3</b>	TBA
<b>LEVEL 2</b>	Commis Chef III
<b>LEVEL 1</b>	Kitchen Helper



## **6.AWARD OF CERTIFICATE**

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

### **6.1 Certificate of Competence**

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

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

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

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

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

## PART 2 COMPETENCE STANDARDS

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### 1.COMPETENCY PROFILE CHART (CPC)

Unit of Competency Category	Competence Unit Code	Competence Unit Title
<b>Generic</b>	HT-GEN-02-01	Work in a socially diverse environment
	HT-GEN-02-02	Implement occupational health and safety procedures
	HT-GEN-02-03	Maintain hospitality industry knowledge
	HT-GEN-02-04	Communicate effectively on the telephone
	HT-GEN-02-05	Perform basic clerical procedures
	HT-GEN-02-06	Promote hospitality products and services
	HT-GEN-02-07	Apply basic techniques of commercial cookery
	HT-GEN-02-08	Present and display food products
	HT-GEN-02-09	Receive and store kitchen supplies and food stock
	HT-GEN-02-10	Receive and resolve customer complaints
	HT-GEN-02-11	Read and follow basic directions and/or diagrams
<b>Specialised</b>	HT-COC(II)-SPE-02-01	Identify and prepare various meats
	HT-COC(II)-SPE-02-02	Prepare Soups, Stocks and Sauces
	HT-COC(II)-SPE-02-03	Prepare vegetables, eggs, and farinaceous dishes
	HT-COC(II)-SPE-02-04	Prepare and cook seafood

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

## 1.1 Generic

### DUTY: 1. Work in a Socially Diverse Environment

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

### DUTY: 2. Implement Occupational Health & Safety Procedures

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

### DUTY: 3. Maintain Hospitality Industry Knowledge

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

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

#### **DUTY: 4. Communicate Effectively on the Telephone**

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



### **DUTY: 5. Perform Basic Clerical Procedures**

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

### **DUTY: 6. Promote Hospitality Products and Services**

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

## DUTY: 7. Apply Basic Techniques of Commercial Cookery

Skill Areas/ Competence	Competence Elements
7.1 Select and use equipment	7.1.1 Select appropriate cooking equipment to prepare standard recipes
	7.1.2 Use equipment in a safe manner according to manufacturer's and enterprise procedures
	7.1.3 Clean and store equipment as appropriate to enterprise procedures
7.2 Apply wet methods of cooking	7.2.1 Select appropriate wet cooking method for preparation for dish/s such as boiling, simmering, poaching, steaming, braising and stewing
	7.2.2 Apply appropriate wet cooking method for preparation of the dish/s
	7.2.3 Identify and solve problems in the application of the cooking method
	7.2.4 Coordinate the production of menu items
	7.2.5 Communicate with front of house staff on the production/service of menu items
7.3 Apply dry methods of cooking	7.3.1 Select appropriate dry cooking method for preparation for dish/s such as baking, roasting, grilling, deep and shallow frying.
	7.3.2 Apply appropriate dry cooking method for preparation of the dish/s
	7.3.3 Identify and solve problems in the application of the cooking method
	7.3.4 Coordinate the production of menu items
	7.3.5 Communicate with front of house staff on the production/service of menu items
7.4 Use of standardise recipes	7.4.1 Read and interpret recipe items and methods
	7.4.2 Work out correct weights/ measures and conversions
	7.4.3 Carry out techniques correctly for the task, distinguishing the differences between correct and insufficient results

## DUTY: 8. Present and Display Food Products

Skill Areas/ Competence	Competence Elements
8.1 Plating food items	8.1.1 Working efficiently to produce dishes to set time parameters
	8.1.2 Complete menu items as instructed to correct size and shape
	8.1.3 Ensuring food is at the correct temperatures and all items are present within the required time allocated
8.2 Accompaniments and garnishes	8.2.1 Following instructions adequately for each order correctly
	8.2.2 Using only the prescribed ingredients for each meal following the standardised recipes
	8.2.3 Making sure all elements are present and dishes are consistent

	and displayed as they have been shown
8.3 Hot holding food	8.3.1 Use the correct equipment suited for the purpose and keep the heating element consistent and safe at all times
	8.3.2 Monitor food temperatures before and during they are being kept in hot holding, document information for records
	8.3.3 Ensure food is kept for no longer than the prescribed time
	8.3.4 Replenish stock in accordance with food safety practices
8.4 Cold display	8.4.1 Ensure equipment is fit for purpose, clean and safe to use
	8.4.2 Display items correctly keeping high risk foods separated
	8.4.3 Regularly check and monitor temperatures of display cabinets
	8.4.4 Ensure food items are dealt with correctly once the displayed items are no longer in use

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

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

### **DUTY: 10. Receive and Resolve Customer Complaints**

<b>Skill Areas/ Competence</b>	<b>Competence Elements</b>
10.1 Identify and analyse the complaint	10.1.1 Receive and accurately record a verbal complaint using active listening and empathy techniques
	10.1.2 Identify through appropriate communication techniques the exact nature of customer complaint
	10.1.3 Maintain register or complaint file/s in accordance with the requirements of the enterprise information system
10.2 Respond to complaint	10.2.1 Process complaint in accordance with organisational standards, policies, and procedures

	10.2.2 Obtain and review documentation in relation to complaints
	10.2.3 update register of complaints/disputes
10.3 determine and agree upon appropriate action to resolve complaint	10.3.1 Identify and review options to resolve the complaint within enterprise policy, procedures, and guidelines
	10.3.2 Agree and confirm action to resolve the complaint with the customer
	10.3.3 Demonstrate a commitment to the customer to resolve the complaint
	10.3.4 Inform customer or outcome of investigation of complaint
10.4 Refer complaints	10.4.1 Identify complaints that require referral to other personnel or external bodies
	10.4.2 Refer complaint to appropriate personal for follow up in accordance with individual level of responsibility
	10.4.3 forward all necessary documentation including investigation reports to appropriate personnel
	10.4.4 Refer complaints which cannot be resolved to an appropriate person

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

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

## 1.1 Specialised

### DUTY: 1. Identify and Prepare Various Meats

Skill Areas/ Competence	Competence Elements
1.1 Identify meat and quality	1.1.1 Distinguish between the various types of meats
	1.1.2 Learn the different cuts and the best cooking methods to optimise profitability and minimise wastage
	1.1.3 Carry out regular quality checks and liaise with your supervisor when unsure or if in doubt about any products
	1.1.4 Understand the legal, religious and social implications concerned with different meat types.
1.2 Red meat	1.2.1 Know how to store correctly in the specified areas
	1.2.2 Understand the basic anatomy of animals and what cuts are most suited to different cooking methods
	1.2.3 Follow correct preparation methods using correct colour coding where used to prevent cross contamination
	1.2.4 Understand the legal, religious and social implications concerned with different meat types.
1.3 White meat	1.3.1 Identify the types of white meat and classification of animals, their age and diet in determining appropriate category
	1.3.2 Understand the legal, religious and social implications concerned with different meat types.
	1.3.3 Understand the shelf life and required storage of different meat types and the importance of labelling all goods to limit confusion
1.4 Offal	1.4.1 Determine different types of organs from various animals
	1.4.2 Learn the correct cooking techniques to maximise finished quality
	1.4.3 Have a basic concept of environmental and economic impacts in using animal products whilst improving wastage and overall profits
	1.4.4 Understand the legal, religious and social implications concerned with different meat types.
1.5 Preparing and storing meats	1.5.1 Follow procedures of delivery handling, chilling and freezing
	1.5.2 Record and monitor stock levels ensuring First in First Out (FIFO) is carried out
	1.5.3 Prepare, store and package raw and cooked products separately
	1.5.4 Keep all areas, equipment and storage containers clean and maintained when handling all forms of meat products
	1.5.5 Label all meat correctly when store

## DUTY: 2. Prepare Stocks, Soup and Sauces

Skill Areas/ Competence	Competence Elements
2.1 Classify stocks, soup and sauces categories	2.1.1 Have a basic understanding of stocks, hot and cold soups and sauces, their origins and how they are traditionally served
	2.1.2 Establish how to create stocks, soups and sauces with ingredients that pair well and also how to capitalise on using seasonal or plentiful ingredients
	2.1.3 Learn correct accompaniments/ garnishes to fit with menu item
2.2 Preparation methods	2.2.1 Plan ahead to give variation and choice for the customers
	2.2.2 Prepare stocks, soups and sauces using the correct methods as instructed in pre-determined recipes to achieve the desired results
	2.2.3 Capitalise on using any excess products to maximise profits and reduce any food wastage. Inform your supervisor of high stock levels
2.3 Serving soups	2.3.1 Use the correct serving equipment for the menu item
	2.3.2 Ensure correct temperature is achieved prior to sending out food items.
	2.3.3 Follow common sense and practically when serving soups
2.4 Storing stocks, soups and sauces	2.4.1 Adhere to cook and chill guidelines in time specified
	2.4.2 Always keep a note and communicate all ingredients that go into the stocks, soup and sauces that you plan to serve
	2.4.3 Make sure to label all products correctly and store properly

## DUTY: 3. Prepare Vegetables, Eggs and Farinaceous Dishes

Skill Areas/ Competence	Competence Elements
3.1 Prepare and cook vegetable and fruit menu items	3.1.1 Select vegetables and fruits according to availability
	3.1.2 Prepare and/or cook a variety of vegetable and fruit menu items
	3.1.3 Identify and prepare appropriate sauces, garnish and accompaniments as per the menu item
3.2 Prepare and cook egg based menu items	3.2.1 Prepare, use and/or cook a variety of egg menu items
	3.2.2 Identify and prepare appropriate sauces, garnishes, and accompaniments as per the menu item
	3.2.3 Present egg menu item
3.3 Prepare and cook farinaceous menu items	3.3.1 Select farinaceous items according to availability
	3.3.2 Prepare and/or cook a variety of farinaceous menu items
	3.3.3 Identify and prepare appropriate sauces, garnish and accompaniments as per the menu item
3.4 Store vegetables, fruit, egg and farinaceous items	3.4.1. Store fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products appropriately in correct containers.
	3.4.2 Label fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products appropriately in correct containers.

## DUTY: 4. Prepare and Cook Seafood

Skill Areas/ Competence	Competence Elements
4.1 Classify various seafood products	4.1.1 Understand the breakdown of fresh and saltwater products
	4.1.2 Note different types of fish and various categories of shellfish
	4.1.3 Determine which types of seafood are suited to which cooking methods and the timings to achieve best results
4.2 Understand health concerns	4.2.1 Have knowledge in food allergies and the potential harms
	4.2.2 Ensure seafood is only used in the correct seasons available
	4.2.3 Follow all correct procedures in handling live products, making sure to care for the well-being of living organisms and customers
4.3 Prepare seafood	4.3.1 Ensure ingredients, equipment and preparation areas are fit for purpose and regularly monitored
	4.3.2 Carry out quality checks on seafood in every stage of its process from delivery to correct disposal
	4.3.3 Work methodically in an organised manner to maintain freshness of all seafood products
4.4 Cook seafood	4.4.1 Use the right methods for cooking all seafood
	4.4.2 Dispatch and cook seafood in accordance to regulations as laid out by law and within the organisation
	4.4.3 Chill all ingredients within the guidelines set by your supervisors
4.5 Display and store seafood	4.5.1 Use correct facilities for the storage of live seafood products
	9.5.2 Monitor temperatures used for storing and displaying seafood
	9.5.3 Separate live, raw, blanched and cooked items in appropriate containers preferably in separate chiller units

## 2.COMPETENCY STANDARDS

### 2.1.Generic

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



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

2.3 IMPLEMENT AND MONITOR HEALTH AND SAFETY TRAINING	<ol style="list-style-type: none"> <li>1. Identify and report on health and safety training needs through regular workplace monitoring</li> <li>2. Arrange training interventions as appropriate on a timely basis</li> </ol>
2.4 MAINTAIN HEALTH AND SAFETY RECORDS	<ol style="list-style-type: none"> <li>1. Complete records accurately in accordance with enterprise and legal requirements</li> <li>2. Aggregate information and data from work area records are used to identify hazards and monitor risk control procedures in work area</li> </ol>

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

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

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

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

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

5.2 DRAFT CORRESPONDENCE	<ol style="list-style-type: none"> <li>1. Write text using clear and concise language</li> <li>2. Text is without spelling, punctuation and/or grammatical errors.</li> <li>3. Check information for accuracy prior to sending</li> </ol>
5.3 MAINTAIN DOCUMENT SYSTEMS	<ol style="list-style-type: none"> <li>1. File/store documents in accordance with enterprise procedures</li> <li>2. Modify and/or update records management systems in accordance with enterprise procedures</li> </ol>

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

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



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

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

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

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

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

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

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

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

Duty	11. Read and Follow Basic Directions and/or Diagrams	
Competence	Performance Criteria	
11.1 PREPARE FOR WORK	Procedures may relate to: <ul style="list-style-type: none"> <li>-Hazard policies and procedures</li> <li>-Emergency, fire and accident procedures</li> <li>-Personal safety procedures</li> <li>-Procedures for the use of personal protective clothing and equipment</li> <li>-Use of motor vehicles</li> <li>-Resolution procedures</li> <li>-Job procedures and work instructions</li> </ul>	
11.2 READ AND FOLLOW INFORMATION ABOUT ROUTINE TASKS, PROCESSES, OR EVENTS	Instructions, directions and/or diagrams may include: <ul style="list-style-type: none"> <li>-Work instructions</li> <li>-Directions on how to use equipment safely</li> <li>-Directions on how to complete a task safely</li> <li>-Diagrams that show safe working procedures</li> <li>-Policies and procedures</li> <li>-Manuals</li> </ul>	
11.3 RECEIVE AND RESPOND TO BASIC INSTRUCTIONS AND DIRECTIONS		

## 2.2.Specialised

Duty	1. Identify and Prepare Various Meats
Competence	Performance Criteria
<p>1.1 SELECT AND PURCHASE FROM SUPPLIERS</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><b><u>Range</u></b>  <b><i>Primary meat cuts:</i></b></p> <ul style="list-style-type: none"> <li>▪ Whole carcasses</li> <li>▪ Argentine, including rump, silverside and tenderloin</li> <li>▪ Porterhouse</li> <li>▪ Rib-eye</li> <li>▪ Topside</li> <li>▪ Cutlets</li> <li>▪ Loin</li> <li>▪ Cultural cuts</li> </ul> <p><b><i>Secondary meat cuts:</i></b></p> <ul style="list-style-type: none"> <li>▪ Shank</li> <li>▪ Chuck</li> <li>▪ Blade</li> <li>▪ Knuckle</li> <li>▪ Neck</li> <li>▪ Ribs</li> <li>▪ Leg</li> <li>▪ Cultural cuts</li> </ul> <p><b><i>Varieties of meats:</i></b></p> <ul style="list-style-type: none"> <li>▪ Beef</li> <li>▪ Lamb</li> <li>▪ Veal</li> <li>▪ Goat</li> <li>▪ Buffalo</li> <li>▪ Pork</li> </ul> <p>Cultural animals</p>
<p>1.2 PREPARE PORTION CUTS</p>	<p>1. <b><i>Prepare and portion</i></b> cuts to enterprise requirements            2. Minimise wastage through preparation and storage            3. Use <b><i>trimmings and leftovers</i></b> for alternative preparations and preservation            4. Identify and use of <b><i>equipment</i></b>            5. Prepare <b><i>ready for service</i></b></p> <p><b><u>Range</u></b>  <b><i>Prepare and portion:</i></b></p>



	<ul style="list-style-type: none"> <li>▪Cleaning, skinning, boning, trimming and denuding</li> <li>▪Slice, dice, skewer, smoke, marinate, pickle, sousing and truss</li> <li>▪Cuts, including whole, medallion, cutlet, butterfly, schnitzel and kebabs</li> <li>▪Portioning, wastage and timing</li> <li>▪Enterprise supply and demand</li> <li>▪Menu style, function, a la carte</li> <li>▪Portion weights</li> </ul> <p><b>Trimmings and leftovers:</b></p> <ul style="list-style-type: none"> <li>▪Off cuts, usage</li> <li>▪Saleable dishes</li> <li>▪Menu varieties</li> <li>▪Sausages, terrines and farces</li> </ul> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>▪Knives, cleaver and mallet</li> <li>▪Saw, band saw and slicer</li> <li>▪Sausage casing machines</li> <li>▪Cryovac machine</li> <li>▪Smokers</li> <li>▪Mixers and mincers</li> <li>▪Silent cutters</li> </ul> <p><b>Ready for service:</b></p> <ul style="list-style-type: none"> <li>▪Portion packaging/tray packaging</li> <li>▪Par levels</li> </ul> <p>Marinates</p>
<p>1.3 STORE PORTION CUTS TO ENTERPRISE REQUIREMENTS</p>	<ol style="list-style-type: none"> <li>1.<b>Store</b> fresh and/or Cryovac items correctly</li> <li>2.Prepare and maintain correct <b>thawing</b> of portioned cuts</li> <li>3.<b>Store</b> portioned cuts appropriately in correct containers</li> <li>4.<b>Label</b> portioned cuts correctly</li> <li>5.Ensure <b>correct conditions</b> are maintained for freshness and quality</li> </ol> <p><b>Range</b></p> <p><b>Store:</b></p> <ul style="list-style-type: none"> <li>▪Cool room temperature</li> <li>▪Cool room placement</li> <li>▪Length of time in cool storage</li> <li>▪Freezer temperature</li> <li>▪Length of time in freezer storage</li> <li>▪Appropriate process followed, including cryovac and ice packed</li> <li>▪Storage containers before assembly</li> <li>▪Storage containers after assembly</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Dietary and cultural styles/flavours</li> <li>▪ Labelled</li> <li>▪ Freshness, quality and presentation</li> <li>▪ Temperature and humidity</li> </ul> <p><b>Thawing:</b></p> <ul style="list-style-type: none"> <li>▪ Enterprise and local authority requirements</li> <li>▪ Handling and cool room placement</li> <li>▪ Changing containers</li> </ul> <p><b>Label:</b></p> <ul style="list-style-type: none"> <li>▪ Date</li> <li>▪ Item name</li> <li>▪ Handler name</li> <li>▪ Time, temperature and storage</li> </ul> <p><b>Correct conditions:</b></p> <ul style="list-style-type: none"> <li>▪ Temperature and humidity</li> <li>▪ Stock rotation</li> <li>▪ Reporting faults</li> <li>Changing containers</li> </ul>
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Duty	2. Prepare Stocks, Soups and Sauces
Competence	Performance Criteria
2.1 PREPARE STOCKS, SOUPS AND SAUCES AS REQUIRED FOR DISHES ON ENTERPRISES MENUS	Classification of soups should include: <ul style="list-style-type: none"> <li>-Clear</li> <li>-Broth</li> <li>-Puree</li> <li>-Cream</li> <li>-Veloutés</li> <li>-Bisque</li> <li>-Culturally specific soups</li> </ul> Prepare may be related to: <ul style="list-style-type: none"> <li>-Vegetables, bones, herbs, spices, flavouring</li> <li>- Cleaning, peeling, cutting, blanching, browning or ingredients</li> <li>- Portioning, measuring</li> <li>- Usable and non-usable wastage</li> <li>- Use of standard recipes</li> </ul>
2.2 STORE STOCKS, SOUPS AND SAUCES TO ENTERPRISE REQUIREMENTS	
2.3 RECONSTITUTE STOCKS, SOUPS AND SAUCES FOR SERVICE	

Duty	3. Prepare Vegetables, Eggs and Farinaceous Dishes	
Competence	Performance Criteria	
3.1 PREPARE AND COOK VEGETABLE AND FRUIT MENU ITEMS	Availability may be related to: -Seasonal availability -Storage capacity -Menu styles -Quality, quantity -Cultural varieties  Prepare should relate to: -Cleaning, peeling, cutting of ingredients -Portioning, minimising wastage -Standard recipes -Varieties of the product -Properties of the products -Prepared and/or pre-finished products	
3.2 PREPARE AND COOK EGG-BASED MENU ITEMS		
3.3 PREPARE AND COOK FARINACEOUS MENU ITEMS		

Duty	4. Prepare and Cook Seafood	
Competence	Performance Criteria	
4.1 IDENTIFY AND SELECT FISH AND SHELLFISH VARIETIES	Fish varieties may be related to: -Shape -Flesh -Habitat -Seasonality  Shellfish variety may relate to: -Crustaceans -Molluscs	
4.2 PREPARE FISH AND SHELLFISH	<ul style="list-style-type: none"> <li>▪ <b>Store</b> fresh and/or Cryovac items correctly</li> <li>▪ Prepare and maintain correct <b>thawing</b> of portioned cuts</li> <li>▪ <b>Store</b> portioned cuts appropriately in correct containers</li> <li>▪ <b>Label</b> portioned cuts correctly</li> <li>▪ Ensure <b>correct conditions</b> are maintained for freshness and quality</li> </ul>	
4.3 COOK, HOLD AND PRESENT		
4.4 STORE FISH AND SHELL FISH PRODUCTS		

	<ul style="list-style-type: none"> <li>▪ Appropriate process followed, including cryovac and ice packed</li> <li>▪ Storage containers before assembly</li> <li>▪ Storage containers after assembly</li> <li>▪ Dietary and cultural styles/flavours</li> <li>▪ Labelled</li> <li>▪ Freshness, quality and presentation</li> <li>▪ Temperature and humidity</li> </ul> <p><b>Thawing:</b></p> <ul style="list-style-type: none"> <li>▪ Enterprise and local authority requirements</li> <li>▪ Handling and cool room placement</li> <li>▪ Changing containers</li> </ul> <p><b>Label:</b></p> <ul style="list-style-type: none"> <li>▪ Date</li> <li>▪ Item name</li> <li>▪ Handler name</li> <li>▪ Time, temperature and storage</li> </ul> <p><b>Correct conditions:</b></p> <ul style="list-style-type: none"> <li>▪ Temperature and humidity</li> <li>▪ Stock rotation</li> <li>▪ Reporting faults</li> <li>Changing containers</li> </ul>
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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 400 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	Metal tray small	20	Poultry	10
Refrigerator units	1	metal tray large	20	Meat	10
		Knives	1	Fish and shellfish	10
		*kitchen utensil	1	Bakeables (Flour, sugar)	10
				Sauce (bottles)	10

## 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><b>Antiseptics and Ointments</b></p> <ul style="list-style-type: none"> <li>• Benzalkonium Chloride Antiseptic Towelettes</li> <li>• Alcohol Antiseptic Wipes</li> <li>• Hand Cleansing Moist Towelettes</li> <li>• After Bite Insect Sting Relief</li> <li>• Centrimide First Aid Cream 25gr</li> <li>• Povidone Iodine Prep Pads</li> </ul> <p><b>Wound Care/Trauma</b></p> <ul style="list-style-type: none"> <li>• Fabric Adhesive Bandages – Finger &amp;</li> </ul>

		<p>Knuckle and Patch</p> <ul style="list-style-type: none"> <li>• Fabric Patch</li> </ul> <p>Adhesive Bandages</p> <ul style="list-style-type: none"> <li>• Junior Adhesive Bandages</li> <li>• Butterfly Wound Closures</li> <li>• Compress Pressure Bandage w/Elastic Ties Surgical Gauze Sponges</li> <li>• Conforming Gauze Bandage Roll</li> <li>• Gauze Pads</li> <li>• Non-Adherent Dressings, Sterile</li> <li>• Abdominal/Combine Pads</li> </ul> <p><b>Eye Injury</b></p> <ul style="list-style-type: none"> <li>• Orthopaedic Eye Patch</li> <li>• Eye-shield, Plastic w/ Elastic Strap, Ventilated</li> <li>• Eye Cup</li> <li>• Eyewash Solution,</li> <li>• Saline Solution</li> </ul> <p><b>First Aid/CPR/Instruments</b></p> <ul style="list-style-type: none"> <li>• CPR Pocket Mask with Gloves</li> <li>• Vinyl Medical Examination Gloves</li> <li>• Surgical Tape</li> <li>• Cotton Tip Applicators</li> <li>• Safety pins</li> </ul>
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		<ul style="list-style-type: none"> <li>• Splinter Probes, Sterile</li> <li>• Forceps, Fine Point</li> <li>• Paramedic Scissors 15.2 cm</li> <li>• Emergency Rescue Blanket</li> <li>• Single-Use Thermometers</li> <li>• Penlight</li> </ul> <p><b>Fractures/Sprains</b></p> <ul style="list-style-type: none"> <li>• Wire Splint, Padded Aluminum Splint, Finger Splint</li> <li>• Instant Cold Compress, 1Elastic Bandage</li> <li>• Self-Adhering Wrap Bandage</li> <li>• Triangular Bandage</li> </ul> <p><b>Burn Care</b></p> <ul style="list-style-type: none"> <li>• Burn Stop Dressing</li> <li>• Burn Stop Gel Packet</li> </ul>
<p>Fire extinguisher (dry powder/ CO2/ black label)</p>	<p>2</p>	<ul style="list-style-type: none"> <li>• <b>FIRE RATING</b> 34 A 233 B C</li> <li>• <b>EXTINGUISHING AGENT</b> EPW 18462 (ABC Favorit Tertia) ABC powder - MAP 20 %</li> <li>• <b>PROPELLANT</b> Dehumidified air or N2 ,15 Bar at 20°C</li> <li>• <b>TEMPERATURE RANGE</b> -30°C / +60°C</li> <li>• <b>NOMINAL CHARGE</b> 6 Kg</li> <li>• <b>FULL WEIGHT</b> ~ 9,4</li> </ul>

		<p>Kg</p> <ul style="list-style-type: none"> <li>• <b>DIMENSIONS</b> Height 550 mm Diameter 160 mm</li> <li>• <b>DISCHARGE TIME</b> 16,5 sec.</li> <li>• <b>VALVE TIGHTENING TORQUE</b> Minimum 40 Nm, Maximum 60 Nm</li> <li>• <b>CYLINDER PRESSURE TEST</b> PT 27 bar</li> <li>• <b>CYLINDER VOLUME</b> 7,8 L.</li> <li>• <b>SAFETY VALVE</b> Set between 22 and 27 bar</li> <li>• <b>CYLINDER MATERIAL</b> Alloy steel</li> <li>• <b>EXTERNAL/INTERNAL TREATMENT</b> Sandblast and epoxy polyestere powder painting, Red Ral 3000 colour.</li> </ul>																													
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>Weft</td> </tr> <tr> <td>EC 9 33 4*2</td> <td>EC 9 33 18*12</td> </tr> <tr> <td>Tensile Strength</td> <td>354N/5CM (400 Lbs/Inch)</td> <td>354N/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	Weft	EC 9 33 4*2	EC 9 33 18*12	Tensile Strength	354N/5CM (400 Lbs/Inch)	354N/5CM (400 Lbs/Inch)	Temperature Resistance	550°C	
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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.

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

**ACKNOWLEDGEMENTS**

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