

# NATIONAL OCCUPATIONAL STANDARD FOR CHEF-DE-PARTIE





## APPROVING AUTHORITY

This National Occupational Standard has been prepared and published under the authority of the Zambia Qualifications Authority Board on 30<sup>th</sup> 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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5. Mr. Ackim M. Kalikeka – Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA);
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The Authority wishes to also acknowledge the efforts of all stakeholders that took time to review and submit comments on this NOS and those that participated in the national validation process.

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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.

Chef-de-Partie is responsible for running a section in a kitchen. While specific duties vary depending on the type of establishment, the duties of Chef-de-Partie will include preparing, cooking and presenting complex dishes that involve several stages. Chef-de-Partie is also responsible for teams of cooks and trainees. They generally oversee the cooks and the rest of the staff, making sure that the kitchen is clean, food is properly handled, prepared and cooked. This means that the Chef-de-Partie must be highly adept at forecasting the needs of their section 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 in their section constantly meet customer and regulatory requirements.

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



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

## ACRONYMS AND ABBREVIATIONS

|       |  |
|-------|--|
| CDP   | Chef-de-Partie                                   |
| 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                               |
| QSR   | Quick Service Restaurant                         |
| RPL   | Recognition of Prior Learning                    |
| 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.

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| <b>NOS Code</b>  | NOS.CDP.01  |
| <b>Occupation</b>  | Food Service Operations   |
| <b>Job Title</b>   | Chef-de-Partie  |
| <b>Job Description</b>   | Chef-de-Partie, also known as 'Line Cook' or 'Station Chef', is responsible for the food production, stocking and staffing in one designated section of the kitchen                       |
| <b>Job Purpose</b>   | The individual at work manages food production operations in a particular section of the kitchen, approves quality of food, and looks after training and development of the section staff |
| <b>ZQF Level</b>   | 4   |
| <b>Sector</b>  | Tourism and Hospitality   |
| <b>Sub sector</b>  | Hotels, Lodges, Industrial Catering and Restaurants<br><br><i>Note: the individual may work in any tourism and hospitality sub-sector</i>   |
| <b>Other Economic Sector(s) in which the Occupation is Practiced</b> | Institutional and Industrial Catering, etc.   |
| <b>Other Similar Jobs Performed in the Occupation</b>                | Executive Chef, Sous Chef, Commis 1, Commis Chef, Banquet Manager, Caterer, etc.  |
| <b>Minimum Educational Job Entry Qualification(s)</b>                | Senior Secondary Education (Grade 12) Certificate, Level 3 Certificate or equivalent  |
| <b>Practicing License Requirements (if any)</b>                      | Current/Valid Medical Certificate and Professional Membership, etc.   |
| <b>Training/RPL (Optional)</b>                                       | Prior Training/work in Kitchen operations   |
| <b>Minimum Job Entry Age</b>   | 18  |
| <b>Prior Experience</b>  | 3 years work experience from entry level in kitchen environment or 2 years as Commis 1  |
| <b>Performance Criteria</b>  | As described in the Units under Section 4   |

## **2. SCOPE**

This National Occupational Standard specifies the fundamental knowledge and understanding, skills and competences that Chef-de-Parties must possess to be successful in their job roles. It is applicable to Chef-de-Parties working in hotels and lodges, 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 11 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 supervising food production in the assigned section of the kitchen to ensure that the consumer orders are delivered as per organisation's set timescales and quality standards].

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| <b>Unit No.</b>   | <b>01</b>   |
| <b>Unit Title</b>                                       | <b>Manage kitchen operations in a section</b>   |
| <b>Description</b>                                      | This Unit is about supervising food production in the assigned section of the kitchen to ensure that the consumer orders are delivered as per organisation's set timescales and quality standards   |
| <b>Scope</b>  | This unit covers the following: <ul style="list-style-type: none"> <li>• Supervise food production operations</li> <li>• Ensure quality of food production all the time</li> <li>• Provide administrative assistance to Sous Chef</li> </ul>  |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>       |   |
| <b>Element</b>  | <b>Performance Criteria (PC)</b>  |
| <b>Supervising food production operations</b>           | To be competent, the individual must be able to:<br>PC1. Allocate resources for different aspects of food production operations to achieve the quality standards<br>PC2. Give directions to the kitchen staff of the section on food production and other aspects of management<br>PC3. Implement organisational procedures to meet control points as per SOPs<br>PC4. Encourage staff to ask questions in case they do not fully understand any instructions<br>PC5. Carry out regular checks to ensure that food is being cooked as per organisational set procedures and instructions<br>PC6. Promptly take action in case any variance is observed in the food production process<br>PC7. Keep accurate and appropriate records of kitchen operations in the assigned section of the kitchen as per organisational SOPs   |
| <b>Ensuring quality of food production all the time</b> | To be competent, the individual must be able to:<br>PC8. Ensure that each dish is cooked as per the correct portion size communicated to kitchen staff<br>PC9. Identify the causes of the problems accurately where processes are not meeting quality<br>PC10. Make the appropriate changes in the processes, if need be, to make operations more efficient<br>PC11. Ensure that established protocols, procedures and processes are followed in letter and spirit in the assigned section of the kitchen<br>PC12. Ensure that organisational food safety management system is implemented well in the section<br>PC13. Carry out risk assessments as per organisational SOP to ensure that potential risks are minimized in the assigned section of the kitchen<br>PC14. Establish corrective actions on the non-conformities found in the assigned section of the kitchen after discussion with Sous Chef<br>PC15. Ensure that procedures for cleaning, pest control, food handling; storage and food preparation processes for maintaining |

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|  | <p>the taste and nutritional values of variety of food items are followed strictly as per organisational SOPs.</p> <p>PC16. Ensure that food is presented as per set standards before serving it to the consumer</p> <p>PC17. Ensure the quality of food items delivered to consumers such as the appropriate temperature, consistency, presentation etc.</p> <p>PC18. Ensure that all the food orders of the assigned section are delivered as per the company set service standards</p> <p>PC19. Identify the scope for further quality improvement</p>   |
| <p><b>Providing administrative assistance to Sous Chef</b></p>                                     | <p>To be competent, the individual must be able to:</p> <p>PC20. Give inputs to Sous chef on designing kitchen operations in the assigned section taking into consideration the flow of materials, time taken to complete a process, movement of the staff, available infrastructure etc.</p> <p>PC21. Provide recommendations supported by relevant information and data for further improving the kitchen operations</p>  |
| <p><b>Knowledge and Understanding (K)</b></p>  |   |
| <p><b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b></p> | <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 procedures related to food production; 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 of information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>OK7. Reporting structure, interdependent functions, lines and procedures in the work area</p>  |
| <p><b>B. Technical Knowledge</b></p>   | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. Establishment of personal hygiene and food safety management procedures in kitchen</p> <p>TK2. The current and ongoing food standards, legislative and compliance requirements and the penalties of non-compliance</p> <p>TK3. Organisational food production timescales</p> <p>TK4. When it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams</p> <p>TK5. The main principles of portion control and why portion control is essential in food production operations</p> <p>TK6. How to conduct risk assessments and why they are needed</p> <p>TK7. Potential hazards to food safety and how to report them</p> <p>TK8. Records to be maintained in the kitchen</p> <p>TK9. How to best use of available resources and minimize wastage</p> <p>TK10. How to monitor activities and performance</p> <p>TK11. How and when to provide information to the superior</p> |

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|   | <p>TK12. The techniques to assess resource requirements and calculate their costs<br/>TK13. The type of contingency plans are needed<br/>TK14. How changes to work allocations can impact on cost, deadlines and smooth working<br/>TK15. How to ensure the quality of food preparation and kitchen operations</p>  |
| <b>Skills (S)</b>   |   |
| <b>A. Core Skills/<br/>Generic Skills</b>   | <b>Reading Skills</b>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. Reading and comprehending procedure manuals, instructions, short correspondence and memos<br/>CS2. Reading and interpreting company's SOPs, procedures and information applicable to the work place<br/>CS3. Reading industry journals to get the latest information about trends</p>   |
|   | <b>Writing Skills</b>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS4. Completing documentation<br/>CS5. Creating the data capturing formats as per company's SOPs<br/>CS6. Generating reports to supervisors and business correspondence on work-related activities</p>   |
|   | <b>Oral Communication (Listening and Speaking skills)</b>   |
| <b>B. Professional Skills</b>   | <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<br/>CS8. Communicating effectively with Sous chef and kitchen staff at all levels, welcoming and encouraging their ideas and contribution towards kitchen operations<br/>CS9. Presenting information and respond to questions from management, clients, customers and the general public effectively<br/>CS10. Communicating with people in respectful form and manner in line with organisational protocol<br/>CS11. Interacting in language the other person is comfortable with.</p> |
|   | <b>Decision Making</b>  |
|   | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>PS1. What type of decision can be taken by the individual at work and what to pass on to higher authorities<br/>PS2. What processes and work flow are necessary to enhance the productivity of kitchen staff</p>   |
|   | <b>Plan and Organise</b>  |
| <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. Effective methods of monitoring kitchen operations<br/>PS4. Planning work activities to service consumer's orders in time<br/>PS5. Organising the resources in the kitchen to make the efficient use of them<br/>PS6. Developing a rapport with Sous chef and kitchen staff</p> |   |

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|  | <p>PS7. Listening carefully and interpret their requirement<br/>         PS8. Providing kitchen staff solutions to their problems<br/>         PS9. Taking responsibility for own work outcomes<br/>         PS10. Managing time and adhering to work timings, and other organisational policies<br/>         PS11. Managing distractions and to be disciplined at work<br/>         PS12. Organising information and generating, managing and maintaining records relevant to work</p>   |
|  | <p><b>Customer Centricity</b></p>   |
|  | <p>The individual on the job must demonstrate knowledge and understanding of:<br/>         PS13. Importance of personal grooming<br/>         PS14. Significance of etiquette during conversation<br/>         PS15. Importance of being patient and courteous with others</p>  |
|  | <p><b>Problem Solving</b></p>   |
|  | <p>N/A</p>  |
|  | <p><b>Analytical Thinking</b></p>   |
|  | <p>The individual on the job must demonstrate knowledge and understanding in:<br/>         PS16. Analysing variety of performance data to understand the effectiveness and efficiency of various kitchen operations<br/>         PS17. Analysing the performance of existing human resources working in the kitchen<br/>         PS18. Motivating and supporting people in their work area to achieve work and personal development objectives and provide recognition when they are successful.<br/>         PS19. Empowering people in their work area to take their own decisions within agreed boundaries<br/>         PS20. Encouraging people to give a lead in their own areas of expertise and show willingness to follow this lead<br/>         PS21. Creating a sense of common purpose<br/>         PS22. Making complex things simple for the benefit of others</p> |
|  | <p><b>Critical Thinking</b></p>   |
|  | <p>The individual on the job must demonstrate knowledge and understanding in:<br/>         PS23. Taking the responsibility for contributing towards own development with the guidance of Sous/Executive Chef<br/>         PS24. Upgrading the skill by participating in monthly Master cooking classes of Sous or Executive Chef<br/>         PS25. Developing next level skills by participating in general trainings like team building events, effective human resource management etc.<br/>         PS26. Improving food preparation and presentations<br/>         PS27. Seeking to improve and modify own work practices<br/>         PS28. Carrying out numerical calculation and basic statistical analysis</p>   |

**UNIT 2** [This Unit is about arranging necessary stock, storing it, maintaining the optimum inventory and ensuring their efficient use in the section as per company's standards].

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| <b>Unit No.</b>   | <b>02</b>  |
| <b>Unit Title</b>   | <b>Manage section stock and inventory</b>  |
| <b>Description</b>  | This Unit is about arranging necessary stock, storing it, maintaining the optimum inventory and ensuring their efficient use in the section as per company's standards   |
| <b>Scope</b>  | This unit covers the following: <ul style="list-style-type: none"> <li>• Arrange necessary stock of raw materials for food production</li> <li>• Store stock safely in the kitchen</li> <li>• Maintain inventory control</li> <li>• Ensure efficient use of resources</li> </ul>   |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>                     |  |
| <b>Element</b>  | <b>Performance Criteria (PC)</b>   |
| <b>Arranging necessary stock of raw materials for food production</b> | To be competent, the individual must be able to:<br>PC1. Estimate the requirements of variety of resources for kitchen operations of the assigned section<br>PC2. Estimate the quantity of various resources required for smooth kitchen operations<br>PC3. Provide the list of required kitchen equipment, provisions, supplies and daily perishable consumables to Sous Chef as per organisational SOP   |
| <b>Storing stock safely in the kitchen</b>                            | To be competent, the individual must be able to:<br>PC4. Ensure that food handlers wear clean and hygienic clothes appropriate to their jobs<br>PC5. Ensure that health, hygiene and food safety practices mentioned in company's SOP are adhered to in the kitchen<br>PC6. Ensure that storage areas are clean, suitable and maintained at the correct temperature for the type of food<br>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.<br>PC8. Ensure that food handlers avoid unsafe behaviour that could contaminate the food e.g. storing the unsealed pulses packet for future use<br>PC9. Ensure that received food items; supplies and materials are undamaged, at the appropriate temperature and within its 'use-by date' on delivery<br>PC10. Ensure that food prepared for storage is put in the correct storage area as quickly as necessary to maintain its safety |
| <b>Maintaining inventory control</b>                                  | To be competent, the individual must be able to:<br>PC11. Ensure that stock rotation procedures of the company are followed<br>PC12. Ensure that necessary records of all the items are kept up-to-date as per company's requirements<br>PC13. Ensure that all the inventory management practices of the company are followed in the kitchen   |
| <b>Ensuring efficient use of resources</b>                            | To be competent, the individual must be able to:<br>PC14. Ensure adequate availability of resources for uninterrupted kitchen operations   |

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|   | <p>PC15. Ensure minimum wastage of the resources in the kitchen</p> <p>PC16. Ensure kitchen infrastructure in the section is well maintained so that there is no wastage of utilities like water through leakage</p>  |
| <b>Knowledge and Understanding (K)</b>  |   |
| <b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b> | <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 procedures related to purchase of materials, selection of vendors, minimum inventory, 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>B. Technical Knowledge</b>   | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. Variety of provisions, supplies, materials, perishable and non-perishable items used in the kitchen for cooking</p> <p>TK2. Variety of equipment used for cooking food in the kitchen</p> <p>TK3. specifications of variety of resources used in the kitchen</p> <p>TK4. National and international quality standards applicable for food handling, storing and preparing</p> <p>TK5. Effective inventory control management practices in the kitchen</p> <p>TK6. How to use all the resources effectively in the kitchen and avoid the wastage</p> <p>TK7. How to safely dispose of food that is beyond its 'use-by-date'</p>  |
| <b>Skills (S)</b>   |   |
| <b>A. Core Skills/ Generic Skills</b>   | <b>Reading Skills</b>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. Reading and comprehending procedure manuals, instructions, short 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>   |
|   | <b>Writing Skills</b>   |
|   | <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</p>   |

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|                                      | <p><b>Oral Communication (Listening and Speaking skills)</b></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 Sous chef and kitchen staff at all levels, welcoming and encouraging their ideas and contribution towards kitchen operations</p> <p>CS9. Presenting information and respond to questions from management, clients, customers and the general public, effectively</p> <p>CS10. Communicating with people in respectful form and manner in line with organisational protocol</p> <p>CS11. Interacting in language the other person is comfortable with</p>              |
| <p><b>B. Professional Skills</b></p> | <p><b>Decision Making</b></p> <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><b>Plan and Organise</b></p> <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. Effective methods of monitoring kitchen operations</p> <p>PS4. Planning the work activities to service consumer's orders in time</p> <p>PS5. Organising the resources in the kitchen to make the efficient use of them</p> <p>PS6. Organising information and generating, managing and maintaining records relevant to work</p>   |
|                                      | <p><b>Customer Centricity</b></p> <p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>PS7. Importance of personal grooming</p> <p>PS8. Significance of etiquette during conversation</p> <p>PS9. Importance of being patient and courteous with others</p> <p>PS10. How to develop a rapport with Executive Chef and kitchen staff</p> <p>PS11. How to listen carefully and interpret their requirement</p> <p>PS12. How to provide kitchen staff with solutions to their problems</p> <p>PS13. How to take responsibility for own work outcomes</p> <p>PS14. How to manage time and adhere to work timings, and other organisational policies</p> <p>PS15. How to manage distractions and to be disciplined at work</p> |
|                                      | <p><b>Problem Solving</b></p>   |
|                                      | <p>N/A</p>  |
|                                      | <p><b>Analytical Thinking</b></p>   |
|                                      | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS16. Defining problems, collect data, establish facts and draw valid conclusions</p> <p>PS17. Interpreting a variety of instructions furnished in written, oral, diagram, or schedule form, dealing with both abstract and concrete variables</p>   |

|  | <b>Critical Thinking</b>  |
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|  | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"><li>PS18. Taking the responsibility for contributing towards own development with the guidance of Sous/Executive Chef</li><li>PS19. Upgrading the skill by participating in Master cooking classes of Sous or Executive Chef</li><li>PS20. Developing next level skills by participating in general trainings like team building events, effective human resource management etc.</li><li>PS21. Improving food preparation and presentations</li><li>PS22. Seeking to improve and modify own work practices</li><li>PS23. Carrying out numerical calculation and basic statistical analysis</li></ul> |

**UNIT 3** [This Unit is about providing training to section staff and guiding them in day-to-day kitchen operations].

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| <b>Unit No.</b>   | <b>03</b>   |
| <b>Unit Title</b>   | <b>Train and guide section staff</b>  |
| <b>Description</b>  | This Unit is about providing training to section staff and guiding them in day-to-day kitchen operations  |
| <b>Scope</b>  | This unit covers the following: <ul style="list-style-type: none"> <li>• Provide training to kitchen staff</li> <li>• Assign duties and responsibilities</li> </ul>   |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>                         |   |
| <b>Element</b>  | <b>Performance Criteria (PC)</b>  |
| <b>Providing training to kitchen staff</b>                                | To be competent, the individual must be able to:<br>PC1. Assess the present skill and competences of the section staff for their job roles<br>PC2. Assess the training needs of each staff for their assigned duties and responsibilities<br>PC3. Discuss the training needs, both technical and non-technical, of the section staff with Sous Chef and plan the training program for them<br>PC4. Conduct the on-job training of Commis Chefs as per the finalized schedule<br>PC5. Ensure knowledge of relevant food cooking procedures and processes as per organisational set standards is communicated to all relevant personnel<br>PC6. Provide specific training on how to maintain the organisational set quality during food handling and preparation<br>PC7. Give necessary demonstrations to staff whenever required for their clarity about the assigned work<br>PC8. Train section staff in teamwork to ensure timely output of quality food items |
| <b>Assigning duties and responsibilities</b>                              | To be competent, the individual must be able to:<br>PC9. Divide the work among the staff according to required tasks to be performed, style of services of the company and its menu<br>PC10. Clearly communicate staff the job duties, responsibilities, expected quality outcome and method & criteria of performance assessment<br>PC11. Organise staff in variety of teams of appropriate structure for the smooth running of operations<br>PC12. Give appropriate support, encouragement and advice to individuals for as long as necessary to achieve effective implementation   |
| <b>Knowledge and Understanding (K)</b>                                    |   |
| <b>A. Organisational Context (Knowledge of the company/ organisation)</b> | The individual on the job must demonstrate knowledge and understanding of:<br>OK1. Legislation, standards, policies and procedures followed in the company relevant to employees, service provision and performance conditions<br>OK2. Relevant occupational health and safety requirements applicable in the work place  |

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| <p><b>and its processes)</b></p>             | <p>OK3. The standard protocols related to staff training and development<br/>OK4. Organisation culture and typical customer profile<br/>OK5. Organisation policy on documentation, reporting, etc.<br/>OK6. Sources for information pertaining to employment terms, entitlements, job role and responsibilities<br/>OK7. Reporting structure, inter-dependent functions, lines and procedures in the work area</p>  |
| <p><b>B. Technical Knowledge</b></p>         | <p>The individual on the job must demonstrate knowledge and understanding of:<br/>TK1. How to assess staff skills, competencies and strengths<br/>TK2. How to assess the development needs of the staff<br/>TK3. How to utilise the staff effectively and efficiently as team to get the desired performance<br/>TK4. How much budgets and resources are available from staff training and development<br/>TK5. How to allocate responsibilities among staff members keeping in view their competencies and tasks to be performed in the section<br/>TK6. Different methods of effective work scheduling<br/>TK7. How allocating the correct staff to roles affects team performance<br/>TK8. What methods can be used to minimise the impacts of changes to work allocations<br/>TK9. How to implement training without disturbing the work schedules<br/>TK10. How to ensure the quality of training and measure its effectiveness</p>  |
| <p><b>Skills (S)</b></p>                     |   |
| <p><b>A. Core Skills/ Generic Skills</b></p> | <p><b>Reading Skills</b><br/>The individual on the job must demonstrate knowledge and understanding in:<br/>SA1. Reading and comprehending procedure manuals, instructions short correspondence and memos<br/>CS2. Reading and interpreting company's SOPs, procedures and information applicable to the work place<br/>CS3. Reading industry journals to get the latest information about trends</p> <p><b>Writing Skills</b><br/>The individual on the job must demonstrate knowledge and understanding in:<br/>CS4. Completing appropriate documentation<br/>CS5. Creating the data capturing formats as per company's SOPs<br/>CS6. Generating reports to supervisors and business correspondence on work-related activities</p> <p><b>Oral Communication (Listening and Speaking skills)</b><br/>The individual on the job must demonstrate knowledge and understanding in:<br/>CS7. Communicating effectively in the English language orally, electronically and in normal business forms</p> |

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|   | <p>CS8. Communicating effectively with Sous chef and kitchen staff at all levels, welcoming and encouraging their ideas and contribution towards kitchen operations</p> <p>CS9. Presenting information and respond to questions from management, clients, customers and the general public, effectively</p> <p>CS10. Communicating with people in respectful form and manner in line with organisational protocol</p> <p>CS11. Interacting in language the other person is comfortable with</p>   |
| <p><b>B. Professional Skills</b></p>  | <p><b>Decision Making</b></p>   |
|   | <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 processes and work flow are necessary to enhance the productivity of kitchen staff</p>  |
|   | <p><b>Plan and Organise</b></p>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. Effective methods of monitoring kitchen operations</p> <p>PS4. Planning work activities to service consumer's orders in time</p> <p>PS5. Organising the resources in the kitchen to make the efficient use of them</p> <p>PS6. Organising information and generating, managing and maintaining records relevant to work</p>   |
|   | <p><b>Customer Centricity</b></p>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>PS7. Importance of personal grooming</p> <p>PS8. Significance of etiquette during conversation</p> <p>PS9. Importance of being patient and courteous with others</p> <p>PS10. How to develop a rapport with Sous and Executive Chefs and kitchen staff</p> <p>PS11. How to listen carefully and interpret their requirement</p> <p>PS12. How to provide kitchen staff with solutions to their problems</p> <p>PS13. How to take responsibility for own work outcomes</p> <p>PS14. How to manage time and adhere to work timings, and other organisational policies</p> <p>PS15. How to manage distractions and to be disciplined at work</p> |
|   | <p><b>Problem Solving</b></p>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS16. Solving conflicts among kitchen staff</p> <p>PS17. Dealing with dissatisfied customers</p>   |
|   | <p><b>Analytical Thinking</b></p>   |
| <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS18. Analysing variety of performance data to understand the effectiveness and efficiency of various kitchen operations</p> <p>PS19. Analysing the performance of existing human resources working in the kitchen</p> |   |

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|  | <p>PS20. Motivating and support people in their work area to achieve work and personal development objectives and provide recognition when they are successful.</p> <p>PS21. Empowering people in their work area to take their own decisions within agreed boundaries</p> <p>PS22. Encouraging people to give a lead in their own areas of expertise and show willingness to follow this lead</p> <p>PS23. Creating a sense of common purpose</p> <p>PS24. Making complex things simple for the benefit of others</p>  |
|  | <p><b>Critical Thinking</b></p>   |
|  | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS25. Taking the responsibility for contributing towards own development with the guidance of Sous/Executive Chef</p> <p>PS26. Upgrading the skill by participating in monthly Master cooking classes of Sous or Executive Chef</p> <p>PS27. Developing next level skills by participating in general trainings like team building events, effective human resource management etc.</p> <p>PS28. Improving food preparation and presentations</p> <p>PS29. Seeking to improve and modify own work practices</p> <p>PS30. Carrying out numerical calculation and basic statistical analysis</p> |

**UNIT 4** [This Unit is about communicating effectively with superiors, colleagues and customers to achieve a smooth workflow].

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| <b>Unit No.</b>                                   | <b>04</b>  |
| <b>Unit Title</b>                                 | <b>Communicate with customer and colleagues</b>  |
| <b>Description</b>                                | This Unit is about communicating effectively with superiors, colleagues and customers to achieve a smooth workflow   |
| <b>Scope</b>                                      | This Unit covers the following: <ul style="list-style-type: none"> <li>• Interact with superior</li> <li>• Communicate with colleagues</li> <li>• Communicate effectively with customers</li> </ul>  |
| <b>Performance Criteria (PC) w.r.t. the Scope</b> |  |
| <b>Element</b>                                    | <b>Performance Criteria (PC)</b>   |
| <b>Interacting with superior</b>                  | To be competent, the individual must be able to:<br>PC1. Receive job order and instructions from reporting superior<br>PC2. Understand the work output requirements, targets, performance indicators and incentives<br>PC3. Deliver quality work on time and report any anticipated reasons for delays<br>PC4. Refer unresolved problems or complaints to the relevant senior<br>PC5. Communicate maintenance and repair schedule proactively to the superior<br>PC6. Receive feedback on work standards<br>PC7. Document the completed work schedule and handover to the superior   |
| <b>Communicating with colleagues</b>              | To be competent, the individual must be able to:<br>PC8. Exhibit trust, support and respect to all the colleagues in the workplace<br>PC9. Aim to achieve smooth workflow<br>PC10. Help and assist colleagues with information and knowledge<br>PC11. Seek assistance from the colleagues when required<br>PC12. Identify the potential and existing conflicts with the colleagues and resolve<br>PC13. Pass on essential information to other colleagues on timely basis<br>PC14. Maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues<br>PC15. Interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work<br>PC16. Put team over individual goals and multi task or share work where necessary supporting the colleagues<br>PC17. Highlight any errors of colleagues, help to rectify and ensure quality output<br>PC18. Cooperate, coordinate, communicate and collaborate, with shared goals and supporting each other's performance |
| <b>Communicating effectively with customers</b>   | To be competent, the individual must be able to:<br>PC19. Ask more questions to the customers and identify their needs<br>PC20. Possess knowledge on the product and market  |

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|  | <p>PC21. Communicate with the customers in a professional manner<br/> PC22. Build effective interpersonal relationship with the customers<br/> PC23. Understand the customer expectations correctly and provide the appropriate products and services<br/> PC24. Understand the customer dissatisfaction and attend to their complaints effectively<br/> PC25. Maintain a positive, sensible and cooperative manner all time<br/> PC26. Ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers<br/> PC27. Avoid interrupting the customers while they talk<br/> PC28. Ensure to avoid negative questions and statements to the customers<br/> PC29. Inform the customers on any issues or problems before hand and also on the developments involving them<br/> PC30. Ensure to respond back to the customer immediately for their messages via any available means.<br/> PC31. Develop good rapport with the customers and promote suitable products and services<br/> PC32. Seek feedback from the customers on their understanding to what was discussed<br/> PC33. Explain the terms and conditions clearly</p> |
| <b>Knowledge and Understanding (K)</b>   |   |
| <p><b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b></p> | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>OK1. Company's policies on personnel management, effective team work at workplace</li> <li>OK2. Company's Human Resources policies</li> <li>OK3. Company's reporting structure</li> <li>OK4. Company's documentation policy</li> <li>OK5. Company's customer profile</li> </ul>  |
| <p><b>B. Technical Knowledge</b></p>   | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>TK1. Methods for effective communication with various categories of people and the different departments in the organisation</li> <li>TK2. Significance of team coordination and productivity targets of the organisation</li> <li>TK3. How to record the job activity as required on various types of documents</li> <li>TK4. How to use computer or smart phone to communicate effectively and productively</li> <li>TK5. Significance of helping colleagues with specific issues and problems</li> <li>TK6. Importance of meeting quality and time standards as a team</li> <li>TK7. How to practice effective listening</li> <li>TK8. How to communicate effectively with customers</li> <li>TK9. Effective use of voice tone and pitch for communication</li> <li>TK10. How to demonstrate ethics and convey discipline to the customers</li> <li>TK11. How to build effective working relationship with mutual trust and respect within the team</li> </ul>  |

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|   | TK12. Importance of dealing with grievances effectively and in time   |
| <b>Skills (S)</b>                         |   |
| <b>A. Core Skills/<br/>Generic Skills</b> | <b>Reading Skills</b>   |
|   | The individual on the job must demonstrate knowledge and understanding in:<br>CS1. Reading job sheets, company policy documents and information displayed at the workplace<br>CS2. Reading notes/comments from the supervisor   |
|   | <b>Writing Skills</b>   |
|   | The individual on the job must demonstrate knowledge and understanding in:<br>CS3. Filling up documentation pertaining to job requirement<br>CS4. Generating reports to supervisors on work-related activities  |
|   | <b>Oral Communication (Listening and Speaking skills)</b>   |
|   | The individual on the job must demonstrate knowledge and understanding in:<br>CS5. Interacting with team members to work efficiently<br>CS6. Communicating effectively with superior to achieve smooth workflow<br>CS7. Communicating effectively with the customers to build a good rapport with them<br>CS8. Using language that the customer or colleague understands<br>CS9. Using the communications systems of the company, e.g., telephone, fax, public announcement systems<br>CS10. Emailing and use internet for communicating<br>CS11. Using audio-visual aids to communicate complex issues |
| <b>B. Professional Skills</b>             | <b>Decision Making</b>  |
|   | The individual on the job must demonstrate knowledge and understanding of:<br>PS1. How to spot and communicate potential areas of disruptions to work process and report the same<br>PS2. How to report to supervisor and deal with a colleague individually, depending on the type of concern  |
|   | <b>Plan and Organise</b>  |
|   | The individual on the job must demonstrate knowledge and understanding in:<br>PS3. Organising information and generating, managing and maintaining records relevant to work   |
|   | <b>Customer Centricity and Analytical Thinking</b>  |
|   | N/A   |
| <b>Problem Solving</b>                    | The individual on the job must demonstrate knowledge and understanding in:<br>PS4. Coordinating with different departments/sections and multi-task as necessary<br>PS5. Contributing to quality of team work and achieve smooth workflow<br>PS6. Sharing work load as required<br>PS7. Delegating work in consultation with superior or as necessary instead of allowing work to pile up  |

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|  | <p><b>Critical Thinking</b></p> <p>The individual on the job needs to know how to:</p> <ul style="list-style-type: none"><li>PS8. Improving work processes by interacting with others and adopting best practices</li><li>PS9. Resolving recurring inter-personal conflicts</li><li>PS10. Carrying out numerical calculation and basic statistical analysis</li></ul> |
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**UNIT 5** [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].

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| <b>Unit No.</b>   | <b>05</b>   |
| <b>Unit Title</b>   | <b>Maintain customer-centric service orientation</b>  |
| <b>Description</b>  | 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  |
| <b>Scope</b>  | This Unit covers the following: <ul style="list-style-type: none"> <li>Engage with customers to understand their service quality requirements</li> <li>Fulfil customer requirement</li> <li>Achieve customer satisfaction</li> </ul>  |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>                         |   |
| <b>Element</b>  | <b>Performance Criteria (PC)</b>  |
| <b>Engaging with customers for assessing service quality requirements</b> | To be competent, the individual must be able to:<br>PC1. Keep in mind the profiles of expected customers<br>PC2. Understand the target customers and their needs as defined by the company<br>PC3. Organise regular customer events and feedback session frequently<br>PC4. Build a good rapport with the customers including the ones who complain<br>PC5. Have frequent discussions with regular customers on general likes and dislikes in the market, latest trends, customer expectations, etc.<br>PC6. Receive regular feedbacks from the clients on current service, complaints, and improvements to be made, etc.<br>PC7. Compulsively seek customer rating of service to help develop a set of regularly improved procedures<br>PC8. Ingrain customer oriented behaviour in service at all level<br>PC9. Aim to gain their long lasting loyalty and satisfaction<br>PC10. Engage with customers without intruding on privacy |
| <b>Fulfilling customer requirement</b>                                    | To be competent, the individual must be able to:<br>PC11. Ensure that customer expectations are met<br>PC12. Learn to read customers' needs and wants<br>PC13. Willingly accept and implement new and innovative products and services that help improve customer satisfaction<br>PC14. Communicate feedback of customer to senior, especially, the negative feedback<br>PC15. Maintain close contact with the customers and focus groups<br>PC16. Offer promotions to improve product satisfaction level to the customers periodically<br>PC17. Weigh the cost of fulfilling unscheduled customer requests, consult with supervisor and advise the customer on alternatives  |

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| <b>Achieving customer satisfaction</b>   | To be competent, the individual must be able to:<br>PC18. Ensure clarity, honesty and transparency with the customers<br>PC19. Treat the customers fairly and with due respect<br>PC20. Focus on executing company's marketing strategies and product development<br>PC21. Focus on enhancing brand value of company through customer satisfaction  |
| <b>Knowledge and Understanding (K)</b>   |   |
| <b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b>  | The individual on the job must demonstrate knowledge and understanding of:<br>OK1. Company's policies on customer centric orientation behaviour at workplace<br>OK2. Company's Human Resources policies<br>OK3. Company's reporting structure<br>OK4. Company's documentation policy<br>OK5. Company's customer profile   |
| <b>B. Technical Knowledge</b>  | The individual on the job must demonstrate knowledge and understanding of:<br>TK1. Significance of treating the customers with respect and in a friendly and professional way<br>TK2. Importance of gaining customer satisfaction<br>TK3. Methods of engaging with the customers effectively and professionally<br>TK4. Ways to improve company's customer satisfaction rating<br>TK5. Company's and prevailing market standards of customer satisfaction<br>TK5. Standard operating procedure (SOP)<br>TK6. The variety of common and unscheduled requests to expect<br>TK7. Significance of being transparent and courteous under all circumstances involving customer interaction without losing composure |
| <b>Skills (S)</b>  |   |
| <b>A. Core Skills/ Generic Skills</b>  | <b>Reading Skills</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>CS1. Reading job sheets, company policy documents and information displayed at the workplace<br>CS2. Reading notes/comments from the supervisor   |
|  | <b>Writing Skills</b>   |
|  | The individual on the job needs to know and understand how to:<br>CS3. Filling up documentation pertaining to one's role in customer satisfaction<br>CS4. Generating reports to supervisors on work-related activities  |
|  | <b>Oral Communication (Listening and Speaking skills)</b>   |
| The individual on the job must demonstrate knowledge and understanding in:<br>CS5. Interacting with team members to work efficiently<br>CS6. Communicating effectively with customers<br>CS7. Engaging with customer to understand their expectations<br>CS8. Company standards and effectiveness improvements pattern |   |

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|  | <p>CS9. Resolving customer’s concerns satisfactorily within timeframe stipulated by the company or as agreed with customer or colleague</p> <p>CS10. Using the communications systems of the company, e.g., telephone, fax, public announcement systems</p> <p>CS11. Emailing and use Internet for communicating</p> <p>CS12. Using audio-visual aids to communicate complex issues</p> |
| <p><b>B. Professional Skills</b></p>   | <p><b>Decision Making</b></p>   |
|  | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>PS1. How to spot and communicate potential areas of disruptions to work process and report the same so that customer service is smooth</p> <p>PS2. How to address the complaints and handle dissatisfied customers</p>   |
|  | <p><b>Plan and Organise</b></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><b>Customer Centricity</b></p>   |
|  | <p>N/A</p>  |
|  | <p><b>Problem Solving</b></p>   |
|  | <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 achieve smooth workflow</p> <p>PS6. Sharing work load as required</p>  |
|  | <p><b>Analytical Thinking</b></p>   |
|  | <p>N/A</p>  |
| <p><b>Critical Thinking</b></p>  |   |
| <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 upon constructively on any problems as pointed by customers</p> <p>PS10. Handling personality clashes effectively</p> <p>PS11. Carrying out numerical and calculation activities as well as statistical analysis</p> |   |

**UNIT 6** [This Unit is about maintaining standard etiquette at workplace and achieving customer satisfaction].

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| <b>Unit No.</b>   | <b>06</b>   |
| <b>Unit Title</b>   | <b>Maintain standard of etiquette and hospitable conduct</b>  |
| <b>Description</b>  | This Unit is about maintaining standard etiquette at workplace and achieving customer satisfaction  |
| <b>Scope</b>  | This Unit covers the following: <ul style="list-style-type: none"> <li>• Follow behavioural, personal and telephone etiquettes</li> <li>• Treat customers with high degree of respect and professionalism</li> <li>• Achieve customer satisfaction</li> </ul>   |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>                         |   |
| <b>Element</b>  | <b>Performance Criteria (PC)</b>  |
| <b>Following behavioural, personal and telephone etiquettes</b>           | To be competent, the individual must be able to: <p>PC1. Greet the customers with an appropriate gesture based on the type of customer on their arrival</p> <p>PC2. Welcome the customers with a smile</p> <p>PC3. Ensure to maintain eye contact</p> <p>PC4. Address the customers in a respectable manner</p> <p>PC5. Not eat or chew while talking</p> <p>PC6. Use their names as many times as possible during the conversation</p> <p>PC7. Ensure not to be too loud while talking</p> <p>PC8. Maintain fair and high standards of practice</p> <p>PC9. Ensure to offer transparent prices</p> <p>PC10. Maintain proper books of accounts for payment due and received</p> <p>PC11. Answer the telephone quickly and respond back to mails faster</p> <p>PC12. Ensure not to argue with the customer</p> <p>PC13. Listen attentively and answer back politely</p> <p>PC14. Maintain personal integrity and ethical behaviour</p> <p>PC15. Dress professionally</p> <p>PC16. Deliver positive attitude to work</p> <p>PC17. Maintain well-groomed personality</p> <p>PC18. Achieve punctuality and body language</p> <p>PC19. Maintain the social and telephonic etiquette</p> <p>PC20. Provide small gifts as token of appreciation and thanks giving to the customer</p> <p>PC21. Use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism</p> <p>PC22. Demonstrate responsible and disciplined behaviours at the workplace</p> <p>PC23. Refer grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict</p> |
| <b>Treating customers with high degree of respect and professionalism</b> | To be competent, the individual must be able to: <p>PC24. Use appropriate titles and terms of respect to the customers</p> <p>PC25. Use polite language</p>   |

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|   | <p>PC26. Maintain professionalism and procedures to handle customer grievances and complaints</p> <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>  |
| <b>Achieving customer satisfaction</b>  | <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>   |
| <b>Knowledge and Understanding (K)</b>  |   |
| <b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b> | <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>B. Technical Knowledge</b>   | <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> |
| <b>Skills (S)</b>   |   |
| <b>A. Core Skills/ Generic Skills</b>   | <b>Reading Skills</b>   |
|   | <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>  |
|   | <b>Writing Skills</b>   |
|   | <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>   |
|   | <b>Oral Communication (Listening and Speaking skills)</b>   |
|   | <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>  |

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|   | CS7. Avoiding 'Self Reference Criterion' effect while interacting with guests  |
| <b>B. Professional Skills</b>   | <b>Decision Making</b>   |
|   | The individual on the job must demonstrate knowledge and understanding of:<br>PS1. How to spot and report potential areas of disruption to work process<br>PS2. How to address the complaints and handle dissatisfied customers                                    |
|   | <b>Plan and Organise</b>   |
|   | The individual on the job must demonstrate knowledge and understanding in:<br>PS3. Organising information and generating, managing and maintaining records relevant to work  |
|   | <b>Customer Centricity</b>   |
|   | N/A  |
|   | <b>Problem Solving</b>   |
|   | The individual on the job must demonstrate knowledge and understanding in:<br>PS4. Coordinating with different departments to achieve smooth workflow<br>PS5. Contributing to quality of customer satisfaction via team work<br>PS6. Sharing work load as required |
|   | <b>Analytical Thinking</b>   |
|   | N/A  |
| <b>Critical Thinking</b>  |  |
| The individual on the job must demonstrate knowledge and understanding in:<br>PS7. Improving work processes by interacting with customers<br>PS8. Adopting suggested best practices<br>PS9. Resolving recurring inter-personal conflicts<br>PS10. Addressing or escalate recurring problems reported by customers<br>PS11. Measuring performance against company's standards<br>PS12. Motivating self and colleagues to work effectively given the boundaries of organisational structure, infrastructure and personnel management<br>PS13. Using the authority, power and politics issues to serve customer effectively<br>PS14. Carrying out numerical calculation and basic statistical analysis |  |

**UNIT 7** [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].

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| <b>Unit No.</b>   | <b>07</b>   |
| <b>Unit Title</b>   | <b>Follow gender and age sensitive service practices</b>  |
| <b>Description</b>  | 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  |
| <b>Scope</b>  | This Unit covers the following: <ul style="list-style-type: none"> <li>• Educate customer on specific facilities and services available for different categories of customers</li> <li>• Provide gender and age specific services as per their unique and collective requirements</li> <li>• Follow standard etiquette with both women and men at workplace</li> </ul>  |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>                       |   |
| <b>Element</b>  | <b>Performance Criteria (PC)</b>  |
| <b>Educating customer on specific facilities and services available</b> | 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> |

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| <p><b>Providing different age and gender specific customer service</b></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><b>Following gender standard etiquette at workplace</b></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><b>Knowledge and Understanding (K)</b></p>  |  |
| <p><b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b></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>   |

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| <p><b>B. Technical Knowledge</b></p>         | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>TK1. Gender specific requirements of different types of customer</li> <li>TK2. Specific requirements of different age-groups of customers</li> <li>TK3. Safety measures and procedures available for female/male colleagues and customers</li> <li>TK4. How to educate female/male customers and colleagues on available facilities so that they feel safe and secure</li> <li>TK5. Helpline numbers</li> <li>TK6. Process of handling and reporting abuse</li> <li>TK7. How to be vigilant for breach of safety at smallest level</li> <li>TK8. How to maintain customers' and colleagues' safety without making the environment threatening</li> <li>TK9. Different types of potential security threats to domestic and international tourists</li> <li>TK10. Standard procedures to be followed in the event of a dangerous occurrence or accident</li> </ul> |
| <p><b>Skills (S)</b></p>                     |   |
| <p><b>A. Core Skills/ Generic Skills</b></p> | <p><b>Reading Skills</b></p>  |
|  | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>CS1. Reading job sheets, company policy documents and information displayed at the workplace</li> <li>CS2. Reading notes/comments from the superior</li> </ul>   |
|  | <p><b>Writing Skills</b></p>  |
|  | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>CS3. Filling up documentation pertaining to safety maintenance requirements</li> <li>CS4. Generating reports to superiors on work-related activities</li> </ul>  |
|  | <p><b>Oral Communication (Listening and Speaking skills)</b></p>  |
|  | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>CS5. Communicating effectively with the customers by building a good servicing rapport with them while maintaining the etiquette</li> <li>CS6. Communicating with the women/men at workplace and the customers with respect</li> </ul>   |
| <p><b>B. Professional Skills</b></p>         | <p><b>Decision Making</b></p>   |
|  | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>PS1. How to decide on the methods to protect and safeguard the security of every employee in the workplace and the clientele</li> <li>PS2. How to address the complaints and handle dissatisfied customers</li> </ul>  |
|  | <p><b>Plan and Organise</b></p>   |
|  | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>PS3. Organising information and generating, managing and maintaining records relevant to work</li> </ul>   |
|  | <p><b>Customer Centricity</b></p> <p>N/A</p>  |

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|  | <b>Problem Solving</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>PS4. Coordinating with different departments and work as a team<br>PS5. Contributing to quality of team work and achieve smooth workflow<br>PS6. Sharing work load as required |
|  | <b>Analytical Thinking</b>   |
|  | N/A  |
|  | <b>Critical Thinking</b>   |
| The individual on the job must demonstrate knowledge and understanding in:<br>PS7. Improving work processes by interacting with customers and adopting best practices<br>PS8. Resolving recurring problems based on the complaints received from customers and at the workplace<br>PS9. Applying different acceptable standards of behaviour in different cultures and societies to which customers belong<br>PS10. Helping create enjoyable guest experience by accepting their social behaviour standards even if they may be different from own standards<br>PS11. Avoiding negative behaviours accepted by peer groups that may affect work environment<br>PS12. Carrying out numerical calculation and basic statistical analysis |  |

**UNIT 8** [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].

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| <b>Unit No.</b>                                   | <b>08</b>   |
| <b>Unit Title</b>                                 | <b>Maintain health and hygiene</b>  |
| <b>Description</b>                                | 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   |
| <b>Scope</b>                                      | <p>This Unit covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure cleanliness around all workplace in hospitality and tourist areas</li> <li>• Follow personal hygiene practices</li> <li>• Take precautionary health measures</li> </ul>  |
| <b>Performance Criteria (PC) w.r.t. the Scope</b> |   |
| <b>Element</b>                                    | <b>Performance Criteria (PC)</b>  |
| <b>Ensuring cleanliness around workplace</b>      | <p>To be competent, the individual must be able to:</p> <p>PC1. Keep the workplace regularly clean and cleared-off of food waste or other litter</p> <p>PC2. Ensure that waste is disposed-off as per prescribed standards</p> <p>PC3. Ensure that the trash cans or waste collection points are cleared everyday</p> <p>PC4. Arrange for regular pest control activities at the workplace</p> <p>PC5. Maintain records for cleanliness and maintenance schedule</p> <p>PC6. Ensure the workplace is well ventilated with fresh air supply</p> <p>PC7. Check the air conditioner and other mechanical systems on a regular basis and maintain them well</p> <p>PC8. Ensure the workplace is provided with sufficient lighting</p> <p>PC9. Ensure clean work environment where food is stored, prepared, displayed and served</p> <p>PC10. Ensure safe and clean handling and disposal of food, beverage service operating equipment storage area, production and service area, storage area, accommodation, public areas, storage areas, garbage areas, etc.</p> <p>PC11. Identify and manage poor organisational practices with respect to hygiene, food handling, cleaning</p> <p>PC12. Ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids</p> <p>PC13. Ensure to clean the store areas with appropriate materials and procedures</p> <p>PC14. Identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal</p> |
| <b>Following personal hygiene practices</b>       | <p>To be competent, the individual must be able to:</p> <p>PC15. Wash hands on a regular basis, particularly on touching any dirty surfaces, before and after handling food, after using the toilet, etc.</p> <p>PC16. Ensure to wash hands using suggested material such as soap, one use disposable tissue, warm water, etc.</p> <p>PC17. Wash the cups, glasses or other cutlery clean before and after using them</p>   |

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|  | <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><b>Taking precautionary health measures</b></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><b>Knowledge and Understanding (K)</b></p>  |   |
| <p><b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b></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>B. Technical Knowledge</b></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>   |

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|   | <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>  |
| <b>Skills (S)</b>                         |   |
| <b>A. Core Skills/<br/>Generic Skills</b> | <b>Reading Skills</b>   |
|   | <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. 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> |
|   | <b>Writing Skills</b>   |
|   | <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 supervisors on work-related activities</p>   |
|   | <b>Oral Communication (Listening and Speaking skills)</b>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS7. Receiving instructions from a doctor and supervisor on medical care</p> <p>CS8. Reporting on hygiene hazards and poor organisational practices, verbally</p>  |
| <b>B. Professional Skills</b>             | <b>Decision Making</b>  |
|   | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>PS1. How to select appropriate hand tools and personal protection equipment</p> <p>PS2. How to select the cleaning procedures and effective hygiene practices as required</p>  |
|   | <b>Plan and Organise</b>  |
|   | <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>  |
|   | <b>Customer Centricity and Analytical Thinking</b>  |
|   | N/A   |
| <b>Problem Solving</b>                    |   |
| N/A                                       |   |

|  | <b>Critical Thinking</b>   |
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|  | <p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"><li>PS4. Using acids, detergents, lubricants, etc., for cleaning</li><li>PS5. Using waste disposal equipment at workplace such as large bins, waste disposal stations, and others</li><li>PS6. Carrying out numerical calculation and basic statistical analysis</li></ul> |

**UNIT 9** [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].

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| <b>Unit No.</b>  | <b>09</b>   |
| <b>Unit Title</b>  | <b>Maintain safety at workplace</b>   |
| <b>Description</b>   | 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   |
| <b>Scope</b>   | This Unit covers the following: <ul style="list-style-type: none"> <li>• Take precautionary measures to avoid work hazards</li> <li>• Follow standard safety procedure</li> <li>• Use safety tools or personal protective equipment</li> <li>• Achieve safety standards</li> </ul>  |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>          |   |
| <b>Element</b>   | <b>Performance Criteria (PC)</b>  |
| <b>Taking precautionary measures to avoid work hazards</b> | To be competent, the individual must be able to:<br>PC1. Assess the various hazards in the work areas<br>PC2. Take necessary steps to eliminate or minimize them<br>PC3. Analyse the causes of accidents at the workplace<br>PC4. Suggest measures to prevent such accidents from taking place<br>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.<br>PC6. Suggest methods to improve the existing safety procedures at the workplace  |
| <b>Following standard safety procedure</b>                 | To be competent, the individual must be able to:<br>PC7. Be aware of the locations of fire extinguishers, emergency exits, etc.<br>PC8. Practice correct emergency procedures<br>PC9. Check and review the storage areas frequently<br>PC10. Stack items in an organised way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas<br>PC11. Ensure to be safe while handling materials, tools, chemicals, detergents, etc.<br>PC12. Store the chemicals in a well-ventilated and locked areas with warning signs displayed<br>PC13. Ensure safe techniques while moving furniture and fixtures<br>PC14. Ensure to reduce risk of injury from use of electrical tools<br>PC15. Read the manufacturer’s manual carefully before use of any equipment<br>PC16. Unplug the electrical equipment before cleaning and maintenance to avoid injuries<br>PC17. Keep the floors free from water and grease to avoid slippery surface<br>PC18. Ensure to use non slip liquids and waxes to polish and treat floors, if required<br>PC19. Use rubber mats to the places where floors are constantly wet |

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|   | <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>  |
| <b>Using safety tools or Personal Protective Equipment</b>                                  | <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> |
| <b>Achieving safety standards</b>   | <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>   |
| <b>Knowledge and Understanding (K)</b>  |  |
| <b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b> | <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>B. Technical Knowledge</b>   | <p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. Personal protective equipment that 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. Significance of accidental risks to the worker and productivity loss</p>   |

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|   | <p>TK5. Reporting procedure or hierarchy for signs of damage and potential hazards<br/> TK6. Methods to minimize accidental risks<br/> TK7. Safe handling chemicals, acids, etc. for cleaning<br/> TK8. Material handling procedure<br/> TK9. Standard operating procedure for safety drills and equipment maintenance<br/> TK10. Precautionary activities to be followed for work place safety<br/> TK11. Optimal operation of tools and electrical equipment<br/> TK12. Emergency procedures to be followed in case of a mishap such as fire accidents, etc.</p> |
| <b>Skills (S)</b>   |  |
| <b>A. Core Skills/<br/>Generic Skills</b>   | <b>Reading Skills</b>  |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:<br/> CS1. Reading and interpret relevant organisation policies, procedures and diagrams that identify safety practices<br/> CS2. Reading job sheets, company policy documents and information displayed at the workplace<br/> CS3. Reading notes/comments from the superior</p>  |
|   | <b>Writing Skills</b>  |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:<br/> CS4. Filling up documentation relevant to one’s role in safety<br/> CS5. Generating reports to supervisors on work-related activities</p>   |
|   | <b>Oral Communication (Listening and Speaking skills)</b>  |
| <p>The individual on the job must demonstrate knowledge and understanding in:<br/> CS6. Reporting safety hazards and poor organisation practices verbally<br/> CS7. Communicating with the supervisor about the work safety issues<br/> CS8. Receiving instructions from supervisor on minimizing the accidental risks<br/> CS9. Communicating with co-workers about the precautions to be taken for accident free work</p> |  |
| <b>B. Professional Skills</b>   | <b>Decision Making</b>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding of:<br/> PS1. How to select appropriate hand tools and personal protection equipment<br/> PS2. How to identify first aid needs in case of accident and of an injury</p>  |
|   | <b>Plan and Organise</b>   |
|   | <p>The individual on the job must demonstrate knowledge and understanding in:<br/> PS3. Organising information and generating, managing and maintaining records relevant to work</p>   |
|   | <b>Customer Centricity and Problem Solving</b>   |
| <p>N/A</p>  |  |

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|  | <b>Analytical Thinking</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>PS4. Using safety equipment such as fire extinguisher during fire accidents<br>PS5. Storing chemicals and tools in a safe way<br>PS6. Using tools and equipment without causing any injury to fellow workers |
|  | <b>Critical Thinking</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>PS7. Carrying out numerical calculation and basic statistical analysis   |

**UNIT 10** [This Unit is about securing intellectual property rights (IPR) of the employee's organisation and respecting customer's copyright].

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| <b>Unit No.</b>   | <b>10</b>  |
| <b>Unit Title</b>   | <b>Maintain Intellectual Property Rights (IPR) of organisation and customers</b>   |
| <b>Description</b>  | This Unit is about securing intellectual property rights (IPR) of the employee's organisation and respecting customer's copyright  |
| <b>Scope</b>  | This Unit covers the following: <ul style="list-style-type: none"> <li>Secure company's IPR</li> <li>Respect customers copyright</li> </ul>  |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>   |  |
| <b>Element</b>  | <b>Performance Criteria (PC)</b>   |
| <b>Securing company's IPR</b>   | To be competent, the individual must be able to:<br>PC1. Prevent leak of new plans and designs to competitors and anyone who is not supposed to know<br>PC2. Be aware of company's products, services or design patents<br>PC3. Report IPR violations observed in the public domain to superior or company head  |
| <b>Respecting customer's copyright</b>  | To be competent, the individual must be able to:<br>PC4. Read copyright clause of the material published on the internet and any other printed material<br>PC5. Protect infringement upon customer's business or design plans<br>PC6. Consult superiors when in doubt about using information available from customers<br>PC7. Report any infringement observed by anyone in the company |
| <b>Knowledge and Understanding (K)</b>  |  |
| <b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b> | The individual on the job must demonstrate knowledge and understanding of:<br>OK1. Company's policies on intellectual property rights<br>OK2. Company's IPR infringement reporting policy<br>OK3. Company's Human Resource policies<br>OK4. Company's reporting structure<br>OK5. Company's documentation policy<br>OK6. Company's customer profile                                      |
| <b>B. Technical Knowledge</b>   | The individual on the job must demonstrate knowledge and understanding of:<br>TK1. Patents and IPR laws<br>TK2. How IPR protection is important for competitiveness of a company<br>TK3. Significance of damages resulting from IPR infringement<br>TK4. Industrial and political espionages   |
| <b>Skills (S)</b>   |  |
| <b>A. Core Skills/ Generic Skills</b>   | <b>Reading Skills</b><br>The individual on the job must demonstrate knowledge and understanding in:<br>CS1. Reading job sheets, company policy documents and information displayed at the workplace<br>CS2. Reading notes/comments from the superior   |

|  |  |
|--|--|
|  | <b>Writing Skills</b>  |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>CS3. Filling up documentation pertaining to one's role in protecting IPR infringement<br>CS4. Generating reports to supervisors on work-related activities                                 |
|  | <b>Oral Communication (Listening and Speaking skills)</b>  |
|  | The individual on the job needs to know and understand how to:<br>CS5. Interacting with team members to work efficiently<br>CS6. Communicating effectively with the customers about IPR protection and building trust  |
| <b>B. Professional Skills</b>  | <b>Decision Making</b>   |
|  | The individual on the job must demonstrate knowledge and understanding of:<br>PS1. How to identify IPR related issues<br>PS2. How to prevent information leakages<br>PS3. How to avoid being caught up in copyright issues   |
|  | <b>Plan and Organise</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>PS4. Organising information and generating, managing and maintaining records relevant to work  |
|  | <b>Customer Centricity</b>   |
|  | N/A  |
|  | <b>Problem Solving</b>   |
|  | N/A  |
|  | <b>Analytical Thinking</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>PS5. Basics of what constitutes IPR violations under WTO agreement<br>PS6. Penalties to company or individual on evidence of IPR violations<br>PS7. Effects of IPR violation on a customer |
| <b>Critical Thinking</b>   |  |
| The individual on the job must demonstrate knowledge and understanding in:<br>PS8. Improving work IPR related safety and adopting best practices<br>PS9. Resolving conflicts related to IPR by reporting in time |  |

**UNIT 11 (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].

|   |   |
|---|---|
| <b>Unit No.</b>   | <b>11</b>   |
| <b>Unit Title</b>   | <b>Learn a foreign or local language(s) including English</b>   |
| <b>Description</b>  | This Unit is about gaining working competence in a language other than that used daily, i.e., a foreign language or a local language  |
| <b>Scope</b>  | This Unit covers the following: <ul style="list-style-type: none"> <li>Gain understanding of common vocabulary required to address customers' queries</li> <li>Achieve 'minimal pass' level of language proficiency as per UN standards or as specified by the company</li> </ul>   |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>   |   |
| <b>Element</b>  | <b>Performance Criteria (PC)</b>  |
| <b>Gaining understanding of common vocabulary required</b>                                  | To be competent, the individual must be able to:<br>PC1. Understand from the company, the typical foreign or vernacular language queries<br>PC2. Learn keywords that may be used to pose those queries<br>PC3. Practice short oral conversations in the language, preferably, with colleagues or fellow trainees<br>PC4. Listen to focussed or recorded sentences as spoken typically in the language   |
| <b>Achieving 'minimal pass standards' of language proficiency</b>                           | To be competent, the individual must be able to:<br>PC5. Speak without hesitation and fear of being incorrect<br>PC6. Express coherently in complete sentences over a variety of topics, albeit with effort<br>PC7. Exhibit basic range of vocabulary and range of expression<br>PC8. Seek to improve language proficiency to 'working knowledge' level   |
| <b>Knowledge and Understanding (K)</b>  |   |
| <b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b> | The individual on the job must demonstrate knowledge and understanding of:<br>OK1. Company's policies on use of language<br>OK2. Company's Human Resources policies<br>OK3. Company's reporting structure<br>OK4. Company's documentation policy<br>OK5. Company's customer profile   |
| <b>B. Technical Knowledge</b>   | The individual on the job must demonstrate knowledge and understanding of:<br>TK1. Preferred languages of usual customers<br>TK2. Geographical variations of spoken languages<br>TK3. How to pick up the basic grammar of the language<br>TK4. How to identify common expressions used by customers to express their needs and queries<br>TK5. How to use the correct terms as appropriate for the situation<br>TK6. Different proficiency levels of language as accepted globally<br>TK7. UN standards of language proficiency |

| <b>Skills (S)</b>  |   |
|--|---|
| <b>A. Core Skills/<br/>Generic Skills</b>  | <b>Reading Skills</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>CS1. Reading the foreign or local language<br>CS2. Making and understanding translations  |
|  | <b>Writing Skills</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>CS3. Writing in the foreign or local language   |
|  | <b>Oral Communication (Listening and Speaking skills)</b>   |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>CS4. Interacting with customers confidently in their preferred language<br>CS5. Avoiding offending the customer with improper use of language, unknowingly<br>CS6. Using the right intonations and pauses<br>CS7. Expressing limited language proficiency so as to alert customers of limitations to fluent conversations |
| <b>B. Professional Skills</b>  | <b>Decision Making</b>  |
|  | N/A   |
|  | <b>Plan and Organise</b>  |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>PS1. Organising information and generating, managing and maintaining records relevant to work   |
|  | <b>Customer Centricity and Problem Solving</b>  |
|  | N/A   |
|  | <b>Analytical Thinking</b>  |
|  | The individual on the job must demonstrate knowledge and understanding in:<br>PS2. Using audio aids to listen to expressions and correct use of language<br>PS3. Building vocabulary  |
| <b>Critical Thinking</b>   |   |
| The individual on the job must demonstrate knowledge and understanding in:<br>PS3. Improving language skills over time<br>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 Chef-de-Partie include exposure to hazards such as slipping, tripping, burns, cuts, abrasions and falls, long working hours, pressure from guests, superiors and subordinates, handling high volumes of supplies, exposure to unpleasant smells and tastes, dealing with unruly customers, handling easily breakable utensils, 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 areas that are hot, cold and noisy, confined spaces, day and night shifts, areas with pollutants, gases, dust, fumes and odours, poor ventilated areas, working overtime and on weekends, etc.

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

### **8.1 Internal/Within the Organisation**

Superiors, 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.

|                   |   |                            |                 |
|-------------------|---|----------------------------|-----------------|
| <b>NOS Code</b>   | NOS.CDP.01  |                            |                 |
| <b>ZQF Level</b>  | 4   | <b>Version Number</b>      | 01              |
| <b>Sector</b>     | Tourism and Hospitality                             | <b>Date of Approval</b>    | September, 2020 |
| <b>Sub-sector</b> | Hotels, Lodges, Industrial Catering and Restaurants | <b>Date of Last Review</b> | N/A             |
| <b>Occupation</b> | Chef-de-Partie                                      | <b>Date of Next Review</b> | October, 2025   |





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