

NATIONAL OCCUPATIONAL STANDARD FOR SOUS CHEF



APPROVING AUTHORITY

This National Occupational Standard has been prepared and published under the authority of the Zambia Qualifications Authority Board on 30th September, 2020.

ZAMBIA QUALIFICATIONS AUTHORITY

The Zambia Qualifications Authority Act No. 13 of 2011 was enacted by the Government of the Republic of Zambia to ***“provide for the development and implementation of a national qualifications framework; establish the Zambia Qualifications Authority; provide measures to ensure that standards and registered qualifications are internationally comparable; and provide for matters connected with, or incidental to the foregoing”***. Among other functions, ZAQA is responsible for *determining national standards for any occupation*, through various sector specific National Occupational Standards Development Teams (NOSDTs).

REVISION OF NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards shall be revised every after **5 years**, or whenever necessary, by the issue of either amendments or of revised editions. It is important that users of National Occupational Standards (NOS) should ascertain that they are in possession of the latest amendments or editions.

NOS DEVELOPMENT TEAM RESPONSIBLE

This National Occupational Standard was prepared by the Tourism National Occupational Standards Development Team, upon which the following organisations were represented:

1. Zambia Institute for Tourism and Hospitality Studies (ZITHS);
2. Livingstone International University of Tourism Excellence and Business Management (LIUTEBM);
3. Institute of Hospitality-Zambia (IoHZ);
4. Tourism Council of Zambia (TCZ);
5. Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA);
6. Zambia Tourism Agency (ZTA);
7. Zambian Association for Indigenous Tour Operators (ZATO);
8. Travel Agents Association of Zambia (TAAZ);
9. Zambia Qualifications Authority (ZAQA) – Secretariat.

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FOREWORD

The Zambia Qualifications Authority (ZAQA) is a statutory body under the Ministry of Higher Education established by ZAQA Act No. 13 of 2011 to “**provide for the development and implementation of a national qualifications framework; provide measures to ensure that standards and registered qualifications are internationally comparable; and provide for matters connected with, or incidental to the foregoing**”.

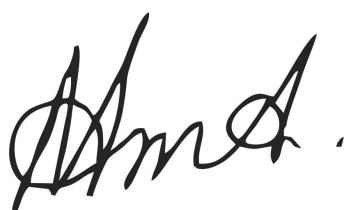
Among other functions, ZAQA is responsible for “*determining national standards for any occupation*”, through various sector specific National Occupational Standards Development Teams (NOSDTs) of experts composed of representation from appropriate authorities, government departments, industry, academia, regulators, consumer associations and non-governmental organisations, etc.

This National Occupational Standard (NOS) has been developed by the Tourism National Occupational Standards Development Team in accordance with the procedures and guidelines of ZAQA. All users should ensure that they have the latest edition of this publication as National Occupational Standards are revised from time to time.

This NOS shall be used by, among others, industry, employers, quality assurance bodies, awarding and professional bodies and education and training institutions, as a benchmark to identify training needs, develop job profiles/descriptions, develop curricula and learning programmes, in various sectors where the occupation exists. In the Tourism sector, demonstration of competence against this NOS may be required in order to run a business or practice a craft or profession.

The job of a Sous Chef is the second highest ranked position in a kitchen, behind the Executive Chef. Sous Chefs have overarching responsibility for a kitchen, often with several sections. While specific duties vary depending on the type of establishment, the duties of Sous Chefs will include supporting the Executive Chef in managing staff, planning menus, managing costs, ordering stock, planning staff rotas and training, managing standards and compliance with regulations. This means that the Sous Chef must be highly adept at forecasting the needs of the kitchen each day of the week and whenever there are holidays or special events on the calendar, ensuring that safe and exquisite cuisines prepared constantly meet customer and regulatory requirements.

This National Occupational Standard highlights core knowledge, skills, competences and values that Sous Chefs must possess to be successful in their places of work.



Mirriam M. A Chiyaba (Mrs)
Director and Chief Executive Officer

ACRONYMS AND ABBREVIATIONS

CS	Core Skill
IPR	Intellectual Property Rights
NOS	National Occupational Standard
NOSDT	National Occupational Standards Development Team
OK	Organisational Knowledge
PC	Performance Criteria
PS	Professional Skill
QMS	Quality Management System
QSR	Quick Service Restaurant
RPL	Recognition of Prior Learning
SC	Sous Chef
SOP	Standard Operating Procedure
TK	Technical Knowledge
ZAQA	Zambia Qualifications Authority
ZQF	Zambia Qualifications Framework

GLOSSARY OF TERMS

For the purposes of this NOS, the following terms and definitions shall apply:

Core Skills/Generic Skills: are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the NOS, these include technical, interpersonal communication related skills that are applicable to most job roles.

Function: is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of NOS.

Job Role: defines a unique set of functions that together form a unique employment opportunity in an organisation.

Knowledge and Understanding: are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

National Occupational Standards (NOS): are statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. They are precise descriptions of what an individual is expected to be able to do in his/her work role.

National Occupational Standards (NOS) Code: is a unique reference code that identifies a NOS.

National Occupational Standards Development Team (NOSDT): means an established group of national stakeholders/experts responsible for the development of National Occupational Standards within a specific economic sector or occupation.

Occupation: is a set of job roles, which perform similar/related set of functions in an industry.

Organisational Context: includes the way the organisation is structured and how it operates, including the extent of operative knowledge that managers have in their relevant areas of responsibility.

Performance Criteria: are statements that together specify the standard of performance required when carrying out a task.

Scope: is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.

Sector: is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.

Sub-Sector: is derived from a further breakdown based on the characteristics and interests of its components.

Technical Knowledge: is the specific knowledge needed to accomplish specific designated responsibilities.

Unit Title: gives a clear overall statement about what the incumbent should be able to do.

Vertical: may exist within a sub-sector representing different domain areas or the client industries served by the industry.

1. OVERVIEW

This is an introductory section providing a brief summary and specific information or commentary about the content of the NOS and the targeted sector and occupation to help the user judge whether it is relevant to them.

NOS Code	DNOS.SC.01
Occupation	Food Service Operations
Job Role (Title)	Sous Chef
Role Description	Sous Chef is responsible for helping Executive Chef in running the food production and kitchen service
Job Purpose	The individual at work helps the Executive Chef with managing resources, planning the menu and kitchen operations, setting up quality standards and performing administrative works
ZQF Level	5
Sector	Tourism and Hospitality
Sub sector	Hotels, Lodges, Industrial Catering and Restaurants <i>Note: the individual may work in any tourism and hospitality sub-sector</i>
Other Economic Sector(s) in which the Occupation is Practiced	Institutional and Industrial Catering, etc., etc.
Other Similar Jobs Performed in the Occupation	Chef-de-Partie, Commis 1, Commis Chef, Banquet Manager, Caterer, etc.
Minimum Educational Job Entry Qualification(s)	Senior Secondary Education (Grade 12) Certificate or equivalent
Practicing License Requirements (if any)	Current/Valid Medical Certificate and Professional Membership
Training/RPL (Optional)	Prior Training/work in Kitchen operations
Minimum Job Entry Age	18
Prior Experience	5 years work experience from entry level in kitchen environment or 2 years as Chef-de-Partie
Performance Criteria	As described in the Units under Section 4

2. SCOPE

This National Occupational Standard specifies the fundamental knowledge and understanding, skills and competences that Sous Chefs must possess to be successful in their job roles. It is applicable to Sous Chefs working in hotels, lodges and restaurants, and other tourism and hospitality establishments/spots.

3. PERSONAL ATTRIBUTES (VALUES, ETHICS AND ATTITUDES)

The job requires the individual to have confident personality, ability to learn from observation, attention to detail, physical stamina and calm yet strict disposition, etc.

4. UNITS AND ELEMENTS

This National Occupational Standard is divided into 12 Units representing the tasks that a job holder should undertake in his/her day to day work. Each Unit is further broken down into elements depicting the number of activities to be carried out for the successful execution of a particular task.

UNIT 1 [This Unit is about providing specification for food items; kitchen provisions; raw materials and equipment to be purchased, ensuring their storage; adequate inventory all the time and efficient usages in the kitchen as per company's standards].

Unit No.	01
Unit Title	Manage food resources in the kitchen
Description	This Unit is about providing specification for food items; kitchen provisions; raw materials and equipment to be purchased, ensuring their storage; adequate inventory all the time and efficient usages in the kitchen as per company's standards
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Provide specifications for materials to be purchased • Maintain food safety while storing materials in the kitchen • Maintain inventory control • Ensure efficient use of resources
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Providing specifications for materials to be purchased	To be competent, the individual must be able to: PC1. estimate the requirements of variety of resources for kitchen operations with the assistance of chefs PC2. estimate the quantity of various resources required for smooth kitchen operations PC3. provide the specifications for kitchen equipment, provisions, supplies and daily perishable consumables
Maintaining food safety while storing materials in the kitchen	To be competent, the individual must be able to: PC4. ensure that food handlers wear clean and hygienic clothes appropriate to their jobs PC5. ensure that health, hygiene and food safety practices mentioned in company's SOP are adhered to in the kitchen PC6. ensure that storage areas are clean, suitable and maintained at the correct temperature for the type of food PC7. ensure that food is stored in a way to avoid cross contamination e.g. keep raw and ready-to-eat food separate, keep commonly allergenic foods such as nuts in sealed containers etc. PC8. ensure that food handlers avoid unsafe behaviour that could contaminate the food e.g. storing the unsealed pulses packet for future use PC9. ensure that received food items; supplies and materials are undamaged, at the appropriate temperature and within its 'use- by date' on delivery PC10. ensure that food prepared for storage is put in the correct storage area as quickly as necessary to maintain its safety
Maintaining inventory control	To be competent, the individual must be able to: PC11. ensure that stock rotation procedures of the company are followed PC12. ensure that necessary records of all the items are kept up-to-date as per company's requirements PC13. ensure that all the inventory management practices of the company are followed in the kitchen

<p>Ensuring efficient use of resources</p>	<p>To be competent, the individual must be able to: PC14. ensure adequate availability of resources for uninterrupted kitchen operations PC15. ensure minimum wastage of the resources in the kitchen PC16. ensure kitchen infrastructure is well maintained so that there is no wastage of utilities like water through leakage</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organisational Context (Knowledge of the company/ organisation and its processes)</p>	<p>The individual on the job must demonstrate knowledge and understanding of: OK1. legislation, standards, policies and procedures followed in the company relevant to employees, service provision and performance conditions OK2. relevant occupational health and safety requirements applicable in the work place OK3. the standard protocols related to purchase of materials, selection of vendors, minimum inventory, food storage safety and quality standards OK4. organisation culture and typical customer profile OK5. organisation policy on documentation, reporting, etc. OK6. sources for information pertaining to employment terms, entitlements, job role and responsibilities OK7. reporting structure, interdependent functions, lines and procedures in the work area</p>
<p>B. Technical Knowledge</p>	<p>The individual on the job must demonstrate knowledge and understanding of: TK1. variety of provisions, supplies, materials, perishable and non-perishable items used in the kitchen for cooking TK2. variety of equipment used for cooking food in the kitchen TK3. about specifications of variety of resources used in the kitchen TK4. national and international quality standards applicable for food handling, storing and preparing TK5. effective inventory control management practices in the kitchen TK6. how to use all the resources effectively in the kitchen and avoid the wastage TK7. how to safely dispose of food that is beyond its 'use-by date'</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Reading Skills</p>
	<p>The individual on the job must demonstrate knowledge and understanding in: CS1. reading and comprehending procedure manuals, instructions, short correspondence and memos CS2. reading and interpreting company's SOPs, procedures and information applicable to the work place CS3. reading industry journals to get the latest information about trends</p>
	<p>Writing Skills</p>
<p>The individual on the job must demonstrate knowledge and understanding in: CS4. completing documentation</p>	

	<p>CS5. creating the data capturing formats as per company's SOPs CS6. generating reports to supervisors and business correspondence on work-related activities and procedure manuals</p>
	<p>Oral Communication (Listening and Speaking skills)</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS7. communicating effectively in the English language orally, electronically and in normal business forms CS8. communicating effectively with the Executive Chef and kitchen staff at all levels, welcoming and encouraging their ideas and contributions towards kitchen operations CS9. effectively presenting information and responding to questions from managers, clients, customers and the general public CS10. communicating with people in a respectful manner in line with organisational protocol CS11. interacting in a language the other person is comfortable with</p>
<p>B. Professional Skills</p>	<p>Decision Making</p>
	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>PS1. the type of decision required to be taken for efficient kitchen operations PS2. what equipments are necessary to enhance the productivity of kitchen staff</p>
	<p>Plan and Organise</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. participating in/following international and national trends to update the industry knowledge PS4. applying effective methods of monitoring kitchen operations PS5. planning the work activities to service consumers' orders in time PS6. organising the resources in the kitchen to make the efficient use of them PS7. planning, prioritising and sequencing work operations as per job requirements PS8. planning and working in a team in order to achieve better results PS9. managing time effectively and efficiently in a way that deliverables are completed as per the timeline mentioned in the organisational SOP PS10. organising information and generating, managing and maintaining records relevant to work</p>
	<p>Customer Centricity</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS11. developing a rapport with Executive Chef, kitchen staff and external customers PS12. listening carefully to customers and interpreting their requirements PS13. appreciating the importance of personal grooming</p>

	<p>PS14. appreciating the significance of etiquette during conversation PS15. being patient and courteous with others</p>
	<p>Problem Solving</p>
	<p>The individual on the job must demonstrate knowledge and understanding in: PS16. providing kitchen staff solutions to their problems PS17. thinking through problems, evaluating possible solutions and suggesting an optimum/best possible solution PS18. identifying immediate or temporal solutions to resolve delays or other problems related to transport arrangements</p>
	<p>Analytical Thinking</p>
	<p>The individual on the job must demonstrate knowledge and understanding in: PS19. seeking to improve and modify own work practices PS20. assessing efforts required to serve consumers' orders in the kitchen PS21. estimating the time taken to execute the order PS22. assessing the resource requirement to maintain uninterrupted kitchen operations PS23. organising and analysing information relevant to work PS24. identifying work and assigning them to team members as per their competencies</p>
<p>Critical Thinking</p>	
<p>The individual on the job must demonstrate knowledge and understanding in: PS25. operating the computer for documentation, emailing and reporting PS26. adding, subtracting, multiplying and dividing in all units of measure, using whole numbers, common fractions and decimals PS27. computing rates, ratios, percentages and draw and interpret a variety of graphs PS28. defining problems, collecting data, establishing facts and drawing valid conclusions PS29. interpreting a variety of instructions furnished in written, oral, diagram, or schedule form, dealing with both abstract and concrete variables PS30. smoothly operating a desktop, laptop, tablet and other IT devices used in the kitchen PS31. proficiently using commercial software like MS Office PS32. proficiently using internet and efficiently communicating electronically PS33. carry out numerical calculations and basic statistical analysis</p>	

UNIT 2 [This Unit is about assisting Executive Chef in planning and developing a menu which is in consistent with company's quality standards and service delivery to fulfil the needs of existing and potential customers].

Unit No.	02
Unit Title	Assist in creating new recipes and writing menus
Description	This Unit is about assisting Executive Chef in planning and developing a menu which is in consistent with company's quality standards and service delivery to fulfil the needs of existing and potential customers
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Capture information for planning menus • Assist in developing menus • Assess the cost impact
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Capturing information for planning menus	To be competent, the individual must be able to: PC1. gather information about customer requirements from variety of sources PC2. assess the current skills of kitchen's core and support staff and their training needs PC3. assess variety of equipment and facilities available in the kitchen and their condition PC4. gather information about company's future business plan, territories in focus for business development and target audience PC5. go through the existing SOPs to understand the kitchen protocols and procedures to be adhered to all the time PC6. assess the geographical location of the hotel/restaurant, its distance from suppliers to understand the logistical viability of getting the raw materials in time. PC7. assess the availability of variety of raw materials which would be available at the location during the particular season and round the year
Assisting in developing menus	To be competent, the individual must be able to: PC8. develop menus taking into account company's quality standards, optimum profit margins and nutritional aspects of food. PC9. develop dishes and menus suitable for different functions PC10. develop beverage menu which supplement the dishes
Assessing the cost impact of menus	To be competent, the user/ individual must be able to: PC11. take into consideration the restrictions of seasonality and the impact on costs in menu calculations PC12. calculate the proportions of the main component to accompaniments in dishes and the cost when multiplied by varying numbers according to service PC13. take into consideration the cost of energy usage and sustainable food production PC14. calculate cost to profit margin ratios in line with company's policy PC15. assist Executive Chef to accurately price dishes

Knowledge and Understanding (K)	
A. Organisational Context (Knowledge of the company/ organisation and its processes)	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> OK1. legislation, standards, policies and procedures followed in the company relevant to employees, service provision and performance conditions OK2. relevant occupational health and safety requirements applicable in the work place OK3. the standard protocols related to purchase of materials, selection of vendors, minimum inventory, food storage;, safety and quality standards OK4. organisation culture and typical customer profile OK5. organisation policy on documentation, reporting, etc. OK6. sources for information pertaining to employment terms, entitlements, job role and responsibilities OK7. reporting structure, inter-dependent functions, lines and procedures in the work area.
B. Technical Knowledge	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> TK1. the principles of the development, trial and testing of new recipes TK2. company's policy on costs and menu style TK3. national and international quality standards and statutory and legal requirements TK4. how to gather information relevant to menu planning e.g. customer data, revenue figures TK5. how to assess that menus conform to company's policy and quality standards TK6. the target market of the company and their requirements TK7. different dishes and menus suitable for different formats of service TK8. how to balance menus TK9. how to use resources effectively TK10. how to cost dishes and menus TK11. how to calculate the usage costs, equipment costs and revenue from various sources TK12. the current market price of produce
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> CS1. reading and comprehending procedure manuals, instructions, short correspondence and memos CS2. reading and interpreting company's SOPs and information applicable to the work place .e.g. food costing CS3. reading industry journals to get the latest information about trends
	Writing Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> CS4. completing appropriate documentation CS5. creating the data capturing formats as per company's SOPs

	<p>CS6. generating reports to supervisors and business correspondence on work-related activities and procedure manuals</p> <p>Oral Communication (Listening and Speaking skills)</p> <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS7. communicating effectively orally, electronically and in normal business forms</p> <p>CS8. communicating effectively with the kitchen brigade at all levels, welcoming and encouraging their ideas and contributions towards kitchen operations</p> <p>CS9. effectively presenting information and responding to questions from management, clients, customers and the general public</p> <p>CS10. communicating with people in respectful form and manner in line with organisational protocol</p> <p>CS11. interacting in a language the other person is comfortable with</p>
<p>B. Professional Skills</p>	<p>Decision Making</p>
	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>PS1. the type of decision required to be taken for efficient kitchen operations</p> <p>PS2. what equipment are necessary to enhance the productivity of kitchen staff</p> <p>PS3. what type of cuisine to be served to consumers</p> <p>PS4. menu preparation to suit what ingredients to have in a dish, their proportion, name and pricing of the dish</p>
	<p>Plan and Organise</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS5. planning the balanced menu</p> <p>PS6. organising all the information for developing the menu</p> <p>PS7. planning work activities to service consumer's orders in time</p> <p>PS8. planning, prioritising and sequencing work operations as per job requirements</p> <p>PS9. planning and working in a team in order to achieve better results</p> <p>PS10. managing time effectively and efficiently in a way that deliverables are completed as per the timeline mentioned in the organisational SOP</p> <p>PS11. organising information and generating, managing and maintaining records relevant to work</p>
<p>Customer Centricity</p>	
<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS12. developing a rapport with the Executive Chef and kitchen staff</p> <p>PS13. listening carefully and interpreting their requirements</p> <p>PS14. appreciating the importance of personal grooming</p> <p>PS15. appreciating the significance of etiquette during conversation</p>	

	<p>PS16. appreciating the importance of being patient and courteous with others</p>
	<p>Problem Solving</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS17. providing kitchen staff solutions to their problems PS18. thinking through the problems, evaluating possible solutions and suggesting an optimum/best possible solution PS19. identifying immediate or temporary solutions to resolve delays or other problems related to transport arrangements</p>
	<p>Analytical Thinking</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS20. seeking to improve and modify own work practices PS21. analysing the variety of information required for developing the menu PS22. analysing the performance of existing human resource working in the kitchen PS23. assessing efforts required to serve consumers' orders in the kitchen PS24. estimating the time taken to execute the order PS25. assessing the resource requirements to maintain uninterrupted kitchen operations PS26. organising and analysing information relevant to work PS27. identifying work and assigning them to team members as per their competences</p>
	<p>Critical Thinking</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS28. smoothly operating a desktop, laptop, tablet and other IT devices used in the kitchen PS29. proficiently using commercial software like MS Office PS30. proficiently using internet and efficiently communicate electronically PS31. adding, subtracting, multiplying, and dividing all units of measure, using whole numbers, common fractions and decimals PS32. computing rates, ratios, percentages and drawing and interpreting a variety of graphs PS33. defining problems, collecting data, establishing facts and drawing valid conclusions PS34. interpreting a variety of instructions furnished in written, oral, diagram, or schedule form, dealing with both abstract and concrete variables PS35. carrying out numerical calculations and basic statistical analysis</p>

UNIT 3 [This Unit is about designing and managing the food production operations, managing the staff and ensuring timely delivery of quality food to consumers].

Unit No.	03
Unit Title	Manage kitchen operations
Description	This Unit is about designing and managing the food production operations, managing the staff and ensuring timely delivery of quality food to consumers
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Assist in designing, implementing and monitoring of kitchen operations • Supervise food production operations • Train and manage kitchen staff • Expedite and ensure quality control
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Assisting in designing, implementing and monitoring of kitchen operations	To be competent, the individual must be able to: PC1. assist Executive Chef in designing kitchen operations taking into consideration the flow of materials, time taken to complete a process, movement of the staff, available infrastructure etc. PC2. assist in designing the food safety management system as per national and international standards PC3. allocate resources, roles and responsibilities for different aspects of food production operations to achieve the quality standards PC4. establish protocols for cleaning, pest control, food handling; storage and food preparation processes for maintaining the taste and nutritional values of variety of food items
Supervising food production operations	To be competent, the individual must be able to: PC5. ensure that established protocols, procedures and processes are followed in letter and spirit in the kitchen PC6. make the appropriate changes in the processes if need be to make operations more efficient PC7. carry out risk assessments frequently to ensure that potential risks are minimized PC8. establish corrective actions on the non-conformities found in the kitchen operations PC9. keep accurate and appropriate records of operations
Training and managing kitchen staff	To be competent, the user/ individual must be able to: PC10. ensure that adequate number of staff is available in the kitchen PC11. train them as per their job roles and work stations PC12. ensure that the correct portion size for each dish is communicated to kitchen staff PC13. train them about working as a team to ensure timely output of quality food items PC14. ensure that staff is organised in variety of teams of appropriate structure for the smooth running of operations in the different sections of the kitchen PC15. divide the work among the staff according to required tasks to be performed, style of services of the company and its menu

	<p>PC16. have contingency plans to deal with problems as they arise e.g. unexplained absenteeism of the staff</p>
Expediting and ensuring quality control	<p>To be competent, the user/individual must be able to:</p> <p>PC17. ensure that all the food orders are delivered to respective consumers as per the company set service standards</p> <p>PC18. ensure that different courses of food are delivered to consumer at set pace and order</p> <p>PC19. ensure that each dish is cooked as per the correct portion size communicated to kitchen staff</p> <p>PC20. ensure that food is presented as per set standards before serving it to the consumer</p> <p>PC21. ensure the quality of food items delivered to consumers such as the appropriate temperature, consistency, presentation etc</p>
Knowledge and Understanding (K)	
A. Organisational Context (Knowledge of the company/ organisation and its processes)	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. legislation, standards, policies and procedures followed in the company relevant to employees, service provision and performance conditions</p> <p>OK2. relevant occupational health and safety requirements applicable in the work place</p> <p>OK3. the standard protocols related to food storage;, safety and quality standards</p> <p>OK4. organisation culture and typical customer profile</p> <p>OK5. organisation policy on documentation, reporting, etc.</p> <p>OK6. sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>OK7. reporting structure, inter-dependent functions, lines and procedures in the work area</p>
B. Technical Knowledge	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. how to design kitchen operations in most effective and efficient ways under the given infrastructure</p> <p>TK2. how to establish food safety management procedures in the kitchen</p> <p>TK3. the current and ongoing food and hygiene standards, legislative and compliance requirements and the penalties of non-compliance</p> <p>TK4. how to conduct risk assessments and why they are needed</p> <p>TK5. potential hazards to food safety and how to report them</p> <p>TK6. records to be maintained in the kitchen</p> <p>TK7. how to assess the skills of kitchen staff</p> <p>TK8. the current skills of kitchen staff, their strengths and development needs and how to utilise them effectively</p> <p>TK9. the techniques to assess resource requirements and calculate their costs</p> <p>TK10. type of contingency plans needed and how to deal with short-staffing</p> <p>TK11. how allocation of the correct staff to roles affects team performance</p> <p>TK12. how to implement training and induction programmes</p>

	<p>TK13. how changes to work allocations can impact on cost, deadlines and smooth working</p> <p>TK14. how to ensure the quality of food preparation and kitchen operations</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading and comprehending instructions, correspondence and memos</p> <p>CS2. reading and interpreting company's SOPs, procedures and information applicable to the work place</p> <p>CS3. reading industry journals to get the latest information about trends</p>
	Writing Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS4. completing appropriate documentation</p> <p>CS5. creating the data capturing formats as per company's SOPs</p> <p>CS6. generating reports to supervisors and business correspondence on work-related activities, and procedure manuals</p>
B. Professional Skills	Oral Communication (Listening and Speaking skills)
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS7. communicating effectively in the English language orally, electronically and in any other business forms</p> <p>CS8. communicating effectively with Executive Chef and kitchen staff at all levels, welcoming and encouraging their ideas and contributions towards kitchen operations</p> <p>CS9. effectively presenting information and responding to questions from managers, clients, customers and the general public</p> <p>CS10. communicating with people in a respectful manner in line with organisational protocol</p> <p>CS11. interacting in a language the other person is comfortable with</p>
	Decision Making
	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>PS1. type of decision required to be taken for efficient kitchen operations</p> <p>PS2. what equipment are necessary to enhance the productivity of kitchen staff</p> <p>PS3. what type of cuisine to be served to consumers</p> <p>PS4. what ingredients to have in a dish, their proportion, name and pricing of the dish</p>
	Plan and Organise
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS5. planning the balanced menu</p> <p>PS6. organising all the information for developing the menu</p> <p>PS7. planning work activities to service consumers' orders in time</p>

	<p>PS8. planning, prioritising and sequencing work operations as per job requirements</p> <p>PS9. planning and working in a team in order to achieve better results</p> <p>PS10. managing time effectively and efficiently in a way that deliverables are completed as per the timeline mentioned in the organisational SOPS</p> <p>PS11. organising information and generating, managing and maintaining records relevant to work</p>
	Customer Centricity
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS12. developing a rapport with the Executive Chef and kitchen staff</p> <p>PS13. listening carefully and interpreting their requirements</p> <p>PS14. appreciating the importance of personal grooming</p> <p>PS15. appreciating the significance of etiquette during conversation</p> <p>PS16. appreciating the importance of being patient and courteous with others</p>
	Problem Solving
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS17. solving conflicts among kitchen staff</p> <p>PS18. dealing with unsatisfied customers</p>
	Analytical Thinking
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS19. seeking to improve and modify own work practices</p> <p>PS20. analysing variety of performance data to understand the effectiveness and efficiency of various kitchen operations</p> <p>PS21. analysing the performance of existing human resource working in the kitchen</p> <p>PS22. assessing efforts required to serve consumers' orders in the kitchen</p> <p>PS23. estimating the time taken to execute the order</p> <p>PS24. assessing resource requirements to maintain uninterrupted kitchen operations</p> <p>PS25. organising and analysing information relevant to work</p> <p>PS26. identifying work and assigning them to team members as per their competences</p>
	Critical Thinking
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS27. smoothly operating a desktop, laptop, tablet and other IT devices used in the kitchen</p> <p>PS28. proficiently using commercial software like MS Office</p> <p>PS29. proficiently using internet and efficiently communicating electronically</p> <p>PS30. adding, subtracting, multiplying and dividing all units of measure, using whole numbers, common fractions and decimals</p>

	<p>PS31. computing rates, ratios, percentages and drawing and interpreting a variety of graphs</p> <p>PS32. defining problems, collecting data, establishing facts and drawing valid conclusions</p> <p>PS33. interpreting a variety of instructions furnished in written, oral, diagram, or schedule form, dealing with both abstract and concrete variables</p> <p>PS34. carrying out numerical calculations and basic statistical analysis</p>
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UNIT 4 [This Unit is about assisting the Executive Chef in financial management, business development, setting up the quality management system and conducting internal audits to check the compliance].

Unit No.	04
Unit Title	Perform administrative work
Description	This Unit is about assisting Executive Chef in financial management, business development, setting up the quality management system and conducting internal audits to check the compliance
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Assist in financial management • Assist in business development • Assist in setting up quality management system and conducting internal audits
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Assisting in financial management	To be competent, the individual must be able to: PC1. assist in setting the financial goals and objectives for kitchen operations PC2. assist in creating the annual budget for kitchen operations PC3. assist in reviewing and setting up an internal control framework for financial management for kitchen operations PC4. ensure the maintenance of all the appropriate records up-to-date PC5. monitor kitchen performance regularly against financial objectives PC6. identify promptly any significant variations against budget and take relevant corrective action PC7. engage with financial experts, including internal and external auditors, seeking and acting in accordance with advice provided, where relevant PC8. provide relevant recommendations upon issues of financial regularity and propriety to the relevant authority PC9. manage financial matters with probity and integrity
Assisting in business development	To be competent, the individual must be able to: PC10. assist in establishing clear and achievable vision and mission in the organisation PC11. assist in determining and set business goals for the organisation which are challenging, yet realistic, and which are consistent with the vision for the organisation PC12. assist in developing a strategy and corporate business plan for the organisation PC13. assist in determining and assessing the corporate risks associated with achieving the business goals, and develop contingency plans to address these PC14. provide inputs to the authority in balancing the needs and expectations of key stakeholders, and win their support PC15. assist in identifying measures and methods for monitoring and evaluating progress against the corporate plan

	PC16. assist in benchmarking the performance and relevant business practices of the organisation against those of selected organisations
Assisting in setting up quality management system and conducting internal audits	To be competent, the user/individual must be able to: PC17. assist Executive Chef is designing and setting up the quality management system in the company PC18. facilitate creation of Standard Operation Protocols (SOPs) for the organisation PC19. conduct the internal audits at pre-set intervals to assess the compliance of quality management system PC20. assist the administration in improving the service quality
Knowledge and Understanding (K)	
A. Organisational Context (Knowledge of the company/ organisation and its processes)	The individual on the job must demonstrate knowledge and understanding of: OK1. legislation, standards, policies and procedures followed in the company relevant to employees, service provision and performance conditions OK2. relevant occupational health and safety requirements applicable in the work place OK3. what is the purpose of the organisation OK4. organisation culture and typical customer profile OK5. organisation policy on documentation, reporting, etc. OK6. sources for information pertaining to employment terms, entitlements, job role and responsibilities OK7. reporting structure, inter-dependent functions, lines and procedures in the work area
B. Technical Knowledge	The individual on the job must demonstrate knowledge and understanding of: TK1. the principles and methods of corporate governance and different practices of financial management TK2. the importance of financial accountability within the organisation TK3. internal control procedures relating to financial management TK4. the roles and responsibilities of internal and external auditors TK5. the importance of presenting accounting information correctly and how to do this TK6. recent financial performance of the organisation including trends and why these have occurred, TK7. the main relevant economic and financial strategies of government TK8. the relative costs and benefits of progressing different service delivery options TK9. the principles of effective corporate governance and risk management TK10. different types of Quality Management Systems (QMS) TK11. the national and international personal hygiene and food safety standards TK12. the conduction of internal audits as per the QMS
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	The individual on the job must demonstrate knowledge and understanding in:

	<p>CS1. reading and comprehending instructions, correspondence and memos CS2. reading and interpreting company's SOPs, procedures and information applicable to the work place CS3. reading industry journals to get the latest information about trends</p>
	<p>Writing Skills</p>
	<p>The individual on the job must demonstrate knowledge and understanding in: CS4. completing appropriate documentation CS5. creating the data capturing formats as per company's SOPs CS6. generating reports to supervisors and business correspondence on work-related activities, and procedure manuals</p>
	<p>Oral Communication (Listening and Speaking skills)</p>
	<p>The individual on the job must demonstrate knowledge and understanding in: CS7. communicating effectively in the English language orally, electronically and in any other business forms CS8. communicating effectively with Executive Chef and kitchen staff at all levels, welcoming and encouraging their ideas and contributions towards kitchen operations CS9. effectively presenting information and responding to questions from managers, clients, customers and the general public CS10. communicating with people in a respectful manner in line with organisational protocol CS11. interacting in a language the other person is comfortable with</p>
<p>B. Professional Skills</p>	<p>Decision Making</p>
	<p>The individual on the job must demonstrate knowledge and understanding of: PS1. the type of decision required to be taken for financial management, business development and establishment of Quality Management System (QMS) PS2. who else to consult before taking the final decision</p>
	<p>Plan and Organise</p>
	<p>The individual on the job must demonstrate knowledge and understanding in: PS3. planning the balanced menu PS4. organising all the information for developing the menu PS5. planning work activities to service consumers' orders in time PS6. planning, prioritising and sequencing work operations as per job requirements PS7. planning and working in a team in order to achieve better results PS8. managing time effectively and efficiently in a way that deliverables are completed as per the timeline mentioned in the organisational SOP PS9. organising information and generating, managing and maintaining records relevant to work</p>

	Customer Centricity
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> PS10. developing a rapport with the Executive Chef and kitchen staff PS11. listening carefully and interpreting their requirements PS12. appreciating the importance of personal grooming PS13. appreciating the significance of etiquette during conversations PS14. appreciating the importance of being patient and courteous with others
	Problem Solving
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> PS15. solving conflicts among kitchen staff PS16. dealing with the unsatisfied customers
	Analytical Thinking
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> PS17. seeking to improve and modify own work practices PS18. analysing variety of performance data to understand the effectiveness and efficiency of various kitchen operations PS19. analysing the performance of existing human resource working in the kitchen PS20. assessing efforts required to serve consumers' orders in the kitchen PS21. estimating the time taken to execute the order PS22. assessing the resource requirements to maintain uninterrupted kitchen operations PS23. organising and analysing information relevant to work
	Critical Thinking
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> PS24. smoothly operating a desktop, laptop, tablet and other IT devices used in the kitchen PS25. proficiently using commercial software like MS Office PS26. proficiently using internet and efficiently communicating electronically PS27. add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals PS28. computing rates, ratios, percentages and drawing and interpreting a variety of graphs PS29. defining problems, collecting data, establishing facts and drawing valid conclusions PS30. interpreting a variety of instructions furnished in written, oral, diagram, or schedule form, dealing with both abstract and concrete variables PS31. carrying out numerical calculations and basic statistical analysis

UNIT 5 [This Unit is about communicating effectively with superiors, colleagues and customers to achieve a smooth workflow].

Unit No.	05
Unit Title	Communicate with customer and colleagues
Description	This Unit is about communicating effectively with superiors, colleagues and customers to achieve a smooth workflow
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Interact with superior • Communicate with colleagues • Communicate effectively with customers
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Interacting with superior	To be competent, the individual must be able to: PC1. receive job order and instructions from reporting superior PC2. understand the work output requirements, targets, performance indicators and incentives PC3. deliver quality work on time and report any anticipated reasons for delays PC4. refer unresolved problems or complaints to the relevant senior PC5. communicate maintenance and repair work schedule proactively to the maintenance department PC6. receive feedback on work standards PC7. document the completed work schedule and file for future reference
Communicating with colleagues	To be competent, the individual must be able to: PC8. exhibit trust, support and respect to all the colleagues in the workplace PC9. aim to achieve smooth workflow PC10. help and assist colleagues with information and knowledge PC11. seek assistance from the colleagues when required PC12. identify the potential and existing conflicts with the colleagues and resolve PC13. pass on essential information to other colleagues on timely basis PC14. maintain the etiquette, , demonstrate responsible and disciplined behaviours to the colleagues PC15. interact with colleagues from different functions PC16. put team over individual goals and multi task or share work where necessary to support colleagues PC17. highlight any errors of colleagues, help to rectify and ensure quality output PC18. cooperate, coordinate, communicate and collaborate shared departmental goals and supporting each other's performance
Communicating effectively with customers	To be competent, the individual must be able to: PC19. ask more questions to the customers and identify their needs PC20. possess strong knowledge on the product and market PC21. brief the customers clearly

	<p>PC22. communicate with the customers in a polite, professional and friendly manner</p> <p>PC23. build effective but impersonal relationship with the customers</p> <p>PC24. ensure the appropriate language and tone are used to the customers</p> <p>PC25. listen actively in a two way communication</p> <p>PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.</p> <p>PC27. understand the customer expectations correctly and provide the appropriate products</p> <p>PC28. understand the customer dissatisfaction and attend to their complaints effectively</p> <p>PC29. maintain a positive, sensible and cooperative manner all time</p> <p>PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers</p> <p>PC31. avoid interrupting the customers while they talk</p> <p>PC32. ensure to avoid negative questions and statements to the customers</p> <p>PC33. inform the customers on any issues or problems before hand and also on the developments involving them</p> <p>PC34. ensure to respond back to the customer immediately for their messages via any available appropriate means,,</p> <p>PC35. develop good rapport with the customers and promote suitable products</p> <p>PC36. seek feedback from the customers on their understanding to what was discussed</p> <p>PC37. explain the terms and conditions clearly</p>
Knowledge and Understanding (K)	
<p>A. Organisational Context (Knowledge of the company/ organisation and its processes)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on personnel management and effective team work at workplace</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>
<p>B. Technical Knowledge</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. methods for effective communication with various categories of people and the different departments in the organisation</p> <p>TK2. the significance of team coordination and productivity targets of the organisation</p> <p>TK3. how to record the job activity as required on various types of documents</p> <p>TK4. how to use computer or smart phone to communicate effectively and productively</p> <p>TK5. the significance of helping colleagues with specific issues and problems</p>

	<p>TK6. the importance of meeting quality and time standards as a team TK7. how to practice effective listening TK8. how to communicate effectively with customers TK9. the effective use of voice tone and pitch for communication TK10. how to demonstrate ethics and convey discipline to the customers TK11. how to build effective working relationship with mutual trust and respect within the team TK12. the importance of dealing with grievances effectively and in time</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	<p>The individual on the job must demonstrate knowledge and understanding in: CS1. reading job sheets, company policy documents and information displayed at the workplace CS2. reading notes/comments from the supervisor</p>
	Writing Skills
	<p>The individual on the job must demonstrate knowledge and understanding in: CS3. filling up documentation pertaining to job requirement CS4. generating reports to supervisors on work-related activities</p>
	Oral Communication (Listening and Speaking skills)
<p>The individual on the job must demonstrate knowledge and understanding in: CS5. interacting with team members to work efficiently CS6. communicating effectively with superior to achieve smooth workflow CS7. communicating effectively with the customers to build a good rapport with them CS8. using a language that the customer or colleague understands CS9. using the communications systems of the company, e.g., telephone, fax, public announcement systems CS10. emailing and using internet for communicating CS11. using audio-visual aids to communicate complex issues</p>	
B. Professional Skills	Decision Making
	<p>The individual on the job must demonstrate knowledge and understanding in: PS1. spotting and communicating potential areas of disruptions to work process and report the same PS2. reporting to supervisors and dealing with a colleague individually, depending on the type of concern</p>
	Plan and Organise
	<p>The individual on the job must demonstrate knowledge and understanding in: PS3. organising information and generating, managing and maintaining records relevant to work</p>
Customer Centricity	
<p>N/A</p>	

	Problem Solving
	The individual on the job must demonstrate knowledge and understanding in: PS4. coordinating with different departments/sections and multi-task as necessary PS5. contributing to quality of team work and achieving smooth workflow PS6. sharing work load as required PS7. delegating work in consultation with superiors or as necessary instead of allowing work to pile up
	Analytical Thinking
	N/A
	Critical Thinking
The individual on the job must demonstrate knowledge and understanding in: PS8. improving work processes by interacting with others and adopting best practices PS9. resolving recurring inter-personal conflicts PS10. carrying out numerical calculations and basic statistical analysis	

UNIT 6 [This Unit is about understanding customer requirements, understanding the market standards of service, assessing scheduled services and those that are unscheduled but can be offered, and conveying or executing it in a manner that results in customer satisfaction].

Unit No.	06
Unit Title	Maintain customer-centric service orientation
Description	This Unit is about understanding customer requirements, understanding the market standards of service, assessing scheduled services and those that are unscheduled but can be offered, and conveying or executing it in a manner that results in customer satisfaction
Scope	This Unit covers the following: <ul style="list-style-type: none"> Engage with customers to understand their service quality requirements Fulfil customer requirement Achieve customer satisfaction
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Engaging with customers for assessing service quality requirements	To be competent, the individual must be able to: PC1. keep in mind the profiles of expected customers PC2. understand the target customers and their needs as defined by the company PC3. organise regular customer events and feedback session frequently PC4. build a good rapport with the customers including the ones who complain PC5. have frequent discussions with regular customers on general likes and dislikes in the market, latest trends, customer expectations, etc. PC6. receive regular feedbacks from the clients on current service, complaints, and improvements to be made, etc. PC7. compulsively seek customer rating of service to help develop a set of regularly improved procedures PC8. ingrain customer oriented behaviour in service at all level PC9. aim to gain their long lasting loyalty and satisfaction PC10. engage with customers without intruding on privacy
Fulfilling customer requirement	To be competent, the individual must be able to: PC11. ensure that customer expectations are met PC12. learn to read customers' needs and wants PC13. willingly accept and implement new and innovative products and services that help improve customer satisfaction PC14. communicate feedback of customer to senior, especially, the negative feedback PC15. maintain close contact with the customers and focus groups PC16. offer promotions to improve product satisfaction level to the customers periodically PC17. weigh the cost of fulfilling unscheduled customer requests, consult with supervisor and advise the customer on alternatives

<p>Achieving customer satisfaction</p>	<p>To be competent, the individual must be able to: PC18. ensure clarity, honesty and transparency with the customers PC19. treat the customers fairly and with due respect PC20. focus on executing company's marketing strategies and product development PC21. focus on enhancing brand value of company through customer satisfaction</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organisational Context (Knowledge of the company/ organisation and its processes)</p>	<p>The individual on the job must demonstrate knowledge and understanding of: OK1. company's policies on customer centric orientation behaviour at workplace OK2. company's Human Resources policies OK3. company's reporting structure OK4. company's documentation policy OK5. company's customer profile</p>
<p>B. Technical Knowledge</p>	<p>The individual on the job must demonstrate knowledge and understanding of: TK1. significance of treating the customers with respect and in a friendly and professional way TK2. importance of gaining customer satisfaction TK3. methods of engaging with the customers effectively and professionally TK4. ways to improve company's customer satisfaction rating TK5. company's and prevailing market standards of customer satisfaction TK6. standard operating procedure (SOP) TK7. the variety of common and unscheduled requests to expect TK8. significance of being transparent and courteous under all circumstances involving customer interaction without losing composure</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Reading Skills</p>
	<p>The individual on the job must demonstrate knowledge and understanding in: CS1. reading job sheets, company policy documents and information displayed at the workplace CS2. reading notes/comments from the supervisor</p>
	<p>Writing Skills</p>
	<p>The individual on the job must demonstrate knowledge and understanding in: CS3. filling up documentation pertaining to one's role in customer satisfaction CS4. generating reports to supervisors on work-related activities</p>
	<p>Oral Communication (Listening and Speaking skills)</p>
<p>The individual on the job must demonstrate knowledge and understanding in: CS5. interacting with team members to work efficiently CS6. communicating effectively with customers CS7. engaging with customers to understand their expectations</p>	

	<p>CS8. the company standards and effectiveness improvements pattern</p> <p>CS9. resolving customers' concerns satisfactorily within the timeframe stipulated by the company or as agreed with customers or colleagues</p> <p>CS10. using the communications systems of the company, e.g., telephone, fax, public announcement systems</p> <p>CS11. emailing and using internet for communicating</p> <p>CS12. using audio-visual aids to communicate complex issues</p>
B. Professional Skills	Decision Making
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS1. spotting and communicating potential areas of disruptions to work process and report the same so that customer service is smooth</p> <p>PS2. addressing the complaints and handling dissatisfied customers</p>
	Plan and Organise
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. organising information and generating, managing and maintaining records relevant to work</p>
	Customer Centricity
	N/A
	Problem Solving
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS4. coordinating with different departments in order to service the customer better</p> <p>PS5. contributing to quality of team work and achieving smooth workflow</p> <p>PS6. sharing work load as required</p>
	Analytical Thinking
	N/A
Critical Thinking	
<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS7. improving work processes by interacting with customers and adopting best practices</p> <p>PS8. resolving recurring inter-personal or system related conflicts with colleagues that hinder customer service</p> <p>PS9. acting constructively on any problems as pointed by customers</p> <p>PS10. handling personality clashes effectively</p> <p>PS11. carrying out numerical calculation activities as well as statistical analysis</p>	

UNIT 7 [This Unit is about maintaining standard etiquette at workplace and achieving customer satisfaction].

Unit No.	07
Unit Title	Maintain standard of etiquette and hospitable conduct
Description	This Unit is about maintaining standard etiquette at workplace and achieving customer satisfaction
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Follow behavioural, personal and telephone etiquettes • Treat customers with high degree of respect and professionalism • Achieve customer satisfaction
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Following behavioural, personal and telephone etiquettes	To be competent, the individual must be able to: <ul style="list-style-type: none"> PC1. greet the customers with an appropriate gesture based on the type of customer on their arrival PC2. welcome the customers with a smile PC3. ensure to maintain eye contact PC4. address the customers in a respectable manner PC5. do not eat or chew while talking PC6. use their names as many times as possible during the conversation PC7. ensure not to be too loud while talking PC8. maintain fair and high standards of practice PC9. ensure to offer transparent prices PC10. maintain proper books of accounts for payment due and received PC11. answer the telephone quickly and respond back to mails faster PC12. ensure not to argue with the customer PC13. listen attentively and answer back politely PC14. maintain personal integrity and ethical behaviour PC15. dress professionally PC16. deliver positive attitude to work PC17. maintain well-groomed personality PC18. achieve punctuality and body language PC19. maintain the social and telephonic etiquette PC20. provide small gifts as token of appreciation and thanks giving to the customer PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism PC22. demonstrate responsible and disciplined behaviours at the workplace PC23. refer grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict
Treating customers with high degree of respect and professionalism	To be competent, the individual must be able to: <ul style="list-style-type: none"> PC24. use appropriate titles and terms of respect to the customers PC25. use polite language PC26. maintain professionalism and procedures to handle customer grievances and complaints

	<p>PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility</p> <p>PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette</p> <p>PC29. provide special attention to the customer at all time</p>
Achieving customer satisfaction	<p>To be competent, the individual must be able to:</p> <p>PC30. achieve 100% customer satisfaction on a scale of standard</p> <p>PC31. gain customer loyalty</p> <p>PC32. enhance brand value of the company</p>
Knowledge and Understanding (K)	
A. Organisational Context (Knowledge of the company/ organisation and its processes)	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on behavioural etiquette and professionalism</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>
B. Technical Knowledge	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. significance of professional and polite etiquette and behaviour</p> <p>TK2. the need and reason for achieving customer satisfaction</p> <p>TK3. procedural behavioural patterns framed by the organisation</p> <p>TK4. methods for gaining customer satisfaction</p> <p>TK5. standard operating procedure and service quality standards</p> <p>TK6. measure of customer satisfaction</p> <p>TK7. significance of brand enhancement via word-of-mouth</p> <p>TK8. the hospitality and tourism environment</p> <p>TK9. company's growth strategy and productivity targets</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading job sheets, company policy documents and information displayed at the workplace</p> <p>CS2. reading notes and comments from the supervisor or customer</p>
	Writing Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS3. filling up documentation pertaining to job requirement</p> <p>CS4. generating reports to supervisors on work-related activities</p>
A. Core Skills/ Generic Skills	Oral Communication (Listening and Speaking skills)
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS5. interacting with team members to work efficiently</p> <p>CS6. communicating effectively with the customers by building a rapport with them and maintaining the etiquette</p> <p>CS7. avoiding 'Self Reference Criterion' effect while interacting with guests</p>

B. Professional Skills	Decision Making
	The individual on the job must demonstrate knowledge and understanding in: PS1. spotting and reporting potential areas of disruption to work process PS2. addressing the complaints and handle dissatisfied customers
	Plan and Organise
	The individual on the job must demonstrate knowledge and understanding in: PS3. organising information and generating, managing and maintaining records relevant to work
	Customer Centricity
	N/A
	Problem Solving
	The individual on the job must demonstrate knowledge and understanding in: PS4. coordinating with different departments to achieve smooth workflow PS5. contributing to quality of customer satisfaction via team work PS6. sharing work load as required
	Analytical Thinking
	N/A
	Critical Thinking
	The individual on the must demonstrate knowledge and understanding in: PS7. improving work processes by interacting with customers PS8. adopting suggested best practices PS9. resolving recurring inter-personal conflicts PS10. addressing or escalating recurring problems reported by customers PS11. measuring performance against company's standards PS12. motivating self and colleagues to work effectively given the boundaries of organisational structure, infrastructure and personnel management PS13. using the authority, power and politics issues to serve customers effectively PS14. carrying out numerical calculations and basic statistical analysis

UNIT 8 [This Unit is about following gender sensitivity for treating different genders and age groups of tourists or local customers such as women/men, children and senior citizens by offering them service as per their typical and collective requirements as well as treating customers with respect and ensuring personal and material security and at all times].

Unit No.	08
Unit Title	Follow gender and age sensitive service practices
Description	This Unit is about following gender sensitivity for treating different genders and age groups of tourists or local customers such as women/men, children and senior citizens by offering them service as per their typical and collective requirements as well as treating customers with respect and ensuring personal and material security and at all times
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Educate customer on specific facilities and services available for different categories of customers • Provide gender and age specific services as per their unique and collective requirements • Follow standard etiquette with both women and men at workplace
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Educating customer on specific facilities and services available	To be competent, the individual must be able to: <p>PC1. educate the guests, employers and the colleagues at workplace on gender rights and the respect that is to be given to them</p> <p>PC2. inform about company’s policies to prevent sexual harassments, both physical and verbal, and objectifications by other customers and staff</p> <p>PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity/ paternity related, and other grievance</p> <p>PC4. inform about methods adopted to ensure safety and personal and baggage security of women/men, e.g., CCTV cameras, security guards, helpline</p> <p>PC5. provide the necessary comfort to the traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.</p> <p>PC6. maintain compliant behavioural etiquette while dealing with customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.</p> <p>PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment</p> <p>PC8. ensure that in the event of a dangerous occurrence/accident customers are calmly handled, led to safer places and instructed properly in order to achieve zero or minimal casualties</p>

<p>Providing different age and gender specific customer service</p>	<p>To be competent, the individual must be able to:</p> <p>PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged</p> <p>PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman/man, for an old person, others</p> <p>PC11. coordinate with team to meet these unique needs, also keeping in mind their diverse cultural backgrounds</p> <p>PC12. provide entertainment programs and events suited for the children tourists</p> <p>PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies</p> <p>PC14. arrange for transport and equipment as required by senior citizens</p> <p>PC15. ensure availability of medical facilities and medical personnel</p>
<p>Following gender standard etiquette at workplace</p>	<p>To be competent, the individual must be able to:</p> <p>PC16. treat everyone equally across both the horizontal as well as vertical segregation of roles in the workplace</p> <p>PC17. ensure a fair and equal pay to everyone, more of formal training, advancement opportunities, better benefits, etc.</p> <p>PC18. involve everyone in the decision making processes and management professions</p> <p>PC19. avoid specific discrimination and give everyone their due respect</p> <p>PC20. motivate the everyone in the work place towards utilizing their skills</p> <p>PC21. educate the tourists, employers and the colleagues at workplace on gender rights and the respect that is to be given to them</p> <p>PC22. establish policies to protect the everyone from sexual harassments, both physical and verbal, and objectifications by customers and colleagues</p> <p>PC23. frame friendly work practices such as flexible working hours, maternity/paternity leave, transportation facilities, night shift concessions, work grievance cell.</p> <p>PC24. ensure the safety and security of every worker in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.</p> <p>PC25. ensure safety and security of worker at all levels</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organisational Context (Knowledge of the company/ organisation and its processes)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on gender sensitive service practices at workplace</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>

<p>B. Technical Knowledge</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. gender specific requirements of different types of customer TK2. specific requirements of different age-groups of customers TK3. safety measures and procedures available for female/male colleagues and customers TK4. how to educate female/male customers and colleagues on available facilities so that they feel safe and secure TK5. helpline numbers TK6. process of handling and reporting abuse TK7. how to be vigilant for breach of safety at smallest level TK8. how to maintain customers' and colleagues' safety without making the environment threatening TK9. different types of potential security threats to domestic and international tourists TK10. standard procedures to be followed in the event of a dangerous occurrence or accident</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Reading Skills</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading job sheets, company policy documents and information displayed at the workplace CS2. reading notes/comments from the superior</p>
	<p>Writing Skills</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS3. filling up documentation pertaining to safety maintenance requirements CS4. generating reports to superiors on work-related activities</p>
	<p>Oral Communication (Listening and Speaking skills)</p>
<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS5. communicating effectively with the customers by building a good servicing rapport with them while maintaining the etiquette CS6. communicating with the women/men at workplace and the customers with respect</p>	
<p>B. Professional Skills</p>	<p>Decision Making</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS1. deciding on the methods to protect and safeguard the security of every employee in the workplace and the clientele PS2. addressing the complaints and handle dissatisfied customers</p>
	<p>Plan and Organise</p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. organising information and generating, managing and maintaining records relevant to work</p>
	<p>Customer Centricity</p>
<p>N/A</p>	

	Problem Solving
	The individual on the job must demonstrate knowledge and understanding in: PS4. coordinating with different departments and working as a team PS5. contributing to quality of team work and achieving smooth workflow PS6. sharing work load as required
	Analytical Thinking
	N/A
	Critical Thinking
The individual on the job must demonstrate knowledge and understanding in: PS7. improving work processes by interacting with customers and adopting best practices PS8. resolving recurring problems based on the complaints received from customers and at the workplace PS9. appreciating the different acceptable standards of behaviour in different cultures and societies to which customers belong PS10. helping create enjoyable guest experience by accepting their social behaviour standards even if they may be different from own standards PS11. avoiding negative behaviours accepted by peer groups that may affect work environment PS12. carrying out numerical calculations and basic statistical analysis	

UNIT 9 [This Unit is about maintaining hygiene and health at tourist spots, hospitality units, roadside eateries and retail shops, restaurants, office units, conventions and events, cruise liners, commercial spaces and recreation centres].

Unit No.	09
Unit Title	Maintain health and hygiene
Description	This Unit is about maintaining hygiene and health at tourist spots, hospitality units, eateries and retail shops, office units, conventions and events, cruise liners, commercial spaces and recreation centres
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Ensure cleanliness around all workplace in hospitality and tourist areas • Follow personal hygiene practices • Take precautionary health measures
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Ensuring cleanliness around workplace	To be competent, the individual must be able to: PC1. keep the workplace regularly clean and cleared-off of food waste or other litter PC2. ensure that waste is disposed-off as per prescribed standards PC3. ensure that the trash cans or waste collection points are cleared everyday PC4. arrange for regular pest control activities at the workplace PC5. maintain records for cleanliness and maintenance schedule PC6. ensure the workplace is well ventilated with fresh air supply PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well PC8. ensure the workplace is provided with sufficient lighting PC9. ensure clean work environment where food is stored, prepared, displayed and served PC10. ensure safe and clean handling and disposal of food, beverage service operating equipment storage area, production and service area, public areas, garbage areas, etc. PC11. identify and manage poor organisational practices with respect to hygiene, food handling, cleaning PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids PC13. ensure to clean the store areas with appropriate materials and procedures PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal
Following personal hygiene practices	To be competent, the individual must be able to: PC15. wash hands on a regular basis, particularly on touching any dirty surfaces, before and after handling food, after using the toilet, etc. PC16. ensure to wash hands using suggested material such as soap, one use disposable tissue, warm water, etc. PC17. wash the cups, glasses or other cutlery clean before and after using them

	<p>PC18. ensure to maintain personal hygiene of daily bath, clean clothing and uniform, footwear, head gear, cutting nails, healthy diet, using deodorant, etc.</p> <p>PC19. ensure to maintain dental hygiene in terms of brushing teeth every day, using mouthwash regularly, using mouth freshener after eating, avoiding smoke at workplace, etc.</p> <p>PC20. ensure no cross contaminations of items such as linen, towels, utensils, etc. occurs in the workplace</p>
<p>Taking precautionary health measures</p>	<p>To be competent, the individual must be able to:</p> <p>PC21. report on personal health issues related to injury, food, air and infectious diseases</p> <p>PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people</p> <p>PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing</p> <p>PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes</p> <p>PC25. ensure to use single use tissue and dispose these tissues immediately</p> <p>PC26. coordinate for the provision of adequate clean drinking water</p> <p>PC27. ensure to get appropriate vaccines regularly</p> <p>PC28. avoid serving adulterated or contaminated food</p> <p>PC29. undergo preventive health check-ups at regular intervals</p> <p>PC30. take prompt treatment from the doctor in case of illness</p> <p>PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organisational Context (Knowledge of the company/ organisation and its processes)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on health and hygiene at workplace</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>
<p>B. Technical Knowledge</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. food safety and hygiene standards as stipulated by the relevant Zambian Standards, HACCP and ISO 22000</p> <p>TK2. health risks to the worker or customer</p> <p>TK3. healthy work practices</p> <p>TK4. equipment and hand swab tests</p> <p>TK5. internal hygiene audit tests</p> <p>TK6. personal protective equipment to be worn and care</p> <p>TK7. purpose and usage of protective gears such as gloves , protective goggles, masks, etc. while working</p> <p>TK8. acceptable ventilation standards</p> <p>TK9. technical layout standards and placements of equipment</p> <p>TK10. safe disposal methods for waste</p>

	<p>TK11. compliance norms for established health and hygiene procedures at workplace</p> <p>TK12. safe handling of chemicals</p> <p>TK13. standard material handling procedure</p> <p>TK14. standard operating procedure (SOP) for maintaining cleanliness and checklists</p> <p>TK15. precautionary rules to follow for maintaining health and hygiene</p> <p>TK16. municipal or community rules for handling and disposing-off waste</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading and interpreting relevant organisational policies, procedures and diagrams that identify good health and hygiene practices</p> <p>CS2. understanding internationally or nationally accepted signage related to hygiene and health</p> <p>CS3. reading job sheets, company policy documents and information displayed at the workplace</p> <p>CS4. reading notes or comments from the supervisor or customer</p>
	Writing Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS5. filling up any documentation required to maintain health and hygiene</p> <p>CS6. generating reports to superiors on work-related activities</p>
	Oral Communication (Listening and Speaking skills)
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS7. receiving instructions from doctor and supervisor on medical care</p> <p>CS8. verbally reporting hygiene hazards and poor organisational practice</p>
B. Professional Skills	Decision Making
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS1. selecting appropriate hand tools and personal protection equipment</p> <p>PS2. selecting the cleaning procedures and effective hygiene practices as required</p>
	Plan and Organise
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. organising information and generating, managing and maintaining records relevant to work</p>
	Customer Centricity
	N/A
Problem Solving and Analytical Thinking	
N/A	

	<p>Critical Thinking</p> <p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none">PS4. using the acids, detergents, lubricants, etc., for cleaningPS5. using waste disposal equipment at workplace such as large bins, waste disposal stations, and othersPS6. carrying out numerical calculations and basic statistical analysis
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UNIT 10 [This Unit is about following workplace safety standards to have a hazard-free environment and avoid downtime because of disruptions from personal injuries and hazardous system failures].

Unit No.	10
Unit Title	Maintain safety at workplace
Description	This Unit is about following workplace safety standards to have a hazard-free environment and avoid downtime because of disruption from personal injuries and hazardous system failures
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Take precautionary measures to avoid work hazards • Follow standard safety procedure • Use safety tools or personal protective equipment • Achieve safety standards
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Taking precautionary measures to avoid work hazards	To be competent, the individual must be able to: PC1. assess the various hazards in the work areas PC2. take necessary steps to eliminate or minimise them PC3. analyse the causes of accidents at the workplace PC4. suggest measures to prevent such accidents from taking place PC5. take preventive measures to avoid risk of burns and other injury due to contact with hot surfaces such as stoves, gas, fire, hot liquids, hot foods, hot oil, etc. PC6. suggest methods to improve the existing safety procedures at the workplace
Following standard safety procedure	To be competent, the individual must be able to: PC7. be aware of the locations of fire extinguishers, emergency exits, etc. PC8. practice correct emergency procedures PC9. check and review the storage areas frequently PC10. stack items in an organised way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas PC11. ensure to be safe while handling materials, tools, , chemicals, detergents, etc. PC12. store the chemicals in a well-ventilated and locked areas with warning signs displayed PC13. ensure safe techniques while moving furniture and fixtures PC14. ensure to reduce risk of injury from use of electrical tools PC15. read the manufacturer’s manual carefully before use of any equipment PC16. unplug the electrical equipment before cleaning and maintenance to avoid injuries PC17. keep the floors free from water and grease to avoid slippery surface PC18. ensure to use non slip liquids and waxes to polish and treat floors, if required PC19. use rubber mats to the places where floors are constantly wet

	<p>PC20. ensure safety from injuries while handling sharp tools such as knives, needles, etc.</p> <p>PC21. use flat surfaces, secure holding and protective wear while using such sharp tools</p> <p>PC22. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies</p> <p>PC23. practice ergonomic lifting, bending, or moving equipment and supplies</p>
Using safety tools or Personal Protective Equipment	<p>To be competent, the individual must be able to:</p> <p>PC24. ensure the workers have access to first aid kit when needed</p> <p>PC25. ensure all equipment and tools are stored and maintained properly and safe to use</p> <p>PC26. ensure to use personal protective equipment and safety gear such as gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work conditions where required</p> <p>PC27. ensure to display safety signs at places where necessary for people to be cautious</p> <p>PC28. ensure electrical precautions such as insulated clothing, adequate equipment insulation, dry work area, switch off the power supply when not required, etc.</p> <p>PC29. ensure availability of general health and safety equipment such as fire extinguishers, first aid equipment, safety equipment, clothing, safety installations such as fire exits, exhaust fans, etc., are available</p>
Achieving safety standards	<p>To be competent, the individual must be able to:</p> <p>PC30. document all the first aid treatments, inspections, etc., conducted to keep track of the safety measures undertaken</p> <p>PC31. comply with the established safety procedures of the workplace</p> <p>PC32. report to the superior on any problems and hazards identified</p> <p>PC33. ensure zero accident at workplace</p> <p>PC34. adhere to safety standards and ensure no material damage</p> <p>PC35. ensure availability of First Aid Kit within the work area.</p>
Knowledge and Understanding (K)	
A. Organisational Context (Knowledge of the company/ organisation and its processes)	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on safety procedures at workplace</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>
B. Technical Knowledge	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. personal protective equipment should be worn and how it is cared for</p> <p>TK2. purpose and usage of protective gears such as gloves, protective goggles, masks, etc. while working</p> <p>TK3. how to provide the first aid treatment at workplace</p>

	<p>TK4. the significance of accidental risks to the worker and productivity loss</p> <p>TK5. reporting procedure or hierarchy for signs of damage and potential hazards</p> <p>TK6. methods to minimize accidental risks</p> <p>TK7. safe handling chemicals, acids, etc. for cleaning</p> <p>TK8. material handling procedure</p> <p>TK9. standard operating procedure for safety drills and equipment maintenance</p> <p>TK10. precautionary activities to be followed for work place safety</p> <p>TK11. optimal operation of tools and electrical equipment</p> <p>TK12. emergency procedures to be followed in case of a mishap such as fire accidents, etc.</p> <p>TK13. personal hygiene and food safety etiquettes</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading and interpreting relevant organisation policies, procedures and diagrams that identify safety practices</p> <p>CS2. reading job sheets, company policy documents and information displayed at the workplace</p> <p>CS3. reading notes/comments from the superior</p>
	Writing Skills
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS4. filling up documentation relevant to one's role in safety</p> <p>CS5. generating reports to supervisors on work-related activities</p>
	Oral Communication (Listening and Speaking skills)
<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS6. verbally reporting safety hazards and poor organisation practice</p> <p>CS7. communicating with the supervisor about the work safety issues</p> <p>CS8. receiving instructions from the supervisor on minimising the accidental risks</p> <p>CS9. communicating with co-workers about the precautions to be taken to minimise and avoid accidents</p>	
B. Professional Skills	Decision Making
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS1. selecting appropriate hand tools and personal protection equipment</p> <p>PS2. identifying first aid needs in case of an accident or injury</p>
	Plan and Organise
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. organising information and generating, managing and maintaining records relevant to work</p>
Customer Centricity and Problem Solving	
N/A	

	Analytical Thinking
	The individual on the job must demonstrate knowledge and understanding in: PS4. using safety equipment such as fire extinguisher during fire accidents PS5. storing chemicals and tools in a safe way PS6. using tools and equipment without causing any injury to fellow workers
	Critical Thinking
	The individual on the job must demonstrate knowledge and understanding in: PS7. carrying out numerical calculations and basic statistical analysis

UNIT 11 [This Unit is about securing intellectual property rights (IPR) of the employee's organisation and respecting customer's copyright].

Unit No.	11
Unit Title	Maintain Intellectual Property Rights (IPR) of organisation and customers
Description	This Unit is about securing intellectual property rights (IPR) of the employee's organisation and respecting customer's copyright
Scope	This Unit covers the following: <ul style="list-style-type: none"> Secure company's IPR Respect customers copyright
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Securing company's IPR	To be competent, the individual must be able to: PC1. prevent leak of new plans and designs to competitors and anyone who does not deserve it PC2. be aware of any of company's product, service or design patents PC3. report IPR violations observed in the public domain, to superior or company head
Respecting customer's copyright	To be competent, the individual must be able to: PC4. read copyright clause of the material published on the internet and any other printed material PC5. protect infringement upon customer's business or design plans PC6. consult superior when in doubt about using information available from customer PC7. report any infringement observed by anyone in the company
Knowledge and Understanding (K)	
A. Organisational Context (Knowledge of the company/ organisation and its processes)	The individual on the job must demonstrate knowledge and understanding of: OK1. company's policies on intellectual property rights OK2. company's IPR infringement reporting policy OK3. company's Human Resource policies OK4. company's reporting structure OK5. company's documentation policy OK6. company's customer profile
B. Technical Knowledge	The individual on the job must demonstrate knowledge and understanding of: TK1. patents and IPR laws TK2. how IPR protection is important for competitiveness of a company TK3. the significance of damages resulting from IPR infringement TK4. industrial and political espionagees
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	The individual on the job must demonstrate knowledge and understanding in: CS1. reading job sheets, company policy documents and information displayed at the workplace

	CS2. reading notes/comments from the superior
	Writing Skills
	The individual on the job must demonstrate knowledge and understanding in: CS3. filling up documentation pertaining to one's role in protecting IPR infringement CS4. generating reports to supervisors on work-related activities
	Oral Communication (Listening and Speaking skills)
	The individual on the job must demonstrate knowledge and understanding in: CS5. interacting with team members to work efficiently CS6. communicating effectively with the customers about IPR protection and building trust
B. Professional Skills	Decision Making
	The individual on the job must demonstrate knowledge and understanding in: PS1. identifying IPR related issues PS2. preventing information leakages PS3. avoiding being caught up in copyright issues
	Plan and Organise
	The individual on the job must demonstrate knowledge and understanding in: PS4. organising information and generating, managing and maintaining records relevant to work
	Customer Centricity
	N/A
	Problem Solving
	N/A
	Analytical Thinking
	The individual on the job must demonstrate knowledge and understanding of: PS5. basics of what constitutes IPR violations under WTO agreement PS6. penalties to company or individual on evidence of IPR violations PS7. likely effect of IPR violation on a customer
Critical Thinking	
The individual on the job must demonstrate knowledge and understanding in: PS8. improving work IPR related safety and adopting best practices PS9. resolving conflicts related to IPR by reporting in time	

UNIT 12 (Optional) [This Unit is about gaining working competence in a language other than that used daily, i.e., a foreign language or a local language].

Unit No.	12
Unit Title	Learn a foreign or local language(s) including English
Description	This Unit is about gaining working competence in a language other than that used daily, i.e., a foreign language or a local language
Scope	This Unit covers the following: <ul style="list-style-type: none"> Gain understanding of common vocabulary required to address customers' queries Achieve 'minimal pass' level of language proficiency as per UN standards or as specified by the company
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria (PC)
Gaining understanding of common vocabulary required	To be competent, the individual must be able to: PC1. understand from the company, the typical foreign or vernacular language queries PC2. learn keywords that may be used to pose those queries PC3. practice short oral conversations in the language, preferably, with colleagues or fellow trainees PC4. listen to focussed or recorded sentences as spoken typically in the language
Achieving 'minimal pass standards' of language proficiency	To be competent, the individual must be able to: PC5. speak without hesitation and fear of being incorrect PC6. express coherently in complete sentences over a variety of topics, albeit with effort PC7. exhibit basic range of vocabulary and range of expression PC8. seek to improve language proficiency to 'working knowledge' level
Knowledge and Understanding (K)	
A. Organisational Context (Knowledge of the company/ organisation and its processes)	The individual on the job must demonstrate knowledge and understanding of: OK1. company's policies on use of language OK2. company's Human Resources policies OK3. company's reporting structure OK4. company's documentation policy OK5. company's customer profile
B. Technical Knowledge	The individual on the job must demonstrate knowledge and understanding of: TK1. preferred languages of usual customers TK2. geographical variations of spoken languages TK3. how to pick up the basic grammar of the language TK4. how to identify common expressions used by customers to express their needs and queries TK5. how to use the correct terms as appropriate for the situation TK6. different proficiency levels of language as accepted globally TK7. UN standards of language proficiency

Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	The individual on the job must demonstrate knowledge and understanding in: CS1. reading a foreign or local language CS2. making and understanding translations
	Writing Skills
	The individual on the job must demonstrate knowledge and understanding in: CS3. writing in a foreign or local language
	Oral Communication (Listening and Speaking skills)
	The individual on the job must demonstrate knowledge and understanding in: CS4. interacting with customers confidently in their preferred language CS5. avoiding offending the customer with improper use of language, unknowingly CS6. using the right intonations and pauses CS7. expressing limited language proficiency so as to alert customer of limitations to fluent conversations
B. Professional Skills	Decision Making
	N/A
	Plan and Organise
	The individual on the job must demonstrate knowledge and understanding in: PS1. organising information and generating, managing and maintaining records relevant to work
	Customer Centricity
	N/A
	Problem Solving
	N/A
	Analytical Thinking
	The individual on the job must demonstrate knowledge and understanding in: PS2. using audio aids to listen to expressions and correct use of language PS3. building vocabulary
Critical Thinking	
	The individual on the job needs to know how to: PS3. improving language skills over time PS4. practicing at every opportunity available

5. EQUIPMENT, TOOLS AND CONSUMABLE MATERIALS

These include, but not limited to the following, as the industry is dynamic: standard Executive Chef's Uniform (black trousers white, chef's jacket, white chef's cap, white neckerchief, white apron and disposable gloves), minimum preparation equipment (sets of knives, graters, refrigerators, measuring scales, etc.), Utensils (pans, bowls, forks, mixers, blenders, baking trays, mashers, beaters, toasters, etc.), Cooking equipment (burners/stoves, grill, microwaves,

juicers, deep fryer, etc.), Presentation/service equipment (plates, platters, serving dishes, sauceboats, etc.), Other equipment and materials (first aid box, fire equipment, SOP, log books, HACCP standards, food safety standards/guidelines, etc.), Perishable commodities (vegetables, eggs, butter, milk, meat, etc.), Non-perishable commodities (pasta and rice, herbs and spices, beans, salt, sugar, flour, etc.), pens, makers and notepads, telephone, computer, analysis tools and recording forms, temperature checking equipment, tools and equipment for disposing of waste, date and time stickers, etc.

6. DILEMMAS/CHALLENGES AND COMPLEXITIES FOR A JOB HOLDER

Dilemmas associated with the job of Sous Chef include exposure to hazards such as slipping, tripping, burns, cuts, abrasions and falls, long working hours, pressure from guests, supervisors and subordinates, handling high volumes of materials, exposure to unpleasant smells and tastes, handling easily breakable materials, standing and walking about for long hours, etc.

6.1 Alternative Choices (Solutions) to Dilemmas and Complexities

Solutions to dilemmas include exercising regularly to maintain physical fitness, wearing protective clothing at all times, undertaking training in customer service and anger management, practicing proper ergonomics, ensuring that hands are completely dry when lifting breakables and taking extra care, ensuring constant supply of materials, tools and consumables, etc.

7. WORKING CONDITIONS/ENVIRONMENT

Working conditions include exposure to heat and noise, confined spaces, cold areas, day and night shifts, exposure to pollutants, gases, dust, fumes, odours, poor ventilation, use of protective items such as safety shoes, glasses, gloves, hearing protection, a hard hat, or personal flotation devices, working overtime and on weekends, etc.

8. PARTIES INVOLVED/INTERACTING WITH THE JOB HOLDER OR TRAINEE

8.1 Internal/Within the Organisation

Supervisors, subordinates, other employees, trainers, etc.

8.2 External/Outside the Organisation

Guests, trainers, government regulators, suppliers of equipment/tools/consumables, chefs from other organisations, etc.

9. PHYSICAL DEMANDS ON THE BODY

- Be able to sit, stand or walk for long periods of time;
- Be able to lift and move relatively heavy materials;
- Repetitive motion of hands/fingers;
- Bend or twist the for long periods of time;
- Working in hot and noisy conditions;
- Required to operate equipment set at standard height;
- Seeing clearly at a distance or up close, etc.

ANNEX A

Criteria for Assessments based on this NOS

A.1 Guidelines for Assessment

A.1.1 Criteria for assessment for curricula and learning programmes based on this NOS will be created by curricula and programmes developers. Each Performance Criteria (PC) will be assigned marks proportional to its importance in the NOS. Curricula and programmes developers will also lay down proportion of marks for theory and practical skills for each performance criteria, giving more weight to practical skills.

There shall be allocated the 'Total Mark', which will be the sum of all marks in each Unit, distributed across the number of PCs in that particular Unit. The 'Out Of' mark will be the mark allocated to each PC, which will be shared between theory and practical skills assessments.

A.1.2 Awarding/assessment bodies or institutions and other users of the NOS will create unique question papers for the theory part and evaluations for skill practical part for their respective candidates.

ANNEX B NOS Version Control

This Annex gives details necessary for the tracking of the NOS versions based on the number of revisions.

NOS Code	NOS.SC.01		
ZQF Level	5	Version Number	01
Sector	Tourism and Hospitality	Date of Approval	September, 2020
Sub-sector	Hotels, Lodges, Industrial Catering and Restaurants	Date of Last Review	N/A
Occupation	Food Service Operations	Date of Next Review	October, 2025

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