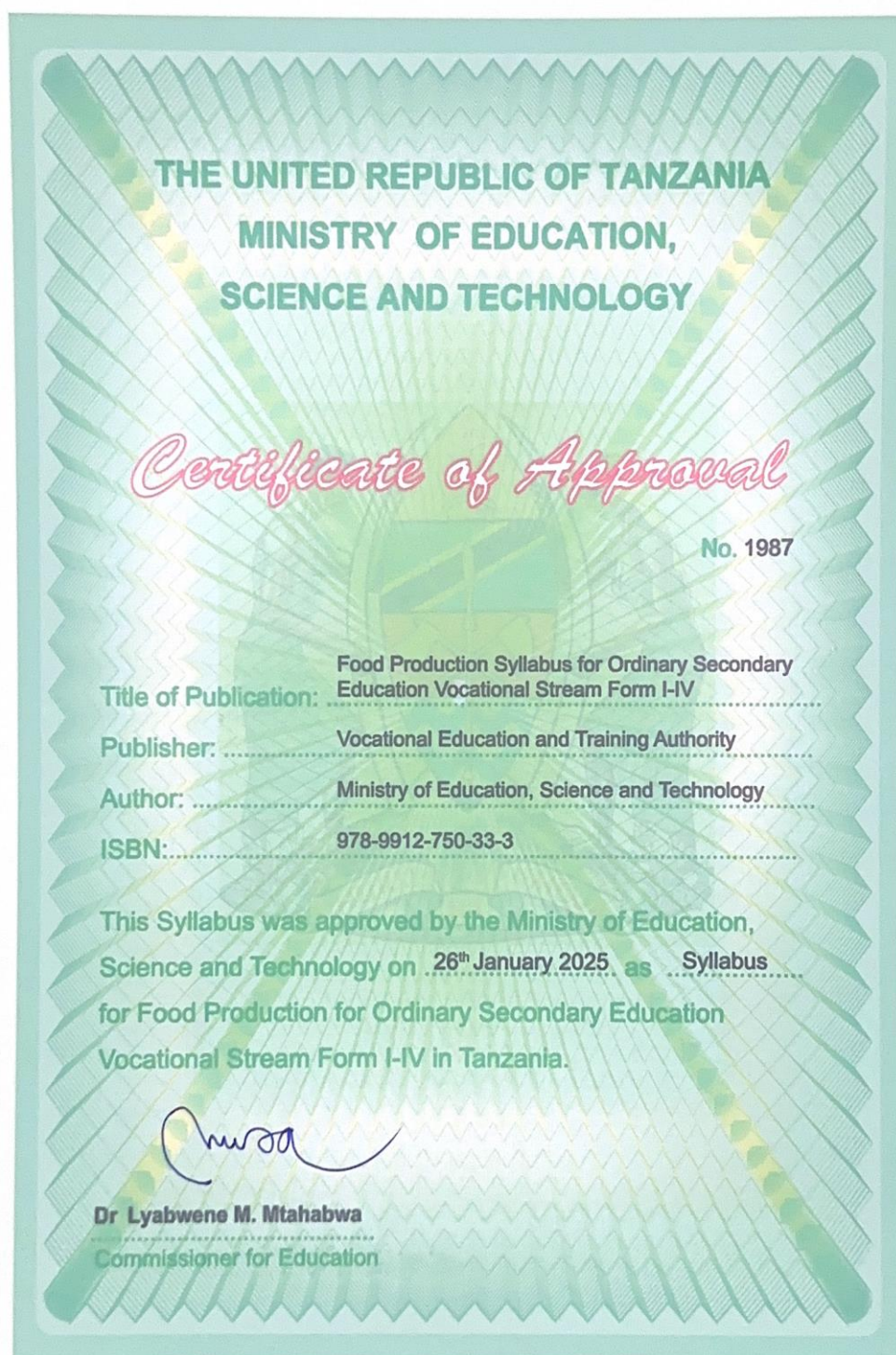


THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



FOOD PRODUCTION SYLLABUS FOR ORDINARY SECONDARY EDUCATION
VOCATIONAL STREAM FORM I-IV

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Abbreviations and Acronyms

FP	Food Production
HACCP	Hazard Analysis and Critical Control Points
FIFO	First In First Out
VIP	Very Important Person
LIFO	Last In First Out
SoP	Standard Operating Procedures
OSHA	Occupational Safety and Health Authority

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved or whether specific skills and knowledge that will lead to the attainment of competency have been achieved.

Circumstantial knowledge: Detailed knowledge, which enhances decision-making in regard to different circumstances and cross cutting issues.

Competence: The ability to use knowledge, understanding, practical and thinking skills to effectively perform to the employment and workplace established standards.

Element: A sub- unit (step) which reflects a learning sequence aiming at achieving broad learning objectives of a unit.

Performance criteria: Assertions that indicate the expected end results or outcome in form of evaluative statements.

Standard: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

Underpinning Knowledge: This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

Unit: A statement of broad learning objectives, which prescribes the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

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For and on behalf of:

Vocational Education and Training Authority



CPA. Antony M. Kasore

Director General

1.0. Introduction

Food Production is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Learning Food Production is essential because Tanzania is rigorously growing in the hospitality and tourism industry which influences the establishment of various facilities such as hotels, lodges, inns, camps, resorts, villas and food shops. Food Production occupation supports hospitality and tourism services thus contributes to the country's economy through sales of food products and provision of services. Competences endowed with Food Production will enable students to develop skills in food hygiene, safety, preparation and cooking of various food items ranging from local to ethnic dishes, planning menu and budgeting. Apart from such competences, the attained skills influence entrepreneurial mindsets and promote healthy eating habits.

This occupation encompasses a specific field of related job roles that require specialised knowledge, skills and competences. It includes a structured professional activity within the labour market marked by distinct tasks, responsibilities, and established standards of practice. In the context of Food Production, occupation refers to various tasks performed within food industry, related to the transformation of raw food items into edible and healthy food products. Food Production deals with preparing, cooking, serving and packing food products. Upon completion of the programme, students will possess both theoretical lessons and practical applications of Food Production; they will be capable to prepare, cook, serve, pack and manage food products at various stages to make food available in pleasing state as per recommended food standards.

A graduate of this occupation may be employed in both government and private sectors, in training institutions, hotels, hospitals, self-employment, specialized food industries, food vending firms, and in Non-Governmental Organizations.

The Food Production syllabus is designed to guide the teaching and learning of food production at Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus interprets the competences a student needs to develop while learning Food Production. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences.

2.0. Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions, norms and customs of Tanzania; cultural differences;

dignity; human rights; attitudes and inclusive actions;

- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0. General Competencies for Ordinary Secondary Education Vocational Stream

The general competencies for Ordinary Secondary Education, form 1–IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage and increase one's understanding on technical skills;
- (b) Apply technical skills in inventing, designing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Appreciate procedures and safety rules in using technical tools correctly; and
- (g) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0. General Competences of the Occupation

Upon completion of this occupation programme, students are expected to have ability to:

- (a) Handle and prepare food materials;
- (b) Cook and serve local and ethnic dishes;
- (c) Prepare and bake a range of bakery products
- (d) Maintain food cost and apply kitchen economy;

(e) Plan, design and write menus; and

(f) Supervise kitchen operations

5.0. Main and Specific Competencies

The main and specific competencies to be developed are presented in Table 1.

Table 1: *Main and Specific Competencies for Form I-IV*

Modules (Main Competence)	Units (Specific competences)
1.0 Maintaining a safe and healthy work environment	1.1. Maintaining professional and hygienic appearance 1.2. Controlling kitchen and restaurant hazards 1.3. Handling emergencies and injuries 1.4. Administering first aid 1.5. Handling kitchen and restaurant sanitation
2.0 Perform cooking food	2.1. Using moist heat methods of cooking 2.2. Using dry heat methods of cooking
3.0 Preparing and cooking breakfast dishes	3.1 Preparing and making beverages for breakfast 3.2 Preparing cold items for breakfast 3.3 Preparing and cooking hot items for breakfast
4.0 Providing basic food and beverage service	4.1 Preparing restaurants for service 4.2 Handling complaints 4.3 Handling special requests 4.4 Taking food and beverages orders
5.0 Preparing and cooking stocks, soups and sauces	5.1 Preparing and cooking stocks 5.2 Preparing and cooking soups 5.3 Preparing and cooking basic sauces, gravies and miscellaneous sauces
6.0 Preparing and cooking vegetables, pulses, and vegetarian dishes	6.1 Preparing and cooking vegetable dishes 6.2 Preparing and cooking pulse dishes 6.3 Preparing and cooking vegetarian dishes
7.0 Preparing and cooking Tanzania local dishes	7.1 Preparing and cooking local soups 7.2 Preparing and cooking local vegetable dishes and salads 7.3 Preparing and cooking local meat, chicken and fish dish 7.4 Preparing and cooking local farinaceous dishes 7.5 Preparing and cooking local bites
8.0 Preparing and cooking pasta and rice dishes	8.1 Preparing and cooking fresh and dried pasta dishes 8.2 Preparing and cooking rice dishes
9.0 Preparing and cooking meat and poultry dishes	9.1 Preparing and cooking meat dishes 9.2 Preparing and cooking poultry dishes
10.0 Preparing and cooking fish and shell fish	10.1 Preparing and cooking fish dishes 10.2 Preparing and cooking shell fish dishes
11.0 Preparing salads, hors d'oeuvres, canapes and sandwiches	11.1 Preparing salads and salad dressings 11.2 Preparing hors-d'oeuvres 11.3 Preparing canapés 11.4 Preparing sandwiches
12.0 Preparing and cooking bakery and pastry products	12.1 Preparing and cooking yeast dough products 12.2 Preparing and cooking pastry products 12.3 Preparing and cooking desserts
13.0 Arranging buffet and preparing foods in the restaurant	13.1 Preparing and maintaining buffet tables 13.2 Cooking, carving and serving dishes in the restaurant
14.0 Budgeting and controlling food costs	14.1 Planning, designing and writing menu 14.2 Storing and controlling food cost 14.3 Handling kitchen budget
15.0 Supervising kitchen operations	15.1 Planning and organizing kitchen duties 15.2 Controlling kitchen tools and equipment 15.3 Conducting on-job training

6.0. The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationship between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each stakeholder in facilitating effective Food Production teaching and learning.

6.1. The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Food Production.
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) develop the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process.
- (c) Use student centered instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students according to their learning needs and abilities;
- (h) Protect the student from the risky environment while one is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide proper intervention;
- (k) Involve parents/guardians and the community at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2. The student

The student is expected to:

- (a) Develop the intended competencies by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3. The parent/guardian

The parents/guardian is expected to:

- (a) Monitor the child's academic progress;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of a child's behavioural progress;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill in a child a sense of commitment and positive value towards education and work.

7.0. Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competencies. This Syllabus suggests teaching and learning methods for each activity which includes but not limited to demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, questions and answers, research, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All teaching and learning methods should be integrated with the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psycho-motor skills through learner-centred methods. Vocational teachers should act as facilitators by incorporating both school base teaching and project work supervision.

8.0. Teaching and Learning Resources

The process of teaching and learning requires various resources. In that regard, both teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

9.0. Assessment

Assessment is important in the teaching and learning of Food Production occupation. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to demonstrations, discussions, presentations, oral questions, experiments, observations, practical assignments and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including Form Two National Assessment, terminal examination, annual examination, mock examination and project-based examination. The scores obtained from these assessments will be used as Continuous Assessment (CA). The continuous assessment component shall contribute 60% while the National Form IV Examination shall constitute 40% as indicated in Table 2.

10.0. Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes either alone or in a group to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, laboratory or any other learning environment. It is based on

the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of project work in secondary schools' vocational streams is essential. Project work in vocational streams should be conducted in all core subjects, food production included. To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by NECTA.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	40.0
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical Examination	10.0	
Form Three Practical Examination	10.0	
Form Four Practical Examination	10.0	
Total	60.0	

11.0. Number of Periods

The Food Production Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80 minutes). Double periods will allow sufficient time for hands-on activities.

12.0. Teaching and Learning Contents

The contents of the syllabus are organized into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which are divided into (process assessment, products/service assessment and knowledge assessment, suggested teaching and learning resources, and number of periods as presented in Table 3 to 6.

Form One

Table 3: Detailed Contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Maintaining a safe and healthy working environment	1.1 Maintaining professional and hygienic appearance	(a) Maintaining personal hygiene and grooming	<p>Questions and answers: Ask students from their experience to illustrate methods used to maintain personal hygiene and grooming</p> <p>Brainstorming: Guide students to explore the importance of maintaining personal hygiene to food handlers</p> <p>Practical work: Guide students to practice personal hygiene and grooming</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Maintain a professional and hygienic appearance • Practice acceptable personal hygiene standards. • Maintain healthy work habits 	Personal hygiene and grooming maintained daily as per professional standards	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used to maintain personal hygiene and grooming</p> <p>Principles: The student should state principles of maintaining personal hygiene and grooming</p> <p>Theories: The student should explain the:</p> <ul style="list-style-type: none"> • Importance of enforcing personal hygiene and grooming to food handlers. • Important factors to be considered in personal hygiene <p>Circumstantial detailed knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Healthy work habits. • Routine medical 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Washrooms • Bath kit • Hand washing sinks • Soap dispensers • Tooth brush and paste • Nail cutter • Towels • Changing room • Shoe brush 	39

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						check-up. • Professional ethics		
		(b) Maintaining uniforms	Think-ink-share: Guide students to explore methods used to maintain uniforms Practical work: Guide students to practice procedures involved in maintaining uniforms Discussion: Guide students to identify and present factors to be considered in maintaining uniforms	The student should be able to: <ul style="list-style-type: none"> • Maintain uniforms as per dress code procedures. • Wear uniforms in accordance with laid down procedures. • Maintain healthy work habits. • Wash uniforms as per fabric care codes • Iron uniforms as per guide • Keep uniforms as per standard procedures 	Uniforms maintained as per professional requirements	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used to maintain uniforms Principles: The student should state e principles involved in maintaining uniforms Theories: The student should explain: <ul style="list-style-type: none"> • Types of professional uniforms • Importance of maintaining uniforms • Important factors to be considered in maintaining uniforms Circumstantial detailed knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Healthy and safety • Professional code of conduct or ethics 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Chefs cap or hat • Kitchen head wrappers • Chef's trousers • Chef's skirt • Chef's coat • Chef's apron • Waist apron • Changing room • Dry or steam iron • Ironing board • Hanger • Cloth liners and pegs • Washing basin • Laundry basket • Washing machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	1.2 Controlling kitchen and restaurant hazards	(a) Handling mechanical hazards	<p>Discussion: Guide students, in manageable groups to discuss methods used in handling mechanical hazards</p> <p>Practical work: Guide students to safely use tools, equipment and machines as per user guide manuals</p> <p>Library and internet search: Guide students in groups or individual to search for relevant materials on the importance of handling mechanical hazards</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select safety items used for handling mechanical hazards Select protective gears Handle mechanical hazards according to safety guidelines Use tool or equipment user manual Clean and appropriately store safety items after work 	Mechanical equipment handled as per safety guidelines	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Methods: The student should elaborate methods used in handling mechanical hazards</p> <p>Principles: The student should state principles of handling mechanical hazards</p> <p>Theories: The student should explain the importance of handling mechanical hazards</p> <p>Circumstantial detailed knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety regulations 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Electrical equipment Professional uniforms Cookers Washing machines Refrigerators Stationery Personal protective gears Equipment operating manuals Fire extinguishers User guide manuals Mechanical hazard report form Kitchen equipment 	72
		(b) Handling physical hazards	<p>Think-ink-pair-share: Guide the students to state principles of handling physical hazards</p> <p>Practical work:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select safety items used for handling physical 	Physical, hazards handled as per established standard procedures	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Methods used: The student should illustrate methods used in</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Gas stove 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Guide students to apply various techniques in handling physical hazards in food preparation premises</p> <p>ICT based - learning: Guide students through videos or clips to identify basic principles of handling physical hazards in food services</p>	<p>hazards</p> <ul style="list-style-type: none"> Select protective gears Prepare work area for handling physical hazards Handle hazards according to type Fill physical hazard report form Clean and appropriately store safety items after use 		<p>handling physical hazards</p> <p>Principles: The student should state principles of handling physical hazards</p> <p>Theories: The student should explain the importance of handling physical hazards</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety regulations Preventive measures and maintenance regulations 	<ul style="list-style-type: none"> Electrical burner Professional uniforms Pressure cooker Knives ICT facilities Steel wire Stationery Personal protective gears Equipment operating manuals Fire extinguishers Operating equipment Hazard report form 	
		(c) Handling chemical hazards	<p>Guest speaker: Invite a nearby chemical lab-resource person to explain on the principles and practices of handling chemicals in food areas</p> <p>Practical work: Guide students to practice how to use, label and store chemicals to prevent</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select safety items used for handling chemicals Select protective gears Handle chemicals properly Fill chemical hazard report form 	Chemicals that may cause hazards handled as per established standard procedures	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in handling chemical hazards</p> <p>Principles: The student should state principles of handling chemicals in food premises</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Detergents Multipurpose soap Professional uniforms Sanitisers Bleaches Laundry soaps Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			hazards Group work: Organize students in manageable groups to evaluate proper methods of using and storing chemicals in food-workshop, and present findings for improvement	<ul style="list-style-type: none"> Label containers with chemicals Clean and safely store items with chemicals 		Theories: The student should explain the importance of handling chemical hazards Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard operating procedures for handling chemicals Safety regulations 	<ul style="list-style-type: none"> Personal protective gears Equipment operating manuals Operating equipment Report form 	
		(d) Handling ergonomics hazards	Guest speaker: Invite an OSHA resource person to explain on the principles and practices of handling ergonomic hazards Role play: Guide students to role play how to use appropriate work spaces, lifting items as per OSHA guidelines Practical work: Organize students in manageable groups to experiment on lifting heavy objects and proper bending	The student should be able to: <ul style="list-style-type: none"> Use proper heights of work tables and furniture Prepare and use work areas and tools appropriately to prevent ergonomic hazards 	<ul style="list-style-type: none"> Ergonomics handled as per kitchen rules and regulations Appropriate work facilities used for the activity to prevent the handled Ergonomic hazards 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in handling ergonomic hazards Principles: The student should state principles of handling ergonomics Theories: The student should explain the importance of handling ergonomic hazards Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> OSHA 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Blunt knives Professional uniforms Stationery Personal protective gears Equipment operating manuals Furniture Tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Work place Safety regulations 		
		(e) Handle biological hazards	Discussion: Guide students to discuss on the definition and the causes of biological hazards Practical: Guide students to grow the mold and fungi in bread, fruits, and cooked rice Activity: Guide students to explain the importance of handling biological hazards	The student should be able to: <ul style="list-style-type: none"> Select safety items that can alleviate biological hazards Use appropriate gears to prevent biological hazards Maintain hygiene to the required standards Fill biological hazard report form 	Biological hazards handled as per kitchen guidelines in food premises	Knowledge evidence: Detailed knowledge of: Methods: The student should explain methods used in handling biological hazards Principles: The student should state principles of handling biological hazards Theories: The student should explain the importance of handling biological hazards. Circumstantial knowledge: Detailed knowledge about: Sources of hazards <ul style="list-style-type: none"> Safety regulations HACCP 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Probe (Meat thermometer) Stale bread Fruits with molds Soiled dishes Food Thermometer Personal protective gears 	
		(f) Handling weather related hazards	Guest speaker: Invite a resource person from Tanzania Meteorological Authority to explain on the factors contributing to	The student should be able to: <ul style="list-style-type: none"> Use clean or green kitchen Use environmentally friendly cooking 	<ul style="list-style-type: none"> Weather related hazards handled as per guidelines Adhere to weather related information 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in handling weather	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Equipment Professional uniforms 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			weather related hazards Discussion: Guide students to identify kitchens which contribute to weather-related hazards	fuel <ul style="list-style-type: none"> Handle appropriately wastes produced from kitchen activities 	provided by the Tanzania weather authority	related hazards Principles: The student should state principles of preventing weather related hazards Theories: The student should explain the importance of handling weather related hazards Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety regulations 	<ul style="list-style-type: none"> A room with very hot/cold temperature Stationery Personal protective gears Operating equipment 	
	1.3 Handling emergencies and injuries	(a) Dealing with injuries	Role-play: Divide students in groups to role-play on how to handle emergencies and injuries Case-study: Guide students to use a case study to identify various methods that can be used in handling injuries in the kitchen and present their answers Activity: Organize the students in manageable groups	The student should be able to: <ul style="list-style-type: none"> Identify types of injuries Select appropriate items used in dealing with injuries Wear appropriate protective gears in the kitchen area all the time Apply measures to prevent injuries in the kitchen Clean and store tools after use Dispose used 	<ul style="list-style-type: none"> Conducive work environment is free from the causes of injuries Injuries prevented as per healthy and safety work rules 	Knowledge evidence: Detailed knowledge about: Methods: The student should explain methods used to maintain safety at workplace Principles: The student should state principles involved in dealing with injuries. Theories: The student should explain the importance of dealing with injuries Circumstantial knowledge:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Kitchen uniforms First aid kit with its basic items Stretcher Floor information tags Posters depicting injuries 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			to explain the importance of dealing with injuries	items after dealing with injuries		Detailed knowledge about: <ul style="list-style-type: none"> • Healthy and safety work rules • Kitchen safety and work regulations 		
		(b) Handling emergencies	Think-ink-share: Guide students to describe the meaning and importance of handling emergencies in the kitchen, and discuss the methods to prevent emergencies Practical work: Guide students on how to identify indicators that may cause emergencies in the workshop, and present the findings in the class	The student should be able to: <ul style="list-style-type: none"> • Identify types of injuries • Select items for handling injuries • Identify equipment used for handling emergencies • Use protective gears when working • Arrange workshop tools and equipment for quick and effective responses during emergencies 	<ul style="list-style-type: none"> • Make work environment free from indicators causing emergencies • Maintain workshop layouts to prevent emergencies • Emergencies handled as per the safety regulations 	Knowledge evidence: Detailed knowledge about: Methods: The student should describe methods for handling emergencies in the kitchen Principles: The student should state principles involved in preventing emergencies Theories: The student should explain: <ul style="list-style-type: none"> • Importance of handling emergencies • Importance of identifying risk indicators of emergencies in the workshop Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Healthy and safety 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Kitchen uniforms • First aid kit with its basic items • Stretcher • User manuals • Pictures • Drawn signs 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						working rules <ul style="list-style-type: none"> • OSHA guidelines • Standard operating procedures for carrying out kitchen activities • Maintenance schedules 		
		(c) Handling fire accidents	Guest speaker: Invite a resource person to explain factors contributing to fire accidents Discussion: Guide students to discuss on principles involved when using fire Practical work: Guide students on how to prevent fire accidents in the kitchen and restaurant	The student should be able to: <ul style="list-style-type: none"> • Identify types of materials that can cause fire accidents in their kitchen • Identify equipment used for handling fire accident • Apply measures to prevent fire risks • Follow fire guiding procedures 	<ul style="list-style-type: none"> • Fire accidents prevented as per kitchen safety regulations • Fire sources well controlled • Electric wires insulated as per standard guidelines • Work environment made free from fire accidents • Fire extinguishers kept in place 	Knowledge evidence: Detailed knowledge of: Methods: The student should explain the methods used to prevent fire accidents in the kitchen and restaurant premises Principles: The student should explain principles involved when using fire Theories: The student should explain: <ul style="list-style-type: none"> • The importance of guiding fire appropriately • Effects of fire accidents in food service premises Circumstantial knowledge: Detailed knowledge	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Protective gears • Firefighting equipment • First aid kit • Stretcher • Fire blanket • A bucket of sand • Fire alarm 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						about: <ul style="list-style-type: none"> Safety work habits Kitchen safety and work regulations Fire guiding manual 		
	1.4 Administering First Aid	(a) Providing first aid to an injured and bleeding person	Brainstorm Guide students to identify and describe procedures from giving first aid to an injured and bleeding person Practical work: Guide students on how to provide first aid to the injured and bleeding person	The students should be able to: <ul style="list-style-type: none"> Select and collect first aid items Select protective gears used for providing first aid to an injured and bleeding person Assess the situation Administer first aid to an injured and bleeding person Fill in first aid report form Clean first aid items and refill first aid box Dispose used items 	First aid services administered as per requirements	Knowledge evidence: Detailed knowledge of: Methods: The students should explain procedures for giving first aid to an injured and bleeding person Principles: The student should explain principles involved in offering first aid to an injured and bleeding person Theories: <ul style="list-style-type: none"> The students should explain importance of timely provision of first aid to an injured and bleeding person Circumstantial knowledge: Detailed knowledge about First aid guidelines	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> First aid kit Professional uniforms Stretcher Accident log book Emergency telephone number School policies on accidents Accident manual Catering safety sign boards 	216

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		(b) Providing first aid to unconscious person	Brainstorming: Guide students to describe principles involved in providing first aid to unconscious person Practical work: Guide students on how to provide first aid to unconscious person	The students should be able to: <ul style="list-style-type: none"> Select protective gears used for providing first aid to unconscious person Assess the situation to unconscious person Administer first aid to unconscious person Fill in first aid report form Refill first aid box Dispose used items 	First aid services to unconscious person administered as per requirements	Knowledge evidence of: Methods: The students should explain procedures for giving First aid to unconscious person Principles: The student should state principles involved in offering First aid to an unconscious person Theories: The student should explain importance of timely provision of First aid to an unconscious person Circumstantial knowledge: Detailed knowledge about: First aid guidelines	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Stretcher Accident log book Emergency telephone number School policies on accidents Accident manual Catering safety sign boards 	
		(c) Providing first aid to a fainted person	Discussion: Guide students to discuss procedures for giving first aid to a fainted person Practical work: Guide students through models, on how to provide first	The students should be able to: <ul style="list-style-type: none"> Select protective gears used for providing first aid to fainted person Assess the 	<ul style="list-style-type: none"> First aid services administered to a fainted person as per requirements 	Knowledge evidence of: Methods: The student should illustrate procedures of giving First aid to a fainted person Principles:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> First aid kit Professional uniforms Stretcher Accident log 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			aid to a fainted person Role play: students to safely role play how to provide first aid to fainted person	situation to fainted person <ul style="list-style-type: none"> Administer first aid to fainted person Fill in first aid report form Refill first aid box Dispose used items 		The student should explain principles involved in offering First aid to a fainted person Theories: The student should state the importance of timely provision of first aid to a fainted person Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> First aid guidelines 	book <ul style="list-style-type: none"> Emergency telephone number School policies on accidents Accident manual Catering safety sign boards 	
		(d) Providing first aid to an electrical shocked person	Demonstration Guide students to demonstrate principles on providing first aid to an electrical shocked person Practical work: Guide students on how to provide first aid to an electrical shocked person by using human model Group work: Guide students to explain the importance of timely provision of first aid	The student should be able to: <ul style="list-style-type: none"> Select protective gears used for providing first aid to an electrical shocked person Assess the situation to an electrical shocked person Administer first aid to an electrical shocked person Fill in first aid 	<ul style="list-style-type: none"> First aid services administered to an electrical shocked person as per requirements 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate procedures in giving First aid to an electrical shocked person Principles: The student should state principles involved in offering first aid to an electrical shocked person Theories: The student should state the importance of	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> First aid kit Professional uniforms Stretcher Accident log book Emergency Telephone number School policies on accident Accident manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			to an electrical shocked person	report form <ul style="list-style-type: none"> • Refill first aid box • Dispose used items 		timely provision of first aid to an electrical shocked person Circumstantial knowledge: Detailed knowledge about: First aid guidelines	<ul style="list-style-type: none"> • Catering safety sign boards • Wooden sticks 	
		(e) Providing first aid to a burnt person	Brainstorm Guide students to explain procedures in giving first aid to a burnt person Practical work: Guide students practically how to provide first aid to a burnt person Activity: Organize students in manageable groups to explain principles involved in providing first aid to a burnt person	The student should be able to: <ul style="list-style-type: none"> • Select and collect first aid items • Select protective gears used for providing first aid to a burnt person • Assess the situation • Prepare the place for providing first aid to a burnt person • Administer first aid to a burnt person • Fill in first aid report form • Clean first aid items and refill first aid box 	First aid services administered to a burnt person as per requirements	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate procedures in giving First aid to A burnt person Principles: The student should state principles involved in providing First aid to a burnt person Theories: The student should state the importance of timely provision of First aid to a burnt person Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • First aid guidelines • Standard operating 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • First aid kit • Professional uniforms • Stretcher • Accident log book • Emergency telephone number • School policies on accident • Accident manual • Catering safety sign boards • Wooden sticks 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Dispose wastes 		procedures for handling burns		
		(f) Providing first aid to a person with heart attack	<p>Demonstration Guide students to principles involved in providing first aid to a burnt person</p> <p>Practical work: Guide students to practice providing first aid to a person with heart attack as per the established principles</p> <p>Activity: Organize student in manageable groups to provide first aid to a person with heart attack</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Assess the situation Administer first aid to a person with heart attack Fill in first aid report form Send the casualty to medical centre for further assistance 	First aid services administered to a person with heart attack as per requirements	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should illustrate procedures of giving First aid to a person with heart attack</p> <p>Principles: The student should state principles involved in providing First aid to a person with heart attack</p> <p>Theories: The student should state the importance of timely provision of First aid to a person with heart attack</p> <p>Circumstantial knowledge: Detailed knowledge about: First aid guidelines</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> First aid kit Professional uniforms Stretcher Video clip Accident log book Emergency telephone number School policies on accident Accident manual 	
		(g) Providing first aid to a choked person	<p>Internet and library search: Guide students to search relevant information on recommended</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Assess the situation Administer first aid to a choked 	First aid services administered to a choked person as per requirements	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate procedures of</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> First aid kit First aid kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>methods for providing first aid to a choked person</p> <p>Practical work: Guide student on how to provide first aid to a choked person</p> <p>Activity: Organize student to explain importance of providing first aid to a choked person</p>	<p>person</p> <ul style="list-style-type: none"> Fill in first aid report form Send the casualty to medical centre for further assistance Clean work area and dispose wastes 		<p>giving First aid to a choked person</p> <p>Principles: The student should state principles involved in providing First aid to a choked person</p> <p>Theories: The student should state the importance of timely provision of First aid to a choked person</p> <p>Circumstantial knowledge: Detailed knowledge about First aid guidelines</p>	<ul style="list-style-type: none"> Professional uniforms Stretcher Accident log book Emergency telephone number School policies on accident Accident manual Catering safety sign boards Wooden sticks 	
		(h) Providing first aid to an allergic person	<p>Brainstorming: Guide student to define and identify causes of allergens</p> <p>Practical work: Guide student to apply principles involved in providing first aid to an allergic person</p> <p>Discussions: Organize students in manageable groups to discuss procedures</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select protective gears used for providing first aid to an allergic person Assess the Situation of allergic person Administer first aid to an allergic person Fill in first aid report form 	First aid services to an allergic person administered as per requirements	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should illustrate procedures of giving First aid to an allergic person</p> <p>Principles: The student should state principles involved in providing First aid to an allergic person</p> <p>Theories: The student</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> First aid kit Professional uniforms Stretcher Accident log book Emergency telephone number School policies on 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			involved in preventing allergens to people during preparing, cooking and serving food items	<ul style="list-style-type: none"> Send the casualty for further medical help Clean first aid items and refill first aid box Dispose wastes 		should state the importance of timely provision of First aid to an allergic person Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> First aid guidelines 	accident <ul style="list-style-type: none"> Accident manual 	
	1.5 Handling kitchen and restaurant sanitation	(a) Cleaning kitchen and restaurant premises	Demonstration: Show students on how to use different methods to clean kitchen and restaurant premises Practical work: Guide students on cleaning and sanitizing kitchen and restaurant premises as per standards Activity: Guide students to describe meaning and importance of cleaning kitchen and restaurant premises	The student should be able to: <ul style="list-style-type: none"> Select equipment used for cleaning kitchen and restaurant sanitation Select cleaning agents and materials used for cleaning kitchen and restaurant sanitation Use and maintain clothing/foot wear and related safety gears Clean the kitchen and restaurant within time 	Kitchen areas and restaurant facilities cleaned and sanitized as per standard	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate different methods used to clean kitchen and restaurant premises Principles: The student should state procedures of: <ul style="list-style-type: none"> Cleaning kitchen and restaurant premises Sanitizing kitchen and restaurant facilities Theories: The student should explain: the importance of cleaning kitchen and restaurant premises Circumstantial	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Dish washer Refuse bin Dust pan Cleaning tools Cooking ranges Storage cupboards Cabinets Tables Counter tops Cutting boards Mops and buckets Cleaning agents Disinfectant Sanitisers Water boiler 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Apply appropriate method of cleaning kitchen and restaurant • Dispose wastes properly • Keep kitchen and restaurant clean throughout • Appropriately clean and store cleaning tools and agents after use 		knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety measures to be observed when sanitizing the kitchen and restaurant • Food service standards and regulations • Kitchen and restaurant legal requirements 		
		(b) Cleaning storage area	Demonstration: Show students how to clean storage areas Practical work: Guide students to clean storage areas as per type Activity: Guide students to identify local and modern storage items in their localities	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for cleaning storage area • Select cleaning agents and materials used for cleaning storage area • Use and maintain related safety gears • Clean storage area as per type • Switch off power 	Storage areas cleaned and sanitized as per requirements	Knowledge evidence: Detailed knowledge of: Methods: The student should explain different methods used to clean storage areas Principles: The student should illustrate procedures of cleaning storage area Theories: The student should explain the importance of cleaning storage areas	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Refrigerators • Deep freezers • Refuse bin • Dust pan • Cleaning tools • Storage cupboards • Cabinets • Tables • Counter tops 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				when cleaning storage areas which use electric power <ul style="list-style-type: none"> Report faulty machinery and equipment Work within time Dispose wastes properly Keep storage areas clean all the time Appropriately clean and store tools and agents after use 		Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety measures to be observed when sanitizing storage areas Food storage standards and regulations Standard operating procedures for cleaning storage areas 	<ul style="list-style-type: none"> Cutting boards Mops and buckets Cleaning agents Disinfectant Sanitisers Storage containers 	
		(c) Controlling pest and waste disposals	Demonstration: Show students to describe how to use different methods for controlling pest and waste disposals Practical work: Guide students on how to control pest and waste disposals as per type Activity: Organize students in manageable groups to identify types of wastes and pests in	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment used for controlling pest and waste disposal Select materials (e.g. pesticides) useful for pest control and waste disposal Use and maintain related safety gears Use bins to dispose wastes 	Pest controlled and waste handled as per operating standard procedures	Knowledge evidence: Detailed knowledge of: Methods: The student should describe different methods for controlling pest and waste disposals Principles: The student should illustrate procedures of controlling pests and waste disposals Theories: The student should	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Refrigerators Deep freezers Refuse bin Dust pan Cleaning tools Storage cupboards Cabinets Tables Counter tops 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			school environment and explain how to control them	properly <ul style="list-style-type: none"> Keep surroundings clean all the time Clean and appropriately store tools and agents after use 		explain the importance of correct handling, controlling pest and waste disposals Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety in storage areas Food storage standards Standard operating procedures for controlling pests and waste disposals 	<ul style="list-style-type: none"> Cutting boards Mops and buckets Cleaning agents Disinfectant Sanitisers Storage containers Shelves 	
		(d) Handling perishable and non-perishable foods	Brainstorming: Show students on how to use principles of handling perishable and non-perishable foods Practical work: Guide students on applying various methods of handling perishable and non-perishable foods	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment used to handle perishable and non-perishable foods Use and maintain safety gears worn when handling perishable and non-perishable foods Handle and store food products safely Store food items 	Perishable and non-perishable foods handled appropriately as per food safety standards	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate different methods of handling perishable and non-perishable foods Principles: The student should state principles of handling perishable and non-perishable foods Theories: The student should explain the importance	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Refrigerators Deep freezers Refuse bin Dust pan Cleaning tools Storage cupboards Cabinets Food racks Work tables Mops and 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				in the required temperatures <ul style="list-style-type: none"> Inspect and identify common food safety hazards Store and protect all perishable commodities Ensure that risks of cross contamination are eliminated Apply appropriate method of handling perishables and non-perishables Separate strong smell foods from other foods Maintain storage temperature of perishables and non-perishable foods 		of handling perishable and non-perishable foods Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Food service standards and regulations Food storage standards and regulations HACCP 	buckets <ul style="list-style-type: none"> Cleaning agents Storage containers Cooking ranges Cooking pots Water boiler Storage cans 	
2.0 Performing cooking foods	2.1 Using moist heat methods of cooking	(a) Using boiling cooking method	Demonstration: Show students to use boiling method to cook root-based vegetables Practical: Students practice the	The student should be able to: <ul style="list-style-type: none"> Select ingredients for boiling method Identify suitable tools, and 	Boiling method used as per specifications	Knowledge evidence: Detailed knowledge of: Methods: The student should explain: The use of boiling cooking	The following utensils, tools and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Stoves 	174

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			use of boiling method to cook root-based vegetables Activity: Guide students to identify factors and importance of using boiling method to root-based vegetables and food items in general	equipment for boiling method <ul style="list-style-type: none"> • Select appropriate food to be cooked by boiling method • Clean all utensils, tools, and equipment after use • Store all work tools and dispose waste properly 		methods Principles: The student should state principles involved in: using boiling cooking method Theories: The student should explain: <ul style="list-style-type: none"> • The importance of using boiling method of cooking • Factors to consider in using boiling method of cooking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety measures when using moist heats • Implement HACCP 	<ul style="list-style-type: none"> • Cutting boards • Kitchen knives • Cooking pots with lids • Weighing scale • Wooden spoon • Meat thermometer (probe) • Spoons • Plates • Bowl 	
		(b) Using stewing method of cooking	Demonstration: Show students on how to cook meat dishes by using stewing method Practical: Guide students to cook meat dishes by using stewing method	The student should be able to: <ul style="list-style-type: none"> • Select ingredients for stewing method • Identify suitable tools, and equipment for stewing method • Select 	Stewing method used as per specifications	Knowledge evidence: Detailed knowledge of: Methods: The student should describe the use of stewing cooking method Principles:	The following utensils, tools and equipment should be made available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges, gas stove, charcoal stove, fire woods 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Activity: Guide students to identify importance and factors to consider when using stewing method	appropriate food to be cooked by stewing method <ul style="list-style-type: none"> Clean all utensils, tools and equipment after use Store all work tools and dispose waste properly 		The student should state principles involved in: using stewing cooking method Theories: The student should explain: <ul style="list-style-type: none"> The importance of using stewing method of cooking Factors to consider in using stewing method of cooking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety measures when using moist heats HACCP 	<ul style="list-style-type: none"> Cutting boards Kitchen knives Cooking pots with lids Weighing scale Wooden spoon Meat thermometer (probe) Spoons Plates Bowl Steaming pot or steamer 	
		(c) Using braising cooking method	Demonstration: Show students on how to cook local chicken dishes by using braising method Practical: Guide students to cook local chicken dishes by using braising method	The student should be able to: <ul style="list-style-type: none"> Select ingredients for braising method Identify suitable tools, and equipment for braising method Select appropriate 	Braising method used as per specifications	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain on the use of braising cooking method Principles: The student should state procedures involved in using braising cooking	The following utensils, tools and equipment should be made available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges, gas stove, charcoal stove, fire woods Cutting boards Kitchen knives 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Activity: Guide students to identify advantages and Disadvantages of using braising method	food to be cooked by braising method <ul style="list-style-type: none"> Clean all utensils, tools and equipment after use Store all work tools and dispose waste properly 		method Theories: The student should explain the importance of using braising method of cooking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety measures when using moist heats HACCP 	<ul style="list-style-type: none"> Cooking pots with lids Weighing scale Wooden spoon Meat thermometer (probe) Spoons Plates Bowl Oven or salamander 	
		(d) Using steaming cooking method	Demonstration: Show students on how to cook fish dish by using steaming method Practical: Guide students to cook fish dish by using steaming method Activity: Guide students to explain principles of using steaming method	The student should be able to: <ul style="list-style-type: none"> Select ingredients for steaming method Identify suitable tools, and equipment for steaming method Select appropriate food to be cooked by steaming method Clean all utensils, tools and equipment 	Steaming method used as per specifications	Knowledge evidence: Detailed knowledge of: Methods: The student should explain the use of steaming cooking method Principles: The student should illustrate principles involved in using steaming cooking method Theories: The student should explain:	The following utensils, tools and equipment should be made available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges, gas stove, charcoal stove, fire woods Cutting boards Kitchen knives Cooking pots with lids Weighing scale Wooden spoon Meat thermometer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				after use <ul style="list-style-type: none"> Store all work tools and dispose waste properly 		<ul style="list-style-type: none"> The importance of using steaming method of cooking Factors to consider in using steaming method of cooking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety measures when using moist heats HACCP 	(probe) <ul style="list-style-type: none"> Spoons Plates Bowl Steaming pot or steamer 	
		(e) Using poaching cooking method	Demonstration: Show students on how to cook egg dish by using poaching method Practical: Guide students to cook egg dish by using poaching method Activity: Guide students to explain techniques of using poaching method	The student should be able to: <ul style="list-style-type: none"> Select ingredients for poaching method Identify suitable tools, and equipment for poaching method Select appropriate food to be cooked by poaching method Clean all utensils, tools and equipment after use Store all work tools and dispose 	Poaching method used as per specifications	Knowledge evidence: Detailed knowledge of: Methods: The student should explain on <ul style="list-style-type: none"> the use of poaching cooking method Principles: The student should illustrate principles involved in using poaching cooking method Theories: The student should state: <ul style="list-style-type: none"> The techniques of using poaching 	The following utensils, tools, and equipment should be made available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges, gas stove, charcoal stove, fire woods Cutting boards Kitchen knives Cooking pots with lids Weighing scale Wooden spoon Meat 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				waste properly		method of cooking <ul style="list-style-type: none"> Factors to consider in using poaching method of cooking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety measures when using moist heats Implementing Hazard Analysis Critical Control Point (HCCP) 	thermometer (probe) <ul style="list-style-type: none"> Spoons Plates Bowl Steaming pot or steamer 	
	2.2 Using dry heat methods of cooking	(a) Using baking cooking method	Demonstration: Show students on how to prepare bread by using baking method Practical: Guide students to prepare bread by using baking method Activity: Guide students on different methods used in baking foods	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment used in baking foods Select ingredients, prepare and bake food items Select proper type of food to be baked Weigh and measure materials and ingredients Prepare and bake range of 	Baking method used as per standards	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate different methods used in baking foods Principles: The student should explain procedures of baking variety of foods Theories: The student should explain the importance of baking Circumstantial knowledge: Detailed knowledge	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Oven Measuring cups Measuring spoons Wooden spoons Rubber Spatula/Scraper Spatula/Metal turner 	174

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				different products <ul style="list-style-type: none"> • Maintain tools, and equipment in working order • Work with confidence, within time • Eliminate risks of cross contamination • Select and use appropriate packing materials • Use and maintain safety gears used in baking • Clean and store all utensils, tools and equipment used for baking 		about: <ul style="list-style-type: none"> • Food service standards and regulations • Food storage standards and regulations • HACCP (Hazard Analysis Critical Control Point) 	<ul style="list-style-type: none"> • Pastry brush • Whisk • Kitchen scissors • Rolling pin • Fine-mesh sieve • Chef's knife • Rectangular baking pan • Round cake pan • Loaf pan • Pie pan • Square baking pan • Wire rack • Muffin pan • Baking sheet • Hand mixer/Stand mixer • Parchment paper • Mixing bowls • Pastry blender 	
		(b) Using roasting cooking method	Demonstration: Show students on how to cook chicken dishes by using roasting method Practical: Guide students to	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used in roasting foods • Select 	Roasting method used as per standards	Knowledge evidence of: Detailed knowledge of: Methods: The student should explain different methods used in	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Oven • Salamander • Roasting pan 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>cook chicken dishes by using roasting method</p> <p>Activity: Guide students to explain the importance and effects of using roasting method</p>	<p>ingredients, prepare and roast food items</p> <ul style="list-style-type: none"> • Select proper type of food to be roasted • Weigh and measure materials and ingredients • Prepare and cook a range of food items using roasting method • Maintain work tools, and equipment in order • Work with confidence, within time • Eliminate risks of cross contamination • Use and maintain safety gears used in baking • Clean and store all utensils, tools and equipment used for roasting 		<p>roasting foods</p> <p>Principles: The student should illustrate principles of roasting variety of foods</p> <p>Theories: The student should explain the importance and effects of using roasting food method</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Food service standards and regulations • Food storage standards and regulations • HACCP (Hazard Analysis Critical Control Point) 	<ul style="list-style-type: none"> • Roasting rack • Roasting pot • Basting spoon • Knives • Tongs • Colander • Vegetable peeler • Instant thermometer • Paring knife • Measuring cups • Measuring spoons • Wooden spoons 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		(c) Using grilling cooking method	Demonstration: Show students on how to cook meat dishes by using grilling method Practical: Guide students to cook meat dishes by using grilling method Activity: Guide students to explain the importance and effects of using grilling method	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used in grilling method • Select ingredients, prepare and grill food items • Select proper type of food to be grilled • Weigh and measure materials and ingredients • Work with confidence, within time • Eliminate risks of cross contamination • Use and maintain safety gears used in grilling • Clean and store all utensils, tools and equipment used for roasting 	Grilling method used as per standards	Knowledge evidence: Detailed knowledge of: Methods: The student should identify different methods used in grilling foods Principles: The student should illustrate procedures of grilling variety of foods Theories: The student should explain the importance and effects of using grilling method of cooking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food service standards and regulations • Food storage standards and regulations • HACCP 	The following tools and equipment should be made available <ul style="list-style-type: none"> • Grilling stove • Grilling pan • Grilling wires • Knives • Tongs • Grilling brush • Paring knife • Measuring cups • Measuring spoons • Wooden spoons • Mixing bowl 	
		(d) Using frying cooking method	Demonstration: Show students on how to cook potato dishes by using	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment 	Frying method used as per standards	Knowledge evidence: Detailed knowledge of: Methods:	The following tools, equipment and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			frying method Practical: Guide students to cook potato dishes by using frying method Activity: Guide students to explain the types and importance of using frying method	<ul style="list-style-type: none"> Select ingredients, prepare food items Select proper type of food to be fried Weigh and measure materials and ingredients Work with confidence, within time Eliminate risks of cross contamination Clean and store all utensils, tools and equipment used for frying 		The student should illustrate different methods used in frying foods Principles: The student should illustrate principles used in frying variety of foods Theories: The student should explain on the types and importance of using frying method of cooking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Food service standards and regulations Food storage standards and regulations HACCP 	<ul style="list-style-type: none"> Frying pan Turner Chinese wok Cooking pot Electric or gas or halogen stove Knives Tongs Perforated spoons Colander Measuring cups Measuring spoons Wooden spoons Mixing bowl 	
3.0 Preparing and cooking breakfast dishes	3.1 Preparing and making beverages for breakfast	(a) Preparing and making hot beverages for breakfast	Demonstration: Show students on how to make varieties of beverages for breakfast Practical work: Guide students to prepare varieties of	The student should be able to: <ul style="list-style-type: none"> Select ingredients, tools and equipment for Preparing and making hot 	<ul style="list-style-type: none"> Type of hot beverage prepared is in a required consistency, flavour, appearance and taste 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used to make varieties of beverages for breakfast	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges 	96

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			beverages for breakfast Hands-on activities: Guide students to explain the types and importance of using frying method	beverages for breakfast <ul style="list-style-type: none"> • Check ingredients for freshness and quality for hot beverages for breakfast • Weigh and measure materials and ingredients • Prepare and produce a range of different basic hot beverages • Serve hot beverages at the required temperature • Clean all utensils, tools and equipment used for preparing and making hot beverages • Store all work tools 	<ul style="list-style-type: none"> • Hot beverages prepared and served as per required degree of temperature • Prepared hot beverages are free from particles 	Principles: The student should illustrate principles involved in preparing, making and serving hot beverages Theories: The students should explain: The importance of having a range of hot beverages in breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Nutritional considerations • Influential traditional breakfast drinks • HACCP for breakfast beverages 	<ul style="list-style-type: none"> • Water urn • Coffee maker • Kitchen knives • Measuring spoon • Measuring jug • Strainer • Teapots • Cooking pots • Weighing scale • Tea/coffee cups or mugs • Saucers • Thermal - flask 	
		(b) Preparing and making cold beverages	Demonstration: Show students how to prepare and make cold beverages	The student should be able to: <ul style="list-style-type: none"> • Select ingredients, 	<ul style="list-style-type: none"> • Type of cold beverage prepared is in a required 	Knowledge evidence of: Methods used:	The following tools, equipment and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work: Guide Students to prepare and make cold beverages for breakfast Activity: Guide students to explain the importance of cold beverages in breakfast	tools and equipment for Preparing and making cold beverages for breakfast <ul style="list-style-type: none"> • Check ingredients for freshness and quality; fruits for cold beverages for breakfast • Weigh and measure materials and ingredients for cold beverages • Prepare and produce a range of different basic cold beverages • Serve cold beverages at the required temperature • Clean and store all work tools 	consistency, flavour, appearance and taste <ul style="list-style-type: none"> • Cold beverages prepared and served as per required degree of temperature • Prepared cold beverage is free from particles 	The student should illustrate the methods used to prepare and make cold beverages Principles: The student should state principles involved in preparing, making, and serving cold beverages Theories: The student should explain the importance of cold beverages in breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Nutritional considerations • Influential traditional breakfast drinks • HACCP for breakfast beverages 	<ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Juice dispensing machine • Blender • Water urn • Cutting boards • Kitchen knives • Measuring spoon • Measuring jug • Refrigerator • Strainer • Juice squeezer • Cold beverage jugs • Cooking pots • Weighing scale 	
	3.2 Preparing cold items for breakfast	(a) Preparing fruits for breakfast	Demonstration: Show students how to prepare fruits for breakfast Practical work:	The student should be able to: <ul style="list-style-type: none"> • Select and collect tools and materials for 	Fruits prepared and presented as per recipe requirements	Knowledge evidence: Detailed knowledge of: Methods: The student should	The following utensils, tools, equipment and non-food materials should be made	96

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide Students to prepare fruits for breakfast Activity: Guide students to explain principles of preparing fruits for breakfast	Preparing fruits for breakfast <ul style="list-style-type: none"> • Check fruits for freshness and quality • Prepare varieties of fruit items for breakfast • Serve fruits at the required temperature • Finish and present fruit items for breakfast • Clean work station and replace utensils in their position 		illustrate methods used in preparing fruits for breakfast Principles: The student should identify principles involved in preparing and cutting fruits for breakfast Theories: The student should state the importance of preparing fruits for breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Influential traditional breakfast drinks • HACCP 	available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Colour coded chopping boards • Apple collar • Fruit cutting machine • Fruit ballers • Kitchen knives • Platters • Plates • Bowls • Coupe glasses • Spoons • Cling film • Storage containers • Fruit basket • Refrigerator 	
		(b) Preparing cold meat items for breakfast	Demonstration: Show students how to prepare cold meat items for breakfast Practical work: Guide students to prepare cold meat items for breakfast Activity: Guide students to	The student should be able to: <ul style="list-style-type: none"> • Select and collect tools and materials for making cold meat items for breakfast • Identify equipment • Check cold 	<ul style="list-style-type: none"> • Cold meat sliced as per recipe requirements • Cold meat prepared and cut as per recipe requirements • Types of cold meat is 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing cold meat items for breakfast Principles: The student should: <ul style="list-style-type: none"> • State principles 	The following utensils, tools, equipment, and non-food materials should be made available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, gas stove, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			explain importance of preparing cold meat items for breakfast	meat items for freshness and quality <ul style="list-style-type: none"> • Weigh and measure cold meats for breakfast • Prepare cold meat items for breakfast • Chill cold meat items at required temperature • Finish and present cold meat items for breakfast • Clean and store all work tools 	pleasing in flavour, appearance, and texture <ul style="list-style-type: none"> • Cold meat items well presented • Cold meat served at the required degree of temperature 	involved in preparing cold meat items for breakfast <ul style="list-style-type: none"> • State the principles of cutting cold meat for breakfast Theories: The student should explain the importance of preparing cold meat items for breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Influential traditional breakfast drinks • HACCP 	charcoal stove, fire woods or electric hot plates <ul style="list-style-type: none"> • Colour coded chopping boards • Kitchen knives • Wooden spoon • Storage containers • Mixing bowl • Silver platter • Forks • Nonstick frying pan • Weighing scale • Refuse bin • Cling film • Slicer machine • Sausage stuffer 	
	3.3 Preparing and cooking hot items for breakfast	(a) Preparing and cooking eggs	Demonstration: Show students how to prepare and cook egg dishes for breakfast Practical work: Guide Students to prepare and cook egg dishes for breakfast Activity: Guide students to explain methods of preparing and	The student should be able to: <ul style="list-style-type: none"> • Select type, quality and correct size of eggs • Check ingredients for freshness and quality • Weigh and measure 	<ul style="list-style-type: none"> • Type of egg dishes is pleasing in consistency, flavour, appearance, texture, and taste • Egg dishes cooked and served to the required 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in Preparing and cooking hot items for breakfast Principles: The student should state principles involved in	The following utensils, tools, equipment, and non-food materials should be available: <ul style="list-style-type: none"> • Spider or skimmer • Egg basket • Egg holder • Casserole dish • Skillet 	246

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			cooking egg dishes for breakfast	materials and ingredients <ul style="list-style-type: none"> • Prepare and cook eggs • Finish and present eggs for breakfast • Clean and store all work tools 	degree of doneness and temperature	preparing and cooking eggs for breakfast Theories: The student should explain the importance of preparing and cooking hot items for breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and food safety regulations • HACCP 	<ul style="list-style-type: none"> • Egg turner • Balloon whisk • Mixing bowl • Measuring spoon • Bread toaster • Silver platter • Griddle • Plates • Egg cutter • Forks • Spoons • Nonstick frying pans • Weighing scale • Chafing dishes • Refuse bin • Spatula • Egg poacher • Sauce pan • Pots 	
		(b) Preparing and cooking various basic meat items for breakfast	Demonstration: Show students how to prepare and cook basic meat items for breakfast Practical work: Guide Students to prepare and cook basic meat items for breakfast Activity:	The student should be able to: <ul style="list-style-type: none"> • Select type, quality and right cut of meat items for breakfast • Check meats and other ingredients for freshness and quality 	<ul style="list-style-type: none"> • Type of basic meat items for breakfast is pleasing in consistency, flavour, appearance, texture, and taste • Basic meat items for breakfast 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing and cooking various basic meats for breakfast Principles: The student should illustrate principles	The following utensils, tools, equipment, and non-food materials should be made available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, gas 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide students to explain procedures of preparing and cooking 'basic meat items for breakfast	<ul style="list-style-type: none"> • Weigh and measure meats and other ingredients • Prepare and cook basic meats • Finish and present basic meats' items for breakfast • Clean and store all work tools 	cooked and served to the required degree of doneness and temperature	involved in preparing and cooking various basic meats for breakfast Theories: The student should explain the importance of preparing and cooking basic meat items for breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and food safety regulations • HACCP 	stove, charcoal stove, fire woods or electric hot plates <ul style="list-style-type: none"> • Colour coded chopping boards • Kitchen knives • Wooden spoon • Storage containers • Mixing bowl • Silver platter • Forks • Nonstick frying pans • Weighing scale • Refuse bin • Cling film • Meat mincer or grinder • Slicer machine 	
		(c) Preparing and cooking various basic yeast dough products for breakfast	Demonstration: Show students how to prepare and cook various basic yeast dough products for breakfast Practical work: Guide students to prepare and cook	The students should be able to: <ul style="list-style-type: none"> • Select type, quality basic yeast dough products for breakfast • Check various basic yeast 	<ul style="list-style-type: none"> • Type of various basic yeast dough products for breakfast is pleasing in consistency, flavour, appearance, 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing and cooking various basic yeast dough products for breakfast	The following utensils, tools, equipment and non-food materials should be made available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			various basic yeast dough products for breakfast Activity: Guide students to explain importance of using standard recipes for preparing and cooking various basic yeast dough products for breakfast	dough products for freshness and quality <ul style="list-style-type: none"> • Weigh and measure various basic yeast dough products for breakfast • Prepare and cook various basic yeast dough products • Monitor the cooking process and take actions to make adjustments • Finish and present various basic yeast dough products • Clean and store all work tools 	texture, and taste <ul style="list-style-type: none"> • Basic yeast dough products for breakfast cooked to the required degree of doneness and Colour • Basic yeast dough products for breakfast conform to the cooking methods used 	Principles: The student should state principles involved in preparing and cooking various basic yeast dough products for breakfast Theories: The student should explain the importance of using standard recipes for preparing and cooking various basic yeast dough products for breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and food safety regulations • HACCP 	<ul style="list-style-type: none"> • Ovens, cooking ranges, gas stove, charcoal stove, fire woods or electric hot plates • Bread proofer • Fryer • Sauce pans or pots • Colour coded chopping boards • Kitchen knives • Wooden spoon • Storage containers • Wire rack • Mixing bowl • Silver platter • Cutters • Forks • Nonstick baking trays • Weighing scale • Bread tins • Pastry brush • Sieve • Refuse bin • Dough cutter • Baking sheet • Cling film • Aluminum foil 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> • Bread slicer • Dough mixer 	
		(d) Preparing convenience food items for breakfast	<p>Demonstration: Show students how to prepare convenience food items for breakfast</p> <p>Practical work: Guide students to prepare convenience food items for breakfast</p> <p>Activity: Guide students to explain procedures involved in preparing convenience food items for breakfast</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Select type, quality convenience food items for breakfast • Weigh and measure convenience food items for breakfast • Prepare and cook convenience food items for breakfast • Finish and present convenience food items for breakfast • Clean and store all work tools 	<ul style="list-style-type: none"> • Type of convenience food items for breakfast served is pleasing in consistency, flavour, appearance, texture, and taste • Convenience food items for breakfast cooked and served to the required temperature 	<p>Knowledge evidence: Detailed knowledge of: Methods: The students should illustrate methods used in preparing and cooking convenience food items for breakfast Principles: The student should state principles involved in convenience food items for breakfast Theories: The student should explain the importance of preparing, cooking and using convenience food Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Hygiene and food safety regulations • HACCP 	<p>The following utensils, tools, equipment and non-food materials should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Ovens, cooking ranges, gas stove, charcoal stove, fire woods or electric hot plates • Fryer • Sauce pans or pots • Colour coded chopping boards • Kitchen knives • Wooden spoon • Storage containers • Wire rack • Mixing bowl • Silver platter • Cutters • Forks • Nonstick baking 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
							trays <ul style="list-style-type: none"> • Weighing scale • Pastry brush • Sieve • Refuse bin • Dough cutter • Baking sheet • Cling film • Aluminum foil 	

Form Two

Table 4: Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
1.0 Providing Basic Food and Beverage Services	1.1 Preparing Restaurant for services	(a) Arranging buffet table	Brainstorming: Guide students to describe buffet table Demonstration: Show students how to arrange buffet table Practical work: Guide students to prepare buffet table for service	The student should be able to: <ul style="list-style-type: none"> • Select the necessary utensils and materials for laying tables • Arrange tables based on the shape of the room or space and available furniture • Lay over tables' linens as per requirement • Check restaurant furniture for cleanliness and safety • Place decorations and materials on buffet tables • Remove pins and other unwanted items • Work within time 	<ul style="list-style-type: none"> • Buffer tables, restaurant tables, chairs, side boards and side tables arranged as per standards • Linens laid appropriately • Condiment and cruet set filled and placed on the table • Electrical appliances switched on • Buffet table length set neatly as per length of the menu 	Knowledge evidence: Detailed knowledge of: Methods: Student should illustrate methods used in: Arranging buffet tables Principles: The student should state principles involved in preparing and arranging buffet tables Theories: The student should explain the importance of preparing and arranging buffet table Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Standards of safety and 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Restaurant tables and chairs • Table linen • Table mats • Condiment containers • Flower vase • Menus • Promotional material • Trays 	110

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						hygiene in food service areas <ul style="list-style-type: none"> • Selling techniques • Standard operating procedures for providing food beverage services 		
		(b) Setting tables for Continental Breakfast	Brainstorming: Guide students to describe factors used for setting up tables for continental breakfast Demonstration: Show students how to set tables for continental breakfast Practical work: Guide students to set tables for continental breakfast	The student should be able to: <ul style="list-style-type: none"> • Select necessary tools and materials for laying tables for continental breakfast • Lay table linens • Lay cutleries for continental breakfast • Lay crockeries • Lay glassware • Fold napkins • Place decorations and promotional materials on the table • Ensure that the 	<ul style="list-style-type: none"> • Tables for Continental Breakfast are set accordance with the menu function and standards 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in setting up tables for continental breakfast Principles: The student should state principles involved in setting up tables for continental breakfast Theories: The student should explain the importance of	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Restaurant tables and chairs • Table linen • Table mats • Crockeries • Cutleries • Glass-wares • Napkins • Condiment containers • Flower vase • Flowers • Continental breakfast menu 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				restaurant is well set for continental breakfast <ul style="list-style-type: none"> Remove unwanted items and store appropriately 		setting up tables for continental breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standards of safety and hygiene in food service areas Selling techniques SoP for providing food beverage services 	<ul style="list-style-type: none"> Trays Table number 	
		(c) Setting tables for English breakfast	Brainstorming: Guide students to describe factors for setting up tables for English breakfast Demonstration: Guide students how to set tables for English breakfast Practical work: Guide students to set tables for English breakfast	The student should be able to: <ul style="list-style-type: none"> Select necessary tools and materials for laying tables for English breakfast Lay table linens Lay cutleries for English breakfast Lay crockeries Lay glassware 	<ul style="list-style-type: none"> Restaurant tables, chairs, side boards and side table arranged for service Crockery, cutlery and glasses cleaned and polished Appropriate linen, cutlery, crockery and glassware set as per standards 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in setting up tables for English breakfast Principles: The student should state procedures involved in	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Restaurant tables and chairs Table linens Table mats Crockeries Cutleries Glass-ware Napkins 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Fold napkins • Place decorations and promotional materials on the table • Ensure that the restaurant is well set for English breakfast • Remove unwanted items and store appropriately 	<ul style="list-style-type: none"> • Table covers laid in accordance with the menu function • Condiment and cruet set filled and placed on the tables • Flowers set as per standards • Electrical appliances switched on • Guest napkins neatly folded • English breakfast cover neatly set 	setting up tables for English breakfast Theories: The student should explain the importance of setting up tables for English breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety standards and food service hygiene • Selling techniques • SoP for providing food beverage services 	<ul style="list-style-type: none"> • Condiment containers • Flower vase • Flowers • Continental breakfast menu • Trays • Table number 	
		(d) Setting tables for table d'hôte menu	Brainstorming: Guide students to describe techniques used in setting up tables for table d'hôte menu Demonstration: Guide students how to set tables for table	The student should be able to: <ul style="list-style-type: none"> • Select necessary tools and materials for laying tables for table d'hôte menu • Lay table linens 	<ul style="list-style-type: none"> • Restaurant tables, chairs, side boards and side table arranged for table d'hôte services • Crockery, cutlery and glasses 	Knowledge evidence: Detailed knowledge of: Methods: <ul style="list-style-type: none"> • Table d'hôte service • Setting tables for table d'hôte menu 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Restaurant tables and chairs 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			d'hôte menu Practical work: Guide students to set tables for table d'hôte menu	<ul style="list-style-type: none"> Lay cutleries for table d'hôte menu Lay crockeries Lay glassware Fold Napkins Place decorations and promotional materials on the table Ensure the restaurant is well set for table d'hôte menu Re-inspect the restaurant area and table settings for cleanliness Check condiments and cruet for adequate stock and cleanliness Switch on appliances i.e. air conditioning, lighting, and music Ensure that menus and wine lists are 	cleaned and polished <ul style="list-style-type: none"> Appropriate linen, cutlery, crockery and glassware set as per standards Table covers laid in accordance with the table d'hôte menu function Condiment and cruet set filled and placed on the tables Flowers set as per standards Electrical appliances switched on Guest napkins neatly folded Table d'hôte cover neatly set 	Principles: The student should explain procedures involved in setting up tables for table d'hôte menu Theories: The student should explain the importance and techniques of setting tables for table d'hôte menu Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety standards and food service hygiene Selling techniques HACCP 	<ul style="list-style-type: none"> Table linen Table mats Crockeries Cutleries Glass-wares Napkins Condiment containers Flower vase Flowers Continental breakfast menu Trays Table number 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		(e) Setting tables for a' la' carte menu	Brainstorming: Guide student to illustrate techniques used in setting tables for a' la' carte menu Demonstration: Guide students how to set tables for a' la' carte menu Practical work: Guide student s to set tables for a' la' carte menu	up-to-date The student should be able to: <ul style="list-style-type: none"> • Select necessary tools and materials for laying tables for a' la' carte menu • Lay table linens • Lay cutleries for a' la' carte menu • Lay crockeries • Lay glassware • Fold napkins • Place decorations and promotional materials on the table • Ensure the restaurant is well set for a' la' carte menu • Check condiments and cruet for adequate stock and cleanliness • Switch on appliances i.e. air conditioning, lighting and music • Ensure that 	<ul style="list-style-type: none"> • Restaurant tables and chairs neatly arranged • Restaurant tables, chairs, side boards, and side table arranged for a' la' carte services • Crockery, cutlery and glasses clean and polished • Appropriate linen, cutlery, crockery and glassware set as per standards • Table covers laid in accordance with the table a' la' carte menu function • Condiment and cruet set filled and placed on the tables • Flowers set as per standards 	Knowledge evidence: Detailed knowledge of: <ul style="list-style-type: none"> • A' la' carte service • Setting tables for a' la' carte menu Principles: The student should state principles involved in setting up tables for a' la' carte menu Theories: The student should explain the: <ul style="list-style-type: none"> • Techniques of setting tables for a' la' carte menu • Factors to consider when setting table for a' la' carte menu • Advantages and disadvantages of a' la' carte 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Restaurant tables and chairs • Table linen • Table mats • Crockeries • Cutleries • Glass-wares • Napkins • Condiment containers • Flower vase • Flowers • Continental breakfast menu • Trays • Table number 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				menus and wine lists are up-to-date	<ul style="list-style-type: none"> Electrical appliances switched on Guest napkins neatly folded A' la' carte cover neatly set A' la carte covers neatly set for service 	menu Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety standards and food service hygiene HACCP 		
	1.2 Handling complaints	(a) Recording guest complaints	Group work: Guide students to identify and explain procedures for recording guest complaints Demonstration: Show students how to record guest complaints Practical work: Guide students in recording guest complaints	The student should be able to: <ul style="list-style-type: none"> Receive guest complaints Record guest complaint Categorise complaints Establish facts or cause of complaint Handle complaint 	Guest complaints recorded as per standards	Knowledge evidence: Detailed knowledge of: Methods: The student should explain various methods used in Recording guest complaints Principles: The student should state principles involved in Recording guest complaints Theories: The student should explain importance of: Recording guest complaint	The following tools, equipment, and other materials should be made available: <ul style="list-style-type: none"> Professional uniforms Pen Stationaries Complaints book (record book) Suggestion box Questionnaires Computer 	108

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge: <ul style="list-style-type: none"> • Communication skills • Customer care • Establishment policy 		
		(b) Resolving complaints and provide comments	Demonstration: Use the video clip to show students how to resolve guest complaints Role play: Guide students to model resolving guest complaints as per demonstration Think-ink-write-share: Organize students in manageable groups to explain the importance of resolving guest complaints	The student should be able to: <ul style="list-style-type: none"> • Receive guest complaints • Categorise complaints • Resolve complaints 	Guest complaints resolved as per standards	Knowledge evidence: Detailed knowledge of: Methods: The student should explain various methods used in Resolving guest complaints Principle: The student should state principles involved in resolving guest complaints Theories: The student should explain importance of resolving guest complaints Circumstantial knowledge: Detailed	The following tools, equipment, and other materials should be made available: <ul style="list-style-type: none"> • Professional uniforms • Pen • Stationaries • Complaints book (record book) • Suggestion box • Questionnaires • Computer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						knowledge: <ul style="list-style-type: none"> • Communication skills • Customer care policy 		
		(c) Handling guest comments through telephone	Demonstration: Show students how to handle guest comments through telephone Practical work: Guide students how to handle guest comments through telephone Activity: Guide students to explain importance of handling guest comments through telephone	The student should be able to: <ul style="list-style-type: none"> • Receive guest comments • Categorise comments into types • Handle guest comments through telephone 	Guest comments handled as per standards	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate various methods used in handling comments as per standards Principles: The student should state principles involved in handling comments Theories: The student should explain importance of handling comments as per standards Circumstantial knowledge: Detailed knowledge: <ul style="list-style-type: none"> • Customer care 	The following tools, equipment, and other materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Pen • Stationaries • Complaints book (record book) • Suggestion box • Questionnaires • Computer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		(d) Making follow up to guest satisfaction	Brainstorming: Guide students to identify and explain procedures for making follow up on guest satisfaction Practical work: Guide students how to make follow up to guest satisfaction Activity: Assign students in manageable groups to role play how to make follow up on guest satisfaction	The student should be able to: <ul style="list-style-type: none"> • Receive guest comments • Handle guest comments properly • Give feedback to a guest • Make follow up to guest satisfaction 	Follow up on guest satisfaction done as per standard operating procedures of customer care	policy Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate various methods used in making follow up to guest satisfaction Principles: The student should state principles involved in making follow ups to guest satisfaction Theories: The student should explain importance of making follow ups to guest satisfaction Circumstantial knowledge • Detailed knowledge: <ul style="list-style-type: none"> • Customer care policy 	The following tools, equipment and other materials should be made available: <ul style="list-style-type: none"> • Professional uniforms • Pen • Stationaries • Complaints book (record book) • Suggestion box • Questionnaires • Computer 	
		(e) Checking guest satisfaction	Brainstorming: Guide students to illustrate procedures for checking guest	The student should be able to: <ul style="list-style-type: none"> • Handle guest comments 	Checking guest satisfaction done as per standard operating	Knowledge evidence: Detailed knowledge of:	The following tools, equipment and other materials should	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			satisfaction Demonstration: Show students how to check guest satisfaction Practical work: Guide students to Check guest satisfaction	properly <ul style="list-style-type: none"> Give feedback to a guest Check guest satisfaction 	procedures of customer care	Methods: The student should illustrate various methods used in checking guest satisfaction Principles: The student should state principles involved in checking guest satisfaction Theories: The student should explain importance of checking guest satisfaction Circumstantial knowledge: Detailed knowledge: <ul style="list-style-type: none"> Customer care guidelines 	be made available: <ul style="list-style-type: none"> Professional uniforms Pen Stationaries Complaints book (record book) Suggestion box Questionnaires Computer 	
	1.3 Handling special requests	(a) Handling dietary request	Think-ink-write-share: Guide students to identify techniques used in handling dietary request Demonstration: Show students how to handle dietary requests Practical:	The student should be able to: <ul style="list-style-type: none"> Receive dietary requests Inform relevant section to handle dietary request Handle dietary 	Guests dietary request received, provided and guest satisfied	Knowledge evidence: Detailed knowledge of: Methods: The student should explain various methods of handling dietary requests Principles:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Telephone Computer Log book Special 	108

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Guide students to handle dietary requests as per requirements	requests as per standard <ul style="list-style-type: none"> • Provide service as per dietary requirement • Use appropriate documents for handling dietary requirements 		The student should state principles involved in handling dietary request Theories: The student should explain the: importance and factors to consider in handling dietary request requests Circumstantial knowledge: Detailed knowledge about: Customer care guidelines	request forms <ul style="list-style-type: none"> • Pen • Menu card or book • Note book • Order book • Bill book • Invoice book • Cash receipt book • Daily duty report forms • Electronic receipt machine • Folder 	
		(b) Handling babysitting request	Library and internet search: Guide students to search for relevant information on handling babysitting requests Demonstration: Guide students how to handle babysitting requests Practical: Guide students to handle babysitting	The student should be able to: <ul style="list-style-type: none"> • Receive babysitting request • Handle babysitting requests as per standard • Attend babysitting requests 	Babysitting services provided as per standards	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate various methods of handling babysitting requests Principles: The student should state principles	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Telephone • Computer • Log book • Special request forms • Pen • Menu card or 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			requests as per standards of service			involved in: handling babysitting request Theories: The student should explain the importance of handling babysitting requests appropriately Circumstantial knowledge: Detailed knowledge about: Customer care guidelines	book <ul style="list-style-type: none"> Note book Order book Bill book Invoice book Cash receipt book Daily duty report forms Electronic receipt machine Folder Baby sitting facilities 	
		(c) Attending VIP guests	Discussion: Guide students to discuss methods used in attending VIPs guests Demonstration: Show students how to attend VIP guests Practical: Guide students how to attend VIP guests	The student should be able to: <ul style="list-style-type: none"> Receive VIP guests Receive VIP guests' requests Inform relevant section to handle VIP guests' requests Handle VIP guests as per standards 	VIP guest received, service provided and satisfied	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate various methods of attending VIP guests Principles: The student should apply principles involved in receiving and attending VIP	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Telephone Computer Log book VIPs request forms Pen VIPs menu card or book Note book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Provide services to VIP guests as per standards Use appropriate documents to attend VIPs 		guests Theories: The student should explain the importance of attending VIP guests appropriately Circumstantial knowledge: Detailed knowledge about: Customer care guidelines	<ul style="list-style-type: none"> Order book Bill book Invoice book Cash receipt book Daily duty report forms Electronic receipt machine Folder 	
		(d) Handling disabled guests	Brainstorming: Guide students to state principles of handling disabled guests Demonstration: Show students how to handle disabled guests Practical work: Guide students how to handle disabled guests	The student should be able to: <ul style="list-style-type: none"> Receive disabled guests Receive disabled guests' requests Provide services to disabled guests as per standards Use appropriate documents to attend disabled guests Make follow-up to disabled 	Disabled guests' Handled as per standards of customer care	Knowledge evidence: Detailed knowledge of: Methods: The student should explain various methods of handling disabled requests Principles: The student should apply principles involved in handling disabled guests Theories: The student	The following tools and equipment should be made available <ul style="list-style-type: none"> Professional uniforms Telephone Computer Log book Disabled guest facilities Pen Menu card or book Note book Order book Bill book Invoice book Cash receipt 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				guests' satisfaction		should explain the importance of handling disabled guests Circumstantial knowledge: Detailed knowledge about customer care guidelines	book <ul style="list-style-type: none"> • Daily duty report forms • Electronic receipt machine • Folder 	
	1.4 Taking food and beverages orders	(a) Taking food order	Discussion: Guide students to discuss principles used in taking food orders Demonstration: Show students how to take food orders Practical work: Organize students in manageable groups to practice how to take food orders	The student should be able to: <ul style="list-style-type: none"> • Welcome and greet the guests • Escort guests to the table for sitting • Introduce oneself to guests • Give menu to guests • Take food order 	Food order handled as per service standards	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods employed to take food order properly Principles: The student should describe procedures involved in taking food orders Theories: The student should explain the importance of taking food orders properly Circumstantial knowledge:	The following utensils, tools, equipment and other materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Digital menu or QR code menu • Food menu • Order book or captain order book • Pen • Lighter or match box • Openers 	108

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> Menu knowledge Upselling techniques 		
		(b) Taking beverage order	Discussion: Guide students to discuss methods used to take beverages order Demonstration: Show students how to take orders for beverages Practical work: Organise students in manageable groups then guide them how to take beverage orders	The student should be able to: <ul style="list-style-type: none"> Receive guests by name Escort guests to sit Introduce oneself to guests Give menu to guests Take beverage order Take food order Take wine order 	<ul style="list-style-type: none"> Beverage orders taken and service provided to guest as per required standards 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate how to take beverage order properly Principles: The student should describe principles involved in taking beverage orders Theories: <ul style="list-style-type: none"> The student should explain the importance of taking beverage orders Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Menu 	The following utensils, tools, equipment and other materials should be available: <ul style="list-style-type: none"> Professional uniforms Digital menu or QR code menu Beverage list Order book or captain order book Pen Lighter or match box Openers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						knowledge • Upselling techniques		
		(c) Taking breakfast order	Discussion: Guide students to discuss methods and principles used to take breakfast orders Demonstration: Show students how to take breakfast order Activity Practical work: Arrange students in manageable groups to take breakfast orders	The student should be able to: <ul style="list-style-type: none"> • Welcome and greet the guests by names • Escort guests to the table • Seat the guests • Introduce oneself to guests • Give menu to guests • Take breakfast order • Send order to the kitchen 	<ul style="list-style-type: none"> • Breakfast provided to guest as per required standards 	Knowledge evidence: Detailed knowledge of: Methods: The student should explain how to take breakfast order properly Principles: The student should state principles involved in taking and serving breakfast as per order Theories: The student should explain the importance of proper handling breakfast orders Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Menu knowledge • Selling 	The following utensils, tools, equipment and other materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Digital menu or QR code menu • Beverage list • Order book or captain order book • Pen • Lighter or match box • Openers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						techniques • Customer service		
		(d) Taking banqueting event/ function order	Library and internet search: Guide student to search materials relevant to taking function order, and present in the class Demonstration: Show students how to take function orders Practical work: Guide students in practical basis how to take orders for function	The student should be able to: <ul style="list-style-type: none"> • Welcome and greet guests • Handle function or banqueting menu • Take banqueting/ function orders • Serve banqueting/ function orders 	<ul style="list-style-type: none"> • Function or banqueting orders taken and served as per specifications 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used to take function or banqueting orders properly Principles: The student should state principles involved in taking function or banqueting orders Theories: The student should explain the importance of taking banqueting/ function Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Menu knowledge 	The following utensils, tools, equipment and other materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Digital menu or QR code menu • Beverage list • Order book or captain order book • Pen • Lighter or match box • Openers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Selling techniques • Customer service 		
2.0 Preparing and cooking stocks, soups and sauces	2.1 Preparing and cooking stocks	(a) Preparing and cook white stocks	<p>Demonstration: Show students how to prepare and cook white stocks</p> <p>Practical work: Guide students to prepare and cook white stocks</p> <p>Library and internet search: Guide students to search e-materials on standard recipes for white stocks</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and equipment used for cooking white stocks • Select and prepare ingredients for preparation and cooking white stock • Weigh and measure materials and ingredients for white stock • Prepare and cook white stock • Monitor cooking process and take actions to make adjustments • Store strained stock for later use • Clean work stations and 	<ul style="list-style-type: none"> • Basic white stocks prepared and finished according to recipe requirements • White stock cooked to required degree of temperature • White stock strained and free from particles and grease • Appearance, aroma, and colour for white fish stock is clear and free from impurities • Prepared white stocks not for immediate use are stored under hygienic conditions 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should explain:</p> <ul style="list-style-type: none"> • Various methods used in preparing and cooking white stocks • Various strategies to prevent loss of nutrients, colour, texture, and natural taste <p>Principles: The student should state procedures involved in preparing and cooking white stock</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Cutting boards • Kitchen knives • Kitchen papers • Cooking pots • Stock pots • Ladles • Skimmer • Bone chopper • Colander • Vegetable peeler • Serving dishes or containers • Refrigerator • Deep freezer • Strainer • Conical strainer 	66

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				store utensils in their positions		preparing and cooking white stocks <ul style="list-style-type: none"> Factors to be considered when preparing and cooking white stocks Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Food hygiene and safety regulations Hazard Analysis and Critical Control Points (HACCP) 	<ul style="list-style-type: none"> Gastronome tray 	
		(b) Preparing and cooking brown stocks	Demonstration: Show students how to prepare and cook brown stocks Practical work: Guide students to prepare and cook brown stocks Library and internet search: Guide students to search e-materials on	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment used for cooking brown stock Select and prepare ingredients for preparing and cooking brown stock 	<ul style="list-style-type: none"> Basic brown stocks prepared and finished according to recipe requirements Brown stock cooked to required degree of temperature 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate various methods used in preparing and cooking brown stocks Principles:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			identifying standard recipes for brown stocks	<ul style="list-style-type: none"> • Prepare ingredients for brown stock by cutting and chopping • Weigh and measure materials and ingredients for brown stock • Prepare and cook brown stocks • Monitor cooking process and take actions to make adjustments • Store strained brown stock for later use • Clean work stations and store utensils in their storage positions 	<ul style="list-style-type: none"> • Brown stock strained and free from particles and grease • Appearance for brown stock is clear and free from impurities • Prepared brown stocks not for immediate use are stored under hygienic conditions 	<p>The student should state principles involved in preparing and cooking brown stock</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The meaning of brown stocks • Factors to be considered when preparing and cooking brown stocks • Contamination hazards when storing brown stocks • Uses of brown stocks <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis and 	<p>knives</p> <ul style="list-style-type: none"> • Kitchen papers • Cooking pots • Stock pots • Soup ladles • Bone chopper • Colander • Vegetable peeler • Gastronome containers • Refrigerator • Deep freezer • Skimmer • Strainer • Conical strainer • Roasting pan • Gastronome tray • Frying pans 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						Critical Control Points (HACCP)		
	2.2 Preparing and cooking soups	(a) Preparing and cooking clear soups	Demonstration: Show students how to prepare and cook clear soups Practical work: Guide students to prepare and cook clear soups Library and internet search: Guide students to search e-materials on identifying standard recipes for clear soups	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment used for preparing and cooking clear soups Select and prepare ingredients for preparation and cooking clear soups Check all ingredients for freshness and quality Make all basic preparations including cutting, weighing, and measuring materials and ingredients for clear soups Prepare and cook various types of clear soups Prepare and 	<ul style="list-style-type: none"> Clear soups prepared and finished according to recipe requirements Clarifying and thickening agents for clear soup used according to the recipe Consistence for Clear soups be clear and free from lumps and impurities Taste and flavour of clear soups equivalent to recipe Finished clear soups garnished and served to the required temperature 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate various methods of preparing and cooking clear soups Principles: The student should state principles involved in preparing and cooking clear soups Theories: The student should explain the importance of using correct methods in preparing, cooking and serving clear soups Circumstantial knowledge:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cutting boards Kitchen knives Cooking pots Stock pots Ladles Bone chopper Colander Gastronome containers Soup tureen Refrigerator Deep freezer Skimmer Conical strainer or chi noise Soup plate Cheese grater Frying pans Stainless steel pot Wooden 	114

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				use garnishes for clear soups <ul style="list-style-type: none"> • Finish and serve clear soups • Store remaining clear soups at a required degree of temperature • Clean all utensils, tools, equipment, and preparation area after cooking soups • Store all the utensils and dispose wastes 		Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis Critical Control Point (HACCP) 	spoons	
		(b) Preparing and cooking puree soups	Demonstration: Show students how to prepare and cook puree soups Practical work: Guide students to prepare and cook puree soups Library and internet search: Guide students to search e-materials on identifying standard recipes for pure soups	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking puree soups • Select and prepare ingredients for preparation and cooking puree soup • Check all 	<ul style="list-style-type: none"> • Puree soups prepared and finished according to recipe requirements • Puree soups cooked thoroughly • Consistence for puree soups free from lumps • Consistence for puree 	Knowledge evidence: Detailed knowledge of: Methods: The student should explain various methods of preparing and cooking puree soups Principles: The student should state principles	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cutting boards • Kitchen knives • Cooking pots • Stock pots • Ladles • Bone chopper 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> ingredients for freshness and quality • Make all basic preparations including cutting, weighing, and measuring materials and ingredients for puree soups • Prepare and cook various types of puree soups • Monitor the cooking process and take actions to make adjustments to puree soups • Prepare and mix thickening agents (roux, liaison and Beurre-Manie) applicable to puree soups • Prepare and use garnishes for puree soups • Finish and serve puree 	<ul style="list-style-type: none"> soups is smooth, velvety and free from lumps • Taste and flavour of puree soups equivalent to recipe • Finished puree soups garnished and served to the required temperature 	<ul style="list-style-type: none"> involved in preparing and cooking puree soups <p>Theories: The student should explain the importance of using correct methods in preparing and cooking puree soups</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Food hygiene and safety regulations • HACCP 	<ul style="list-style-type: none"> • Colander • Gastronome containers • Soup tureen • Refrigerator • Deep freezer • Skimmer • Conical strainer or chi noise • Soup plate • Cheese grater • Frying pans • Stainless steel pot • Wooden spoons 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				soups <ul style="list-style-type: none"> • Store remaining puree soups at a required degree of temperature • Clean all utensils, tools, equipment and preparation area after cooking puree soups • Store all the utensils and dispose of wastes 				
		(c) Preparing and cooking velouté soups	Demonstration: Show students how to prepare and cook velouté soups Practical work: Guide students to prepare and cook velouté soups Library and internet search: Guide students to search for e-materials on identifying standard recipes for velouté soups	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking velouté soups • Select and prepare ingredients for preparation and cooking velouté soup • Weigh and measure materials and ingredients for 	<ul style="list-style-type: none"> • Velouté soups prepared and finished according to recipe requirements • Velouté soups cooked thoroughly • Consistence for velouté soups be puree and free from lumps and impurities • Taste and 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate various methods of preparing and cooking velouté soups Principles: The student should state principles involved in preparing and cooking velouté	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cutting boards • Kitchen knives • Cooking pots • Stock pots • Ladles • Bone chopper • Colander • Gastronome 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • velouté soup • Prepare and cook various types of clear soups • Monitor the cooking process and take actions to make adjustments to velouté soups • Prepare and mix thickening agents (roux, liaison and Beurre-Manie) applicable to clear soups • Prepare and use garnishes for velouté soups • Finish and serve velouté soups • Store remaining velouté soups at a required degree of temperature • Clean all utensils, tools, equipment and preparation 	<ul style="list-style-type: none"> • flavour of velouté soups equivalent to recipe • Finished velouté soups garnished and served to the required temperature 	soups Theories: The student should explain the importance of using correct methods in preparing, cooking and serving velouté soups Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis Critical Control Point (HACCP) 	containers <ul style="list-style-type: none"> • Refrigerator • Deep freezer • Skimmer • Conical strainer or chi noise • Soup/sauce plate • Cheese grater • Frying pans • Stainless steel pot • Wooden spoons 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				area after cooking velouté soups <ul style="list-style-type: none"> • Store all the utensils and dispose wastes 				
	2.3 Preparing and cooking basic sauces, gravies and miscellaneous sauces	(a) Preparing and cooking roux-based sauces	Demonstration: Show students how to prepare and cook roux-based sauces Practical work: Guide students to prepare and cook roux-based sauces Library and internet search: Guide students to search e-materials on identifying standard recipes for roux-based sauces	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking roux-based sauces • Select and prepare ingredients for preparation and cooking roux-based sauces • Check all ingredients for freshness and quality for preparing and cooking roux-based sauces • Prepare ingredients by cutting, weighing, and measuring materials and ingredients for roux-based 	<ul style="list-style-type: none"> • Roux-based sauces prepared and finished to the required degree of temperature • Consistence of roux-based sauces is smooth, velvety and free from lumps • Roux-based sauces Aroma be suitable and inviting • Roux-based sauces properly served • Roux-based sauces colour conforms to the recipe specifications 	Knowledge evidence: Detailed knowledge of: Methods: The student should be able to illustrate methods of making roux-based sauces Principles: The student should state the principles of preparing, cooking and serving roux-based sauces Theories: The student should explain the importance of preparing and cooking roux-based sauces Circumstantial knowledge: Detailed	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Cutting boards • Kitchen knives • Cooking pots • Sauce pots • Teaspoon • Sauce ladles • Sauce boats • Skimmer • Colander • Vegetable peeler • Gastronome containers • Refrigerator • Plastic bags • Conical strainer or chi noise 	183

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				sauces <ul style="list-style-type: none"> • Cook various types of basic roux-based sauces • Monitor the cooking process and take actions to make adjustments for roux-based sauces • Finish and serve roux-based sauces as per recipe requirements • Clean and store work tools 		knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis Critical and Control Points (HACCP) 	<ul style="list-style-type: none"> • Cheese grater • Gastronome tray • Frying pans • Metal spatula • Wooden spoon • Blender • Table spoon 	
		(b) Preparing and cooking butter-based sauces	Demonstration: Show students how to prepare and cook butter-based sauces Practical work: Guide students to prepare and cook butter-based sauces Library and internet search: Guide students to search for e-materials on identifying standard recipes for	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking butter-based sauces • Select and prepare ingredients for preparation and cooking butter-based 	<ul style="list-style-type: none"> • Butter-based sauces prepared and finished to the required degree of the temperature • Consistence of butter-based sauces is smooth, velvety and free from lumps • Butter-based 	Knowledge evidence: Detailed knowledge of: Methods: The student should be able to illustrate methods of making butter-based sauces Principles: The student should state the principles of preparing,	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Cutting boards • Kitchen knives • Cooking pots • Sauce pots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			butter-based sauces	sauces <ul style="list-style-type: none"> • Check all ingredients for freshness and quality for preparing and cooking butter-based sauces • Prepare ingredients by cutting, weighing, and measuring materials and ingredients for butter-based sauces • Cook various types of basic butter-based sauces • Monitor the cooking process and take actions to make adjustments for butter-based sauces • Finish and serve butter-based sauces as per recipe requirements • Clean all 	sauces Aroma be suitable and inviting <ul style="list-style-type: none"> • Butter-based sauces properly served • Butter-based sauces colour conforms the recipe specifications 	cooking and serving butter-based sauces Theories: The student should explain: the importance of preparing and cooking butter-based sauces Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Teaspoon • Sauce ladles • Sauce boats • Skimmer • Colander • Vegetable peeler • Gastronome containers • Refrigerator • Plastic bags • Conical strainer or chi noise • Cheese grater • Gastronome tray • Frying pans • Metal spatula • Wooden spoon • Blender • Tablespoon 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				utensils, tools, and equipment after cooking butter-based sauces				
		(c) Preparing and cooking miscellaneous sauces	Demonstration: Show students how to prepare and cook miscellaneous sauces Practical work: Guide students to prepare and cook miscellaneous sauces Library and internet search: Guide students to search for e-materials on identifying standard recipes for miscellaneous sauces	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing miscellaneous sauces • Select and prepare ingredients for preparation and cooking miscellaneous sauces • Check all ingredients for freshness and quality for preparing and cooking miscellaneous sauces • Prepare ingredients by cutting, weighing, and measuring materials and ingredients for miscellaneous 	<ul style="list-style-type: none"> • Miscellaneou s sauces prepared and finished to the required degree of the temperature • Consistence of miscellaneous sauces is smooth, velvety and free from lumps • Miscellaneou s sauces Aroma be suitable and inviting • Miscellaneou s sauces properly served • Miscellaneou s sauces colour conforms the recipe specifications 	Knowledge evidence: Detailed knowledge of: Methods: The student should be able to illustrate methods of making miscellaneous sauces Principles: The student should apply the principles of preparing, cooking and serving miscellaneous sauces Theories: The student should explain the importance of preparing and cooking miscellaneous sauces Circumstantial knowledge:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Cutting boards • Kitchen knives • Cooking pots • Sauce pots • Teaspoon • Sauce ladles • Sauce boats • Skimmer • Colander • Vegetable peeler • Gastronome containers • Refrigerator • Plastic bags • Conical strainer or chi noise • Cheese grater 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				sauces <ul style="list-style-type: none"> • Cook various types of basic miscellaneous sauces • Monitor the cooking process and take actions to make adjustments for miscellaneous sauces • Finish and serve miscellaneous sauces as per recipe requirements • Clean all utensils, tools, and equipment after cooking miscellaneous sauces 		Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis and Critical Control Points (HACCP) 	<ul style="list-style-type: none"> • Gastronome tray • Frying pans • Metal spatula • Wooden spoon • Blender • Tablespoon 	
		(d) Preparing and cooking gravies	Demonstration: Show students how to prepare and cook gravies Practical work: Guide students to prepare and cook gravies Library and internet	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking gravies • Select and prepare 	<ul style="list-style-type: none"> • Gravies prepared and finished to the required degree of the temperature • Consistence of gravies are smooth, velvety and 	Knowledge evidence: Detailed knowledge of: Methods: The student should be able to illustrate methods of making gravies Principles:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Cutting 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			search: Guide students to search e-materials on identifying standard recipes for gravies	ingredients for preparation and cooking gravies <ul style="list-style-type: none"> • Prepare ingredients by cutting, weighing, and measuring materials and ingredients for gravies • Cook various types of basic gravies • Monitor the cooking process and take actions to make adjustments for gravies • Finish and serve gravies as per recipe requirements • Clean all utensils, tools, and equipment after cooking gravies 	free from lumps <ul style="list-style-type: none"> • Gravies sauces Aroma be suitable and inviting • gravies properly served • Gravies sauces colour conforms the recipe specifications 	The student should state the principles of preparing, cooking and serving gravies Theories: The student should explain the importance of preparing and cooking gravies Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis and Critical Control Points (HACCP) 	boards <ul style="list-style-type: none"> • Kitchen knives • Cooking pots • Sauce pots • Teaspoon • Sauce ladles • Sauce boats • Skimmer • Colander • Vegetable peeler • Gastronome containers • Refrigerator • Plastic bags • Conical strainer or chi noise • Cheese grater • Gastronome tray • Frying pans • Metal spatula • Wooden spoon • Blender • Tablespoon 	
3.0 Preparing and cooking vegetables, pulses, and vegetarian	4.1 Preparing and cooking vegetable dishes	(a) Preparing vegetables	Demonstration: Show students how to prepare vegetables Practical work: Guide students to	The student should be able to: <ul style="list-style-type: none"> • Check all vegetables for freshness and 	Different vegetables prepared as per type and ready for cooking	Knowledge evidence: Detailed knowledge of: Methods:	The following utensils, tools, equipment and other materials should be made	86

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
dishes			<p>prepare vegetables</p> <p>Field visit: Organize students in manageable groups then visit local markets to identify types of vegetables</p>	<p>quality</p> <ul style="list-style-type: none"> • Weigh and measure vegetables • Prepare equipment and utensils ready for use • Prepare vegetables by using washing, soaking, toning and cutting • Clean work areas, utensils, tools, and equipment used • Store utensils, tools, and equipment and dispose wastes 		<p>The student should illustrate various ways used in preparing and cooking vegetables</p> <p>Principles: The student should state principles involved in preparing and cooking vegetables</p> <p>Theories: The student should explain the importance of applying various techniques in the preparation and cooking of vegetables</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Hygiene and safety regulations • Hazard Analysis and Critical Control Points 	<p>available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Colour coded chopping boards • Vegetable knives • Wooden spoons • Serving containers • Freezer bags • Refrigerator • Deep freezer • Spider or skimmer • Conical strainer • Grater • Vegetable slicer • Vegetable cutter • Salad spinner • Vacuum pack machines 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						(HACCP)		
		(b) Cooking vegetables	Demonstration: Show students how to cook vegetable dishes Practical work: Guide students to cook vegetable dishes Library and internet search: Guide students to search for e-materials on standard recipes for vegetable dishes	The student should be able to: <ul style="list-style-type: none"> • Select materials and ingredients used for cooking vegetable dishes • Cook vegetables as per standard recipes • Finish and present vegetable dishes • Clean work areas, utensils, tools, and equipment used for preparation and cooking • Store utensils and dispose wastes 	Vegetable dishes cooked corresponds to recipe standards	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing and cooking vegetables Principles: The student should state principles involved in preparing and cooking vegetable dishes Theories: The student should explain the important factors to be considered in preparing and cooking vegetables Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety 	This element can be achieved at the school or work place. <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Colour coded chopping boards • Vegetable knives • Wooden spoons • Serving containers • Freezer bags • Refrigerator • Deep freezer • Spider or skimmer • Conical strainer • Grater • Vegetable slicer • Vegetable cutter • Salad spinner • Serving containers • Conical strainer • Vegetable spoon • Vegetable dish • Casserole dish • Grater • Gastronome tray 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						regulations • Hazard Analysis and Critical Control Points (HACCP)	<ul style="list-style-type: none"> • Frying pans • Metal scraper • Vegetable slicer • Vegetable cutter 	
	4.2 Preparing and cooking pulse dishes	(a) Preparing pulses	Demonstration: Show students how to prepare pulses Practical work: Guide students to prepare pulses Field visit: Organize students in manageable groups and visit local markets to identify types of pulses	The student should be able to: <ul style="list-style-type: none"> • Prepare utensils, tools, and equipment for preparing pulses • Select materials for preparing pulses • Prepare pulses by washing and soaking • Store pulses as per standard recipe if not for immediate use • Clean work areas, utensils, tools and equipment used in preparing pulses • Store tools and equipment used and dispose wastes 	Pulse prepared as per type and standard	Knowledge evidence: Detailed knowledge of: Methods: The student should explain methods and techniques for preparing pulses Principles: The student should state principles involved in preparing pulses Theories: The student should explain the importance of preparing pulses Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety • Hazard Analysis 	The following utensils, tools equipment and materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Conical strainer • Mixing bowls • Pots • Pressure cooking pot 	87

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						Critical Control Point (HACCP)		
		(b) Cooking pulses	Demonstration: Show students how to cook pulses' dishes Practical work: Guide students to cook pulses' dishes Library and internet search: Guide students to search for e-materials on standard recipes for pulses' dishes	The student should be able to: <ul style="list-style-type: none"> • Prepare utensils, tools, and equipment for cooking pulses • Select prepared pulses • Cook variety of pulses' dishes • Serve pulses' dish made • Clean work areas, utensils, tools, and equipment used • Store tools and equipment used to cook pulses and dispose wastes 	Pulse dishes cooked as per recipe specifications	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods and techniques for cooking pulses Principles: The student should apply principles involved in cooking pulses Theories: The student should explain the importance of cooking variety of pulses Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety • Hazard Analysis Critical Control Point (HACCP) 	The following utensils, tools, equipment and materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Conical strainer • Mixing bowls • Cooking Pots • Wooden spoons • Plates • Bowls • Serving dishes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
	4.3 Preparing and cooking vegetarian dishes	(a) Preparing vegetarian dishes	Demonstration: Show students how to prepare vegetarian dishes Practical work: Guide students to prepare vegetarian dishes Think-ink-write - share: Guide students in manageable groups to state principles of preparing vegetarian dishes	The student should be able to: <ul style="list-style-type: none"> • Prepare utensils, tools, and equipment for use • Select ingredients for Preparing vegetarian dishes • Weigh and measure materials and ingredients • Prepare vegetarian dishes • Monitor the preparation process • Clean work areas, tools, and equipment used • Store utensils and dispose wastes 	Vegetarian dishes prepared as per recipe requirements	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods and techniques of preparing vegetarian dishes Principles: The student should state principles involved in preparing vegetarian dishes Theories: The student should explain the importance of preparing vegetarian dishes Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety • HACCP 	The following utensils, tools, equipment and other materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Vegetable sanitizer • Colour coded chopping boards • Kitchen knives • Serving dishes • Refrigerator • Graters • Fridges 	111
		(b) Cooking vegetarian dishes	Demonstration: Show students how to cook vegetarian dishes Practical work:	The student should be able to: <ul style="list-style-type: none"> • Prepare cooking areas, utensils, 	<ul style="list-style-type: none"> • Vegetarian dishes cooked as per recipe requirements 	Knowledge evidence: Detailed knowledge of:	The following utensils, tools, equipment and other materials	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>Guide students to cooking vegetarian dishes</p> <p>Library and internet search: Guide students to search for e-materials on standard recipes for vegetarian dishes</p>	<p>tools, and equipment</p> <ul style="list-style-type: none"> • Select ingredients for cooking vegetarian dishes • Weigh and measure materials and ingredients for cooking vegetarian dishes • Cook vegetarian dishes • Monitor the cooking process and make adjustments • Finish and present vegetarian dishes • Clean work areas, utensils, tools, and equipment used • Store utensils, tools and equipment dispose wastes 	<ul style="list-style-type: none"> • Finished vegetarian dishes garnished and served to the required temperature 	<p>Methods: The student should illustrate methods and techniques of preparing and cooking vegetarian dishes</p> <p>Principles: The student should state principles involved in cooking vegetarian dishes</p> <p>Theories: The student should explain the importance of cooking vegetarian dishes and factors to consider when cooking vegetarian dishes</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Food hygiene and safety • Hazard Analysis and Critical Control 	<p>should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges • Colour coded chopping boards • Kitchen knives • Cooking pots • Wooden spoons • Serving dishes • Spider skimmer or skimmers • Vegetable spoons • Graters • Frying pans • Deep fat fryers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						Points (HACCP)		
4.0 Preparing and cooking Tanzania local dishes	4.1 Preparing and cooking local soups	(a) Preparing and cooking local meat soups	Demonstration: Show students how to prepare and cook local meat soups Practical work: Guide students to prepare and cook local meat soups Group work: Guide students in manageable groups to apply principles of preparing and cooking local meat soups	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking local meat soups • Select and prepare ingredients for preparation and cooking local meat soups • Weigh and measure the ingredients to be used for cooking local meat soups • Prepare ingredients for cooking local meat soups • Prepare and cook various types of local meat soups • Monitor the cooking process and make adjustments for local meat soups • Serve local meat soups at the required temperature 	<ul style="list-style-type: none"> • Local meat soup cooked thoroughly • Consistence and flavour of local meat soups compatible to recipe • Local meat soups properly garnished • Finished soup served at the required temperature 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate ways of preparing and cooking local meat soups Principles: The student should state principles involved in preparing and cooking local meat soups Theories: The student should explain the importance of preparing and cooking local meat soups Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cutting boards • Kitchen knives • Cooking pots • Soup ladles • Bone chopper • Colander • Gastronome containers • Soup tureen • Refrigerator • Deep freezer • Skimmer • Conical strainer • Soup bowl • Under plate • Cheese grater • Frying pan • Pans • Wooden spoon • Refuse bin 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Clean all utensils, tools, equipment and work area after cooking local meat soups Store utensils and dispose wastes appropriately 		<ul style="list-style-type: none"> Food laws Hazard Analysis Critical Control Point (HACCP) 		
		(b) Preparing and cooking banana soups	<p>Demonstration: Show students how to prepare and cook local banana soups</p> <p>Practical work: Guide students to prepare and cook local banana soups</p> <p>Group work: Guide students in manageable groups to explain the importance of preparing and cooking local banana soups</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment used for preparing and cooking banana soups Select and prepare ingredients for preparation and cooking banana soups Weigh and measure the ingredients to be used for cooking local banana soups Prepare and cook various types of banana soups Monitor the cooking 	<ul style="list-style-type: none"> Banana soup cooked thoroughly Consistence and flavour of banana soups compatible to recipe Finished banana soup served at the required temperature 	<p>Knowledge evidence: Detailed Knowledge of: Methods: The student should illustrate ways of preparing and cooking banana soups</p> <p>Principles: The student should state principles involved in preparing and cooking banana soups</p> <p>Theories: The student should explain the importance of preparing and cooking banana soups</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Professional uniforms Cutting boards Kitchen knives Cooking pots Soup ladles Bone chopper Colander Gastronome containers Soup tureen Refrigerator Deep freezer Skimmer Conical strainer Soup bowl Under plate Cheese grater Frying pan 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				process and take actions to make adjustments for banana soups <ul style="list-style-type: none"> • Serve banana soups at the required temperature • Clean all utensils, tools, equipment, and work area after cooking banana soups • Store utensils and dispose wastes appropriately 		Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food laws • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Pans • Wooden spoon • Refuse bin 	
		(c) Preparing and cooking local chicken soups	Demonstration: Show students how to prepare and cook local chicken soups Practical work: Guide students to prepare and cook local chicken soups Group work: Guide students in manageable groups to illustrate methods of preparing and cooking local chicken soups	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking local chicken soups • Select and prepare ingredients for preparation and cooking local chicken soups • Weigh and 	<ul style="list-style-type: none"> • Local chicken soups cooked thoroughly • Consistence and flavour of local chicken soups compatible to recipe • Local chicken soups properly garnished • Finished local chicken soups served at the 	Knowledge evidence: Detailed Knowledge of: Methods: The student should illustrate ways of preparing and cooking local chicken soups Principles: The student should state principles involved in preparing and cooking local	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cutting boards • Kitchen knives • Cooking pots • Soup ladles • Bone chopper • Colander • Gastronome 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				measure the ingredients to be used in cooking local chicken soups <ul style="list-style-type: none"> • Prepare and cook various types of local chicken soups • Monitor the cooking process and take actions to make adjustments for local chicken soups • Finish and present local chicken soups at the required temperature as per standards • Clean all utensils, tools, equipment, and work areas after cooking local chicken soups • Store utensils and dispose waste appropriately 	required temperature	chicken soups Theories: The student should explain the importance of preparing and cooking local chicken soups Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food laws • Hazard Analysis Critical Control Point (HACCP) 	containers <ul style="list-style-type: none"> • Soup tureen • Refrigerator • Deep freezer • Skimmer • Conical strainer • Soup bowl • Under plate • Cheese grater • Frying pan • Pans • Wooden spoon • Refuse bin 	
		(d) Preparing and cooking	Demonstration: Show students how to	The student should be able to:	<ul style="list-style-type: none"> • Fetlock soups cooked 	Knowledge evidence:	The following tools, equipment	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		fetlock soup (Makongoro)	prepare and cook fetlock soups Practical work: Guide students to prepare and cook fetlock soups Discussion: Guide students in manageable groups to discuss the importance of preparing and cooking local fetlock soups	<ul style="list-style-type: none"> Select tools and equipment used for preparing and cooking fetlock soups Select and prepare ingredients for preparing and cooking fetlock soup Check all ingredients for freshness and quality for preparing and cooking fetlock soup Weigh and measure the ingredients to be used for fetlock soup Make all basic preparations by cutting, weighing and measuring ingredients for fetlock soup Prepare and cook various types of fetlock soups Monitor the cooking process 	<ul style="list-style-type: none"> thoroughly Consistence and flavour of fetlock soups compatible to recipe specifications Fetlock soups properly garnished Finished fetlock soups served at the required temperature 	<p>Detailed Knowledge of:</p> <p>Methods: The student should illustrate ways of preparing and cooking fetlock soups</p> <p>Principles: The student should state principles involved in preparing and cooking fetlock soups</p> <p>Theories: The student should explain: the importance of preparing and cooking fetlock soups</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Hygiene and safety regulations Food laws Hazard Analysis Critical 	and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cutting boards Kitchen knives Cooking pots Soup ladles Bone chopper Colander Gastronome containers Soup tureen Refrigerator Deep freezer Skimmer Conical strainer Soup bowl Under plate Cheese grater Frying pan Pans Wooden spoon Refuse bin 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				and take actions to make adjustments for fetlock soup <ul style="list-style-type: none"> • Finish and present local fetlock soup as per standards • Serve fetlock soup at the required temperature • Clean the work area and appropriately store all work tools 		Control Point (HACCP)		
		(e) Preparing and cooking local fish soups	Demonstration: Show students how to prepare and cook local fish soups Practical work: Guide students to prepare and cook local fish soups Brainstorming: Guide students in manageable groups to discuss principles involved in preparing and cooking local fish soups	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking local fish soups • Select and prepare ingredients for preparation and cooking local fish soups • Weigh and measure the ingredients to be used for 	<ul style="list-style-type: none"> • Local fish soups cooked thoroughly • Consistence and flavour of local fish soups compatible to recipe • Local fish soups properly garnished • Finished local fish soups served at the required temperature 	Knowledge evidence: Detailed Knowledge of: Methods: The student should describe ways of preparing and cooking local fish soups Principles: The student should state principles involved in preparing and cooking local fish soups	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cutting boards • Kitchen knives • Cooking pots • Soup ladles • Bone chopper • Colander • Gastronome containers • Soup tureen • Refrigerator • Deep freezer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				preparation and cooking of local fish soups <ul style="list-style-type: none"> • Prepare and cook various types of local fish soups • Monitor the cooking process and make adjustments for local fish soups • Finish and present local fish soups as per standards • Serve local fish soups at the required temperature • Clean and appropriately store all work tools 		Theories: The student should explain the importance of preparing and cooking local fish soups Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food laws • HACCP) 	<ul style="list-style-type: none"> • Skimmer • Conical strainer • Soup bowl • Under plate • Cheese grater • Frying pan • Pans • Wooden spoon • Refuse bin 	
		(f) Preparing and cooking local offal's soups	Demonstration: Show students how to prepare and cook local offal's soups Practical work: Guide students to prepare and cook local offal's soups	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking local offal's soups • Select and 	<ul style="list-style-type: none"> • Local offal's soups cooked thoroughly • Consistence and flavour of local offal's soups compatible to recipe 	Knowledge evidence: Detailed Knowledge of: Methods: The student should explain ways of preparing and cooking local	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cutting boards • Kitchen knives 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Brainstorming: Guide students in manageable groups to discuss principles involved in preparing and cooking local offal's soups	prepare ingredients for preparation and cooking local offal's soups <ul style="list-style-type: none"> • Weigh and measure the ingredients to be used for preparing and cooking local offal's soups • Prepare and cook various types of local offal's soups • Monitor the cooking process and make adjustments for local offal's soups • Finish and present local offal's soups as per standards • Serve local offal's soups at the required temperature • Clean all utensils, tools, equipment and work area after cooking local offal's soups 	<ul style="list-style-type: none"> • Local offal's soups properly garnished • Finished local offal's soups served at the required temperature 	offal's soups Principles: The student should state principles involved in preparing and cooking local offal's soups Theories: The student should explain the importance of preparing and cooking local offal's soups Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food laws • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Cooking pots • Soup ladles • Bone chopper • Colander • Gastronome containers • Soup tureen • Refrigerator • Deep freezer • Skimmer • Conical strainer • Soup bowl • Under plate • Cheese grater • Frying pan • Pans • Wooden spoon • Refuse bin 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store utensils and dispose waste appropriately 				
	4.2 Preparing and cooking local vegetable dishes and salads	(a) Preparing and cooking local green vegetables	<p>Demonstration: Show students how to prepare and cook local green vegetables</p> <p>Practical work: Guide students to prepare and cook local green vegetables</p> <p>Brainstorming: Guide students in manageable groups to discuss principles involved in preparing and cooking local green vegetables</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment used for preparing and cooking local green vegetables Select and prepare ingredients for preparing and cooking local green vegetables Check all ingredients for freshness and quality for preparing and cooking local green vegetables Weigh and measure the ingredients to be used for cooking local green vegetables Prepare local 	<ul style="list-style-type: none"> Appropriate local green vegetables dish corresponds to the desired flavour, colour and texture Finished local green vegetables' dishes garnished and served to the required degree of temperature 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should describe methods used in preparing and cooking local green vegetables</p> <p>Principles: The student should state principles involved in preparing and cooking local green vegetables</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The importance of preparing and cooking local green vegetables Factors affecting Preparation and cooking local 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen knives Cooking pots Wooden spoons Basins Spider skimmers Vegetable dishes Graters Frying pans Weighing scale Refuse bin 	36

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				green vegetables for cooking <ul style="list-style-type: none"> • Cook local vegetable dishes • Finish and present local green vegetables as per recipe specifications • Clean and tidy up 		green vegetables Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • HACCP 		
		(b) Preparing and cooking local root vegetables	Demonstration: Show students how to prepare and cook local root vegetables Practical work: Guide students to prepare and cook local root vegetables Brainstorming: Guide students in manageable groups to identify factors affecting preparation and cooking of local root vegetables	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking local root vegetables • Select and prepare ingredients for preparing and cooking local root vegetables • Check all ingredients for freshness and quality for preparing and cooking local root vegetables • Weigh and 	<ul style="list-style-type: none"> • Appropriate local root vegetable dish corresponds to the desired flavour, colour and texture • Finished local root vegetables dishes garnished and served to the required degree of temperature 	Knowledge evidence: Detailed knowledge of: Methods: The student should describe methods used in preparing and cooking local root vegetables Principles: The student should state principles involved in; preparing and cooking local root vegetables Theories: The student	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Cutting boards • Kitchen knives • Cooking pots • Wooden spoons • Basins • Spider skimmers • Vegetable dishes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				measure the ingredients to be used for root vegetables <ul style="list-style-type: none"> • Prepare local root vegetables for cooking • Cook local root vegetable dishes • Finish and present local root vegetables as per recipe specifications • Clean and tidy up • Store utensils and dispose wastes 		should explain: <ul style="list-style-type: none"> • The importance of preparing and cooking local root vegetables • Factors affecting preparing and cooking local root vegetables Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Graters • Frying pans • Weighing scale • Refuse bin 	
		(c) Preparing and cooking local pulses	Demonstration: Show students how to prepare and cook local pulses Practical work: Guide students to prepare and cook local pulses Discussion: Guide students in manageable groups to	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking local pulses • Select and prepare ingredients for 	<ul style="list-style-type: none"> • Proper local pulses dish corresponds to the desired flavour, colour and texture • Finished local pulses dishes well-cooked not burnt, 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing and cooking local pulses	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Cutting boards 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>discuss methods of preparing and cooking local pulses</p> <ul style="list-style-type: none"> • preparing and cooking local pulses • Check all ingredients for freshness and quality for preparing and cooking local pulses • Weigh and measure the ingredients to be used for preparing and cooking local pulses • Prepare local pulses for cooking • Cook local pulses • Finish and present local pulses as per recipe specifications • Clean and tidy up • Store utensils and dispose wastes 		<p>garnished and served to the required degree of temperature</p>	<p>Principles: The student should state principles involved in preparing and cooking pulses</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of preparing and cooking pulses • Factors affecting preparation and cooking pulses <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Hygiene and safety regulations • HACCP 	<ul style="list-style-type: none"> • Kitchen knives • Cooking pots • Wooden spoons • Basins • Spider skimmers • Vegetable dishes • Graters • Frying pans • Weighing scale • Refuse bin 	
		(d) Preparing local salads (kachumbari)	<p>Demonstration: Show students how to prepare local salads</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and equipment 	<ul style="list-style-type: none"> • Proper local salads dish corresponds to the desired 	<p>Knowledge evidence: Detailed knowledge of:</p>	<p>The following tools, equipment and safety gears are to be</p>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Practical work: Guide students to prepare local salads Discussion: Guide students in manageable groups to state principles of preparing local salads	used for preparing local salads <ul style="list-style-type: none"> Select and prepare ingredients for preparation of local salads Weigh and measure the ingredients to be used for local salads Prepare local salads as per recipe Finish and present local salads as required Clean and store utensils Dispose wastes 	flavour, colour and texture <ul style="list-style-type: none"> Finished local salads garnished and served to the required degree of temperature 	Methods: The student should illustrate methods used in preparing and cooking local salads Principles: The student should state principles involved in preparing local salads Theories: The student should explain: <ul style="list-style-type: none"> The importance of preparing local salads Factors affecting Preparation of local salads Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Hygiene and safety regulations Hazard Analysis 	available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen knives Cooking pots Wooden spoons Basins Spider skimmers Vegetable dishes Graters Frying pans Weighing scale Refuse bin 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						Critical Control Point (HACCP)		
		(e) Preparing and cooking chutney (chachandu)	Demonstration: Show students how to prepare and cook chutney Practical work: Guide students to prepare and cook chutney Discussion: Guide students in manageable groups to state principles of preparing, cooking and packing chutney	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment used for preparing and cooking chutney Select and prepare ingredients for preparing and cooking chutney Weigh and measure the ingredients to be used for preparing and cooking chutney Prepare chutney as per recipe standards Finish and present chutney as per recipe specifications Pack chutneys as per type Clean, store utensils and dispose wastes appropriately 	<ul style="list-style-type: none"> Chutney corresponds to the desired flavour, colour and texture Chutney served to the required degree of temperature Chutney packed as per food packing standards 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing, cooking and packing chutney Principles: The student should explain principles involved in preparing, cooking and packing chutney Theories: The student should explain: <ul style="list-style-type: none"> The importance of preparing, cooking and serving chutney Factors to consider in packing chutney 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen knives Cooking pots Wooden spoons Basins Spider skimmers Vegetable dishes Graters Frying pans Weighing scale Refuse bin Packing containers Packing bottles 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Hygiene and safety regulations Hazard Analysis Critical Control Point (HACCP) Food packaging skills 		
	4.3 Preparing and cooking local meat, chicken and fish dishes	(a) Preparing and cooking local meat dishes	Demonstration: Show students how to prepare and cook local meat dishes Practical work: Guide students to prepare and cook local meat dishes Discussion: Guide students in manageable groups to illustrate techniques of preparing and cooking local meat dishes	The students should be able to: <ul style="list-style-type: none"> Select tools and equipment for preparing and cooking local meat dishes Select materials and ingredients used for preparing and cooking local meat dishes Weigh and measure materials and ingredients Cut meat to 	<ul style="list-style-type: none"> Local meat, properly portioned Meat dishes cooked, garnished, presented and served to the required degree of temperature Meat dishes cooked as per recipe standards Meat dishes correspond to flavour, colour and texture of a 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing and cooking local meat dishes Principles: The student should state principles involved preparing and cooking local meat dishes Theories: The	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen knives Bone chopper Gastronome containers Refrigerator Deep freezer Cooking pots 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<p>the required sizes and clean the pieces</p> <ul style="list-style-type: none"> • Marinate meat for cooking • Apply proper method to cook meat dishes • Finish and present meat dishes appropriately • Clean and appropriately store tools and equipment used • Clean work area and dispose wastes 	dish	<p>student should explain:</p> <ul style="list-style-type: none"> • Techniques of preparing and cooking local meat dishes • The importance of preparing and cooking local meat dishes • Effect of heat to meat <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Hygiene and safety regulations • HACCP for meat, poultry and fish 	<ul style="list-style-type: none"> • Frying pans • Chaffing dishes • Refuse bin 	
		(b) Preparing and cooking local fish dishes	<p>Demonstration: Show students how to prepare and cook local fish dishes</p> <p>Practical work: Guide students to prepare and cook local fish dishes</p> <p>Discussion: Guide students in</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and equipment for preparing and cooking local fish dishes • Select materials and ingredients to be used in 	<ul style="list-style-type: none"> • Local fish properly portioned • Fish dishes cooked, garnished, presented and served to the required degree of 	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods: The student should illustrate methods used in preparing and cooking local fish dishes</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Cutting 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			manageable groups to discuss techniques of preparing and cooking local fish dishes	preparing and cooking local fish dishes • Weigh and measure materials and ingredients to be used in preparing and cooking local fish dishes • Cut fish to the required sizes then clean the pieces • Marinate fish for cooking • Apply proper method to cook fish dishes • Finish and present fish dishes appropriately • Clean tools and equipment used then stored appropriately • Clean work area and dispose wastes	temperature • Fish dishes cooked as per recipe standards • Fish dishes correspond to flavour, colour and texture of a dish	Principles: The student should state principles involved in preparing and cooking local fish dishes Theories: The student should explain: • Techniques of preparing and cooking local fish dishes • The importance of preparing and cooking local fish dishes • Effect of heat to fish Circumstantial knowledge: Detailed knowledge about: • Hygiene and safety regulations • HACCP	boards • Kitchen knives • Bone chopper • Gastronome containers • Refrigerator • Deep freezer • Cooking pots • Frying pans • Chaffing dishes • Refuse bin	
		(c) Preparing and cooking local chicken	Demonstration: Show students how to prepare and cook local	The student should be able to: • Select tools and	• Local chicken properly portioned	Knowledge evidence: Detailed	The following tools, equipment and safety gears	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		dishes	chicken dishes Practical work: Guide students to prepare and cook local chicken dishes Discussion: Guide students in manageable groups to illustrate techniques of preparing and cooking local chicken dishes	equipment for preparing and cooking local chicken dishes <ul style="list-style-type: none"> Select materials and ingredients used for preparing and cooking local chicken dishes Weigh and measure materials and ingredients to be used in preparing and cooking local chicken dishes Cut chicken to the required sizes then clean the pieces Marinate chicken for cooking Apply proper method to cook chicken dishes Finish and present chicken dishes appropriately Clean tools and equipment used then, appropriately 	<ul style="list-style-type: none"> Chicken dishes cooked, garnished, presented and served to the required degree of temperature Chicken dishes cooked as per recipe standards Chicken dishes correspond to flavour, colour and texture of a dish 	knowledge of: Methods: The student should describe methods used in preparing and cooking local chicken dishes Principles: The student should state principles involved in preparing and cooking local chicken dishes Theories: The student should explain: <ul style="list-style-type: none"> Techniques of preparing and cooking local chicken dishes The importance of preparing and cooking local chicken dishes Effect of heat to chicken Circumstantial knowledge: Detailed knowledge about:	are to be available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen knives Bone chopper Gastronome containers Refrigerator Deep freezer Cooking pots Frying pans Chaffing dishes Refuse bin 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				store them <ul style="list-style-type: none"> Clean work area and dispose wastes 		<ul style="list-style-type: none"> Hygiene and safety regulations Hazard Analysis Critical Control Point (HACCP) for meat, poultry and fish 		
	4.4 Preparing and cooking local farinaceous dishes	(a) Preparing and cooking ugali	Demonstration: Show students how to prepare and cook ugali Practical work: Guide students to prepare and cook ugali Discussion: Guide students in manageable groups to discuss ways of preparing, cooking, and serving ugali	The student should be able to: <ul style="list-style-type: none"> Select materials used for preparing and cooking ugali Select tools and equipment used for preparing and cooking ugali Weigh and measure ingredients for cooking ugali Cook ugali as per recipe requirements Maintain time and temperature during cooking process Finish and present ugali 	<ul style="list-style-type: none"> Ugali corresponds to desired flavour and texture The ugali cooked thoroughly The ugali is pleasing in consistency, colour, appearance and texture Local rice dishes served at the required degree of temperature 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate ways of preparing, cooking, and serving ugali Principles: The student should state principles involved in preparing and cooking ugali Theories: The student should explain: <ul style="list-style-type: none"> Types of flour used in preparing and cooking ugali 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen knives Cooking pots Gastronome Spider skimmer Colander Serving spoon Serving dishes Wooden spoons Tea spoons 	39

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				as per local recipe <ul style="list-style-type: none"> Clean work areas, utensils, tools and equipment used after cooking ugali dishes Store utensils and dispose wastes 		<ul style="list-style-type: none"> Importance of preparing and cooking ugali Common faults and causes when cooking ugali Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Hygiene and safety regulations Food service standards and regulations HACCP 	<ul style="list-style-type: none"> Basin Refuse bin Chafing dishes 	
		(b) Preparing and cooking local rice dishes	Demonstration: Show students how to prepare and cook local rice dishes Practical work: Guide students to prepare and cook local rice dishes Discussion: Guide students in manageable groups to discuss ways of preparing and cooking local rice dishes	The student should be able to: <ul style="list-style-type: none"> Select materials used for preparing and cooking local rice dishes Select tools and equipment used for Preparing and cooking local rice dishes Weigh and measure 	<ul style="list-style-type: none"> Local rice dishes correspond to desired flavour, colour and texture Local rice dishes cooked thoroughly local rice dishes pleasing in consistency, appearance and texture 	Knowledge evidence: Detailed knowledge of: Methods: The student should describe ways of preparing, cooking and serving local rice dishes Principles: The student should state principles	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen knives Cooking pots Gastronome Spider 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				ingredients for cooking local rice dishes <ul style="list-style-type: none"> • Cook local rice dishes as per recipe requirements • Maintain specified time and temperature during cooking process • Finish and present local rice dishes as per local recipe • Clean work areas, utensils, tools, and equipment used after cooking local rice dishes • Store utensils and dispose wastes 	<ul style="list-style-type: none"> • Ugali served at the required degree of temperature 	involved in preparing and cooking local rice dishes Theories: The student should explain: <ul style="list-style-type: none"> • Types of grains used in preparing and cooking local rice dishes • Importance of preparing and cooking local rice dishes Common faults and causes when cooking local rice dishes Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 	skimmer <ul style="list-style-type: none"> • Colander • Serving spoon • Serving dishes • Wooden spoons • Tea spoons • Basin • Refuse bin • Chafing dishes 	
		(c) Preparing and cooking	Demonstration: Show students how to	The student should be able to:	<ul style="list-style-type: none"> • Makande corresponds 	Knowledge evidence:	The following tools, equipment	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		Makande	<p>prepare and cook Makande</p> <p>Practical work: Guide students to prepare and cook Makande</p> <p>Discussion: Guide students in manageable groups to explain types of grains used in preparing and cooking makande</p>	<ul style="list-style-type: none"> Select materials used for preparing and cooking Makande Select tools and equipment used for preparing and cooking Makande Weigh and measure ingredients for cooking Makande Cook Makande dishes as per recipe requirement Maintain specified temperature during cooking Makande Finish and present Makande as per local recipe Clean work areas, utensils, tools, and equipment used after 	<p>to desired flavour, colour and texture</p> <ul style="list-style-type: none"> Makande cooked thoroughly Makande is pleasing in consistency, appearance and texture Makande served at the required degree of temperature 	<p>Detailed knowledge of:</p> <p>Methods: The student should illustrate ways of preparing, cooking and serving Makande</p> <p>Principles: The student should state the procedures involved in preparing and cooking Makande</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of grains used in preparing and cooking Makande Importance of preparing and cooking Makande Common faults and causes when cooking Makande <p>Circumstantial</p>	<p>and safety gears are to be available:</p> <ul style="list-style-type: none"> Professional uniforms Cooking ranges Cutting boards Kitchen knives Cooking pots Gastronome Spider skimmer Colander Serving spoon Serving dishes Wooden spoons Tea spoons Basin Refuse bin Chafing dishes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				cooking Makande <ul style="list-style-type: none"> • Store utensils and dispose wastes 		knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 		
	4.5 Preparing and cooking local bites	(a) Preparing and cooking samosas	Demonstration: Show students how to prepare and cook samosas Practical work: Guide students to prepare and cook samosas Discussion: Guide students to state and discuss principles of preparing and cooking samosas	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking samosas • Select ingredients used for preparing and cooking samosas • Weigh and measure ingredients for cooking samosas • Prepare and cook samosas as per recipe • Finish and present samosas as per 	<ul style="list-style-type: none"> • Samosas corresponds to desired flavour, colour and texture • Appropriate basic shape for samosas 	Knowledge evidence: Detailed knowledge of: Methods: The student should describe ways of preparing, cooking and serving samosas Principles: The student should state principles involved in preparing and cooking samosas Theories: The student should explain the importance of preparing and cooking samosas	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Baking tray • Pastry brush • Flour sieve • Cooking pots • Mixing bowls • Wooden spatula • Plastic scrapper • Cutting boards • Tablespoons • Rolling pin • Measuring jug 	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				standards <ul style="list-style-type: none"> • Clean work areas, utensils, tools, and equipment used after cooking samosas • Store utensils and dispose wastes 		Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety regulations • HACCP 	<ul style="list-style-type: none"> • Weighing cup • Measuring spoons • Refuse bin • Pastry cutter 	
		(b) Preparing and cooking Vitumbua (rice bread) chila/mkate wa mchele	Demonstration: Show students how to prepare and cook Vitumbua Practical work: Guide students to prepare and cook vitumbua Discussion: Guide students in groups to explain the importance of preparing and cooking Vitumbua	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking Vitumbua • Select ingredients used for preparing and cooking Vitumbua • Weigh and measure ingredients for cooking Vitumbua • Prepare and cook Vitumbua as per recipe • Clean and appropriately 	<ul style="list-style-type: none"> • Vitumbua corresponds to desired flavour, colour and texture • Appropriate basic shape for Vitumbua 	Knowledge evidence: Detailed knowledge of: Methods: The student should describe: ways of preparing, cooking and serving Vitumbua Principles: The student should state principles involved in preparing and cooking Vitumbua Theories: The student should explain the importance of	The following tools and equipment should be made available <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Baking tray • Pastry brush • Vitumbua pan • Flour sieve • Cooking pots • Mixing bowls • Wooden spatula • Plastic scrapper • Cutting boards • Tablespoons • Rolling pin • Measuring 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				store work tools		preparing and cooking Vitumbua Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Food hygiene and safety regulations HACCP 	jug <ul style="list-style-type: none"> Weighing cup Measuring spoons Refuse bin Pastry cutter 	
		(c) Preparing and cooking Katlesi/Kachori	Demonstration: Show students how to prepare and cook Katlesi/Kachori Practical work: Guide students to prepare and cook katlesi/kachori Discussion: Guide students in manageable groups to explain the importance of preparing and cooking katlesi/kachori	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment used for preparing and cooking Katlesi/Kachori Select ingredients used for preparing and cooking Katlesi/Kachori Weigh and measure ingredients for cooking Katlesi/Kachori Prepare and cook Katlesi/Kachori as per recipe Clean work areas, utensils, 	<ul style="list-style-type: none"> Katlesi/Kachori corresponds to desired flavour, colour and texture Appropriate basic shape of Katlesi/Kachori made 	Knowledge evidence: Detailed knowledge of: Methods: The student should describe ways of preparing, cooking and serving Katlesi/Kachori Principles: The student should state principles involved in preparing and cooking Katlesi/Kachori Theories:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Cooking ranges Baking tray Pastry brush Flour sieve Cooking pots Mixing bowls Wooden spatula Plastic scrapper Cutting boards Table spoons Rolling pin 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				tools, and equipment used after cooking Katlesi/Kachori <ul style="list-style-type: none"> • Store utensils and dispose wastes appropriately 		<p>The student should explain the importance of preparing and cooking Katlesi/Kachori</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Measuring jug • Weighing cup • Measuring spoons • Refuse bin 	
		(d) Preparing and cooking doughnuts (Maandazi)	<p>Demonstration: Show students how to prepare and cook doughnuts</p> <p>Practical work: Guide students to prepare and cook doughnuts</p> <p>Discussion: Guide students in manageable groups to state principles of preparing, cooking and serving doughnuts</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking doughnuts • Select ingredients used for preparing and cooking doughnuts • Weigh and measure 	<ul style="list-style-type: none"> • Doughnuts corresponds to desired flavour, colour and texture • Appropriate basic shape and size of doughnuts complied with recipe specifications 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should explain ways of preparing, cooking and serving doughnuts</p> <p>Principles: The student should state principles</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Baking tray • Pastry brush • Vitumbua pan • Flour sieve • Cooking pots • Mixing bowls 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				ingredients for cooking doughnuts <ul style="list-style-type: none"> • Prepare and cook doughnuts as per recipe • Finish and present doughnuts as per set standards • Clean work areas, utensils, tools, and equipment used after cooking doughnuts • Store utensils and dispose wastes 		involved in preparing and cooking doughnuts <p>Theories: The student should explain the importance of preparing and cooking doughnuts</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Food hygiene and safety regulations • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Wooden spatula • Plastic scrapper • Cutting boards • Tablespoons • Rolling pin • Measuring jug • Weighing cup • Measuring spoons • Refuse bin • Pastry cutter 	
		(e) Preparing and cooking Bhagia (dengu or kunde)	<p>Demonstration: Show students how to prepare and cook Bhagia</p> <p>Practical work: Guide students to prepare and cook Bhagia</p>	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment used for preparing and cooking Bhagia • Select ingredients 	<ul style="list-style-type: none"> • Bhagia corresponds to desired flavour, colour and texture as per recipe standards • Appropriate basic shape 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should describe ways of preparing, cooking and</p>	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Cooking ranges • Baking tray 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Discussion: Guide students in manageable groups to discuss methods of preparing, cooking, and serving Bhagia	used for preparing and cooking Bhagia <ul style="list-style-type: none"> • Weigh and measure ingredients for cooking Bhagia • Prepare and cook Bhagia as per recipe • Finish and present Bhagia as per set standards • Clean work areas, utensils, tools, and equipment used after cooking Bhagia • Store utensils and dispose wastes 	for Bhagia made	serving Bhagia Principles: The student should explain principles involved in Preparing and cooking Bhagia Theories: The student should explain: the importance of preparing and cooking Bhagia Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food hygiene and safety regulations • HACCP 	<ul style="list-style-type: none"> • Pastry brush • Flour sieve • Cooking pots • Mixing bowls • Wooden spatula • Plastic scrapper • Cutting boards • Tablespoons • Rolling pin • Measuring jug • Weighing cup • Measuring spoons • Refuse bin 	

Form Three

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Preparing and cooking pasta and rice dishes	1.1 Preparing and cooking fresh and dried pastas dishes	(a) Preparing fresh pasta	<p>Demonstration: Show students how to prepare fresh pasta</p> <p>Practical work: Guide students to prepare fresh pasta</p> <p>Discussion: Guide students in manageable groups to conduct long conversations on methods used to prepare and cook fresh pasta</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Prepare utensils, tools and equipment ready for use • Select ingredients and materials for preparing fresh pastas • Weigh and measure ingredients for preparing fresh pastas • Prepare dough for various fresh pastas • Shape pastas' products • Store fresh pastas in accordance with 	Fresh pasta prepared to the required standards	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should elaborate methods used in preparing fresh pasta</p> <p>Principles: The student should state principles involved in preparing fresh pasta</p> <p>Theories: The student should explain the importance of preparing fresh pasta</p>	<p>The following utensils, tools, equipment, and other materials should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Mixing bowls • Mixing machines • Sauce pans • Pasta machine • Kitchen knives • Sieves • Rolling pins • Pastry board • Pastry cutter • Scale • Pastry brush • Scraper • Skimmer 	75

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				food hygiene regulations <ul style="list-style-type: none"> • Clean all utensils, tools and equipment after preparing fresh pastas 		Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Baking container • Cutting boards • Colander 	
		(b) Cooking fresh pasta dishes	Demonstration: Show students how to prepare and cook fresh pasta Practical work: Guide students to prepare and cook fresh pasta Discussion: Guide students in manageable groups to conduct long conversations on identifying principles used to cook fresh pasta	The student should be able to: Prepare utensils, tools, and equipment ready for use <ul style="list-style-type: none"> • Select ingredients and materials for preparing fresh pastas • Check freshness and quality of fresh pasta • Weigh and measure ingredients for preparing fresh pastas • Prepare dough for various 	<ul style="list-style-type: none"> • Pasta dishes cooked to required degrees of doneness (a la dente) • Types of pasta dishes corresponding to dishes cooked • Pasta dishes pleasing in flavour, appearance and texture cooked • Finished pasta dishes garnished and served to the required temperature 	Knowledge evidence: Detailed knowledge of: Methods: The student should elaborate methods used in cooking fresh pasta Principles: The student should state principles involved in cooking fresh pasta Theories: The student should explain the importance of cooking fresh pasta	The following utensils, tools, equipment, and other materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Grater • Fork • Spoon • Mixing bowls • Sauce pans • Cooking stoves • Kitchen knives • Sieve • Oven • Baking container 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				fresh pastas <ul style="list-style-type: none"> • Shape pastas' products • Store fresh pastas in accordance with food hygiene regulations • Clean all utensils, tools, and equipment after preparing fresh pastas 		Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 	<ul style="list-style-type: none"> • Cutting boards • Colander 	
		(c) Cooking dried pasta dishes	Demonstration: Show students how to cook dried pasta dishes Practical work: Guide students to cook dried pasta dishes Discussion: Guide students in manageable groups to conduct long conversations on identifying methods used to cook dried pasta dishes	The student should be able to: <ul style="list-style-type: none"> • Prepare utensils, tools, and equipment ready for cooking dried pastas • Select ingredients and materials for cooking dried pastas • Weigh and measure ingredients for cooking dried pastas • Finish dried pasta dishes with sauce and garnish. Then, 	<ul style="list-style-type: none"> • Pasta dishes cooked to the required degrees of doneness (a la dente) • Types of pasta dishes correspond to recipe requirements • Finished pasta dishes garnished and served to the required temperature 	Knowledge evidence: Detailed knowledge of: Methods: The student should highlight methods used in cooking dried pasta Principles: The student should state procedures involved in cooking dried pasta dishes Theories: The student should explain the importance of cooking dried	The following utensils, tools, equipment, and other materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Grater • Fork • Spoon • Mixing bowls • Sauce pans • Cooking stove • Kitchen knives • Sieve • Oven • Baking container • Cutting boards 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				serve while maintaining standard temperature • Clean and store all utensils, tools, and equipment after cooking dried pastas		pasta Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Hygiene and safety regulations Food service standards and regulations HACCP 	<ul style="list-style-type: none"> Colander 	
	1.2 Preparing and cooking rice dishes	(a) Preparing and cooking basic rice dishes	Demonstration: Show students how to prepare and cook basic rice dishes Practical work: Guide students to prepare and cook basic rice dishes Discussion: Guide students in manageable groups to conduct long conversations on illustrating methods used to prepare and cook basic rice dishes	The student should be able to: <ul style="list-style-type: none"> Select ingredients and materials used for preparing and cooking basic rice dishes Select utensils, tools, and equipment used for preparing and cooking basic rice dishes Check all ingredients for freshness and quality Weigh and measure materials and ingredients Cook basic rice 	<ul style="list-style-type: none"> Basic rice dishes prepared and cooked as per standard recipe Types of basic rice dishes correspond to the desired flavour, colour and texture Rice dish pleasing in consistency, flavour, appearance and texture Rice dishes garnished and served according to the recipe requirements 	Knowledge evidence: Detailed knowledge of: Methods: The student should elaborate methods used in: Preparing and cooking basic rice dishes Principles: The student should state the procedures involved in preparing and cooking basic rice Theories: The student should explain the importance of	The following equipment and utensils should be available: <ul style="list-style-type: none"> Professional uniforms Catering gloves Cooking ranges Colour coded chopping board Kitchen knives Cooking pots Serving dishes Refrigerator Deep freezer Spider skimmer Conical strainer Colander Serving spoon Serving dishes Wooden spoons Tea spoons 	75

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				dishes as per standard recipe <ul style="list-style-type: none"> • Maintain time and temperature during cooking process • Finish and present basic rice dishes • Clean all utensils, tools and equipment used for preparing and cooking basic rice 		preparing and cooking basic rice dishes Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 	<ul style="list-style-type: none"> • Basin 	
		(b) Preparing and cooking ethnic rice dishes	Demonstration: Show students how to prepare and cook ethnic rice dishes Practical work: Guide students to prepare and cook ethnic rice dishes Discussion: Guide students in manageable groups to debate on principles used to prepare and cook ethnic rice dishes	The student should be able to: <ul style="list-style-type: none"> • Select utensils, tools, and equipment used for preparing and cooking ethnic rice dishes • Select ingredients and materials used for preparing and cooking ethnic rice dishes • Weigh and measure materials and ingredients 	Knowledge evidence: Detailed knowledge of: Methods: The student should highlight methods used in: preparing and cooking ethnic rice dishes Principles: The student should state principles involved in preparing and cooking ethnic rice Theories: The student should	Knowledge evidence: Methods: The student should explain how to prepare and cook ethnic rice Principles: The student should state principles involved in preparing and cooking ethnic rice dishes Theories: The student should explain the importance of	The following equipment and utensils should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, gas stove, charcoal stove, fire woods, electric hot plate • Colour coded chopping board • Kitchen knives • Cooking pots • Conical strainer • Colander • Serving spoon 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Cook rice dishes • Maintain time and temperature during cooking process • Monitor the cooking process and make adjustments • Clean all utensils, tools, and equipment used after cooking ethnic rice 	explain importance of preparing and cooking ethnic rice dishes	sorting out rice before cooking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Serving dishes • Wooden spoons • Tea spoons • Basin • Frying pans 	
2.0 Preparing and cooking meat and poultry dishes	2.1 Preparing and cooking meat dishes	(a) Preparing meat	Demonstration: Show students how to prepare and cook meat Practical work: Guide students to prepare and cook meat Discussion: Guide students in manageable groups to debate about techniques of portioning meat	The student should be able to: <ul style="list-style-type: none"> • Select utensils and equipment to be used for preparing meat dishes • Select materials and ingredients used for preparing meat • Identify various meat joints and cuts • Weigh and measure materials and ingredients used 	<ul style="list-style-type: none"> • Meat cut and portioned as per menu requirement • Butchery techniques applied • Meat marinated as per standard recipe 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods involved in preparing various types of meat Principles: The student should state principles involved in preparing meat Theories:	The following utensils, tools, equipment should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Meat hammer • Colour coded chopping board • Kitchen knives • Bone chopper • Serving dish • Refrigerator • Deep freezers • Bone saw machine 	150

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				for preparing meat <ul style="list-style-type: none"> • Perform butchery techniques • Prepare marinades for marinating the meat • Marinate the meat as per standard recipe • Keep the meat in the refrigerator or fridge to speed up the marinating process • Clean all areas, utensils, and equipment used for preparation of meat • Store all utensils, tools, and equipment used for preparing meat and dispose wastes 		The student should explain the importance of preparing meat by using various techniques of portioning meat Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 	<ul style="list-style-type: none"> • Larding needle • Trussing string • Meat mallet • Basins • Frying pans • Griddle, cooking ranges, gas stove, charcoal grill, charcoal stove, fire woods • Oven • Meat fork • Sauce pans • Roasting trays • Mincing machine 	
		(b) Cooking meat dishes	Demonstration: Show students how to cook meat Practical work: Guide students to cook	The student should be able to: <ul style="list-style-type: none"> • Select utensils, tools, and equipment to be used for cooking 	<ul style="list-style-type: none"> • Meat cut and portioned following butchery techniques • Meat dishes 	Knowledge evidence: Detailed knowledge of: Methods: The student should	The following utensils, tools, equipment should be available: <ul style="list-style-type: none"> • Professional uniforms 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			meat Discussion: Guide students in manageable groups to debate on principles involved in preparing and cooking meat dishes	meat dishes <ul style="list-style-type: none"> Select materials and ingredients used for cooking meat dishes Identify various meat joints and cuts Weigh and measure ingredients used to cook meat dishes Cook meat dishes as per standard recipe Finish and present meat dishes Clean all areas, utensils, tools and equipment used for cooking Store all utensils, tools, and equipment used to cook meat appropriately Dispose wastes 	cooked following cooking methods' requirements <ul style="list-style-type: none"> Meat dishes pleasing in flavour, appearance, and texture Finished meat dishes garnished and presented to the required degree of doneness and temperature 	explain methods involved in preparing and cooking of various types of meat dishes Principles: The student should state principles involved in cooking meat dishes Theories: The student should elaborate the importance of cooking various meat dishes Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Hygiene and safety regulations Food service standards and regulations HACCP 	<ul style="list-style-type: none"> Cooking ranges Cutting boards Kitchen knives Bone chopper Gastronome containers Refrigerator Deep freezers Handsaw Larding needle Trussing string Meat mallet Basins Frying pans Griddle Oven Kitchen fork Sauce pans Salamander Charcoal cooker Roasting trays Mincing machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	2.2 Preparing and cooking poultry dishes	(a) Preparing poultry	Demonstration: Show students how to prepare poultry Practical work: Guide students to prepare poultry Discussion: Guide students in manageable groups to debate on principles involved in preparing poultry	The student should be able to: <ul style="list-style-type: none"> Select utensils, tools and equipment for preparing poultry Select materials and ingredients used for preparing poultry Weigh and measure ingredients for preparing poultry Prepare marinades for poultry Clean work areas, utensils, tools and equipment used for preparing poultry Store all utensils and dispose of wastes 	Poultry prepared as per menu requirements and butchery specifications	Knowledge evidence: Detailed knowledge of: Methods: The student should explain methods involved in preparing of various types of poultry Principles: The student should state principles involved in preparing poultry Theories: The student should explain the importance of preparing poultry Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Hygiene and safety regulations Food service standards and regulations HACCP 	The following utensils, tools and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Catering gloves Colour coded chopping boards Kitchen knives Serving dish Trussing string or twine Roasting tray Cooking ranges, gas stove, charcoal stove, fire woods, electric burner Frying pans Deeper fryers Sauce pans Wooden spoon Meat thermometer-probe 	150
		(b) Cooking	Demonstration:	The student	<ul style="list-style-type: none"> Poultry dishes 	Knowledge	The following	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		poultry dishes	<p>Show students how to cook poultry</p> <p>Practical work: Guide students to cook poultry</p> <p>Discussion: Guide students, in manageable groups to debate on methods involved in cooking various types of poultry dishes</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Select materials and ingredients used for cooking poultry dishes • Select utensils, tools, and equipment for cooking poultry dishes • Weigh and measure ingredients for cooking poultry dishes • Cook poultry dishes as per standard recipe • Finish poultry dishes, garnish and present the dish • Clean work areas, utensils, tools, and equipment used for preparing poultry dish • Store all utensils and dispose wastes 	cooked as per menu requirements	<p>evidence: Detailed knowledge of: Methods: The student should illustrate methods involved in cooking various types of poultry</p> <p>Principles: The student should elaborate procedures involved in cooking poultry</p> <p>Theories: The student should explain the importance of cooking poultry dishes</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 	<p>utensils, tools, and equipment should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Colour coded chopping boards • Kitchen knives • Serving dish • Trussing string or butchers' twine • Roasting tray • Cooking stoves • Frying pans • Deeper fryers • Sauce pans • Wooden spoon • Meat thermometer or probe 	
3.0 Preparing and	3.1 Preparing and	(a) Preparing fish	Demonstration:	The student	Fish prepared as per	Knowledge	The following	129

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
cooking fish and shell fish	cooking fish dishes		<p>Show students how to prepare fish dishes</p> <p>Practical work: Guide students to prepare fish</p> <p>Discussion: Guide students, in manageable groups to debate on methods involved in preparing fish dishes</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Select utensils and equipment for preparing fish • Select materials and ingredients used for preparing fish • Weigh and measure ingredients and materials for preparing fish • Cut whole fish as per menu requirements • Prepare marinades and marinate the fish • Keep the fish in the fridge for the required time to marinate well • Clean and store working tools 	menu requirements	<p>evidence: Detailed knowledge of: Methods: The student should explain various methods for preparing fish for various purposes</p> <p>Principles: The student should state principles involved in preparing fish for various uses</p> <p>Theories: The student should explain the importance of preparing fish for various uses</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 	<p>utensils, tools, and equipment should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Metal scraper • Colour coded chopping board • Kitchen knives • Set, filleting knife • Serving dishes • Silver platters • Refrigerator • Deep freezer • Polyethylene bags • Fish scissors • Scaling knife • Bone saw machine • Meat tenderizer • Fish slicer 	
		(b) Cooking fish	Demonstration:	The student	Fish dishes cooked	Knowledge	The following	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		dishes	<p>Show students how to cook fish dishes</p> <p>Practical work: Guide students to cook fish dishes</p> <p>Discussion: Guide students, in manageable groups to debate on various methods involved in cooking fish dishes</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Select utensils, tools and equipment to be used for cooking fish dishes • Select materials and ingredients used for cooking fish • Identify various fish and fish cuts to be cooked • Weigh and measure ingredients used cook fish dishes • Cook fish dishes as per standard recipe • Finish fish dishes, garnish and present • Clean working areas, utensils, tools and equipment used for cooking fish • Store all utensils and dispose of waste 	as per menu requirement	<p>evidence: Detailed knowledge of: Methods: The student should explain various methods of cooking fish dishes</p> <p>Principles: The student should state principles involved in cooking fish dishes</p> <p>Theories: The student should elaborate the importance of cooking fish dishes</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 	<p>utensils, tools, and equipment should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Colour coded chopping boards • Kitchen knives • Wooden spoon • Frying pans • Serving dishes • Silver platters • Refrigerator • Deep freezer • Oven • Stoves 	
	3.2 Preparing and cooking shellfish dishes	(a) Preparing shellfish	Demonstration: Show students how to prepare shellfish	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select shellfish and other 	Shellfish prepared as per type and recipe requirements	<p>Knowledge evidence: Detailed knowledge of:</p>	The following equipment and utensils should be available:	129

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work: Guide students to prepare shellfish Discussion: Guide students, in manageable groups to debate on methods used to prepare shellfish	ingredients used for preparing shellfish <ul style="list-style-type: none"> Select utensils and equipment for preparing shellfish Weigh and measure ingredients and materials Prepare shellfish Prepare ingredients for shellfish preparation Marinate shellfish as per recipe specifications Clean and store work tools 		Methods: The student should highlight methods of preparing shellfish Principles: The student should explain principles used in preparing shellfish before cooking Theories: The student should explain the importance of preparing shellfish Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Hygiene and safety regulations Food service standards and regulations Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> Professional uniforms Catering gloves Deep fat fryer Kitchen knives Serving dish Refrigerator Deep freeze Metal scraper Colour coded chopping boards 	
		(b) Cooking shellfish dishes	Demonstration: Show students how to cook shellfish dishes	The student should be able to: <ul style="list-style-type: none"> Select materials and ingredients 	<ul style="list-style-type: none"> Shellfish dishes cooked as per recipe standards 	Knowledge evidence: Detailed knowledge of:	The following equipment and utensils should be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work: Guide students to cook shellfish dishes Discussion: Guide students, in manageable groups to debate on methods used to cook shellfish dishes	used for cooking shellfish dishes <ul style="list-style-type: none"> • Cook shellfish dishes properly and present well • Select type of shellfish dishes that correspond to the desired flavour, colour and texture • Let finished shellfish dishes garnished and served to the required temperature • Clean and store work tools appropriately 		Methods: The student should present methods used in cooking shellfish dishes Principles: The student should state: principles applied in cooking shellfish dishes Theories: The student should explain the importance and techniques associated with cooking shellfish Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Hygiene and safety regulations • Food service standards and regulations • HACCP 	<ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Deep fat fryer • Kitchen knives • Serving dish • Refrigerator • Deep freeze • Metal scraper • Colour coded chopping boards • Cooking ranges, gas stove, charcoal stove, firewood, electric burners • Skimmer • Wooden spoon • Oven 	
4.0 Preparing salads, hors d'oeuvres, canapes and sandwiches	4.1 Preparing salads and salad dressings	(a) Preparing simple salads	Demonstration: Show students how to prepare simple salads Practical work:	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment for preparing simple 	<ul style="list-style-type: none"> • Simple salad prepared, presented as per recipe standards 	Knowledge evidence: Detailed knowledge of: Methods:	The following utensils, tools and equipment should be available: <ul style="list-style-type: none"> • Professional 	87

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide students to prepare simple salads Discussion: Guide students in manageable groups to debate on principles used to prepare simple salads	salads <ul style="list-style-type: none"> Select materials used for preparing simple salads Weigh and measure materials and ingredients for preparing simple salads Prepare various simple salads Finish and present simple salads Clean all areas, utensils, tools and equipment used for preparing simple salads Store utensils, tools, and equipment used for preparing simple salads and dispose wastes 		The student should elaborate ways to prepare simple salads: Principles: The student should explain principles involved in preparing simple salads Theories: The student should explain the importance of including simple salad in the meal techniques in prepare simple salads Circumstantial Knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard recipe card Laws related to the food service industry HACCP 	uniforms <ul style="list-style-type: none"> Catering gloves Cutting boards Kitchen knives Colander Vegetable peelers Serving dish Refrigerator Deep freezer Plastic bags Strainer Vegetable spoons Serving platter Salad bowls Plate Mixing bowls Grater Vegetable peelers Egg slicers 	
		(b) Preparing compound salads	Demonstration: Show students how to prepare compound salads	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment for 	Compound salads prepared, presented as per recipe standards	Knowledge evidence: Detailed knowledge of:	The following utensils, tools and equipment should be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work: Guide students to prepare compound salads Discussion: Guide students in manageable groups to debate on principles used to prepare compound salads	compound salads <ul style="list-style-type: none"> • Select materials used for preparing compound salads • Weigh and measure materials and ingredients for preparing compound salads • Prepare various compound salads • Finish and present compound salads • Clean and store all work tools 		Methods: The student should elaborate: methods used in preparing compound salads Principles: The student should state principles involved in preparing and serving compound salads Theories: The student should explain the importance and techniques involved in preparing and serving compound salads Circumstantial Knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Standard recipe card • Food hygiene and safety • HACCP 	<ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cutting boards • Kitchen knives • Colander • Vegetable peelers • Serving dish • Refrigerator • Deep freezer • Plastic bags • Strainer • Vegetable spoons • Serving platter • Salad bowls • Plate • Mixing bowls • Grater • Vegetable peelers • Egg slicers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		(c) Preparing salad dressings	Brainstorming: Guide students in defining, giving types, and explaining importance of salad dressing Demonstration Show students how to prepare salad dressing Practical work Guide students to prepare salad dressing	The student should be able to: <ul style="list-style-type: none"> • Prepare utensils, tools and equipment for salad dressings • Select materials for preparing salad dressings • Prepare salad dressings • Clean work areas, utensils, tools. and equipment for preparing salad dressings • Store work tools used to prepare salad dressings and dispose wastes 	<ul style="list-style-type: none"> • Salad dressings prepared as per recipe standards 	Knowledge evidence: Detailed knowledge of: Methods: The student should state meaning, show types and illustrate methods used to prepare salad dressings Principles: The student should state principles involved in preparing salad dressings Theories: The student should explain the importance of using various types of salad dressings Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food service standards and regulations • HACCP 	The following tools equipment and materials should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Conical strainer • Mixing bowls • Wire whisky • Spoons • Sauce boat • Salad dressing bottle • Kitchen knives • Colour coded chopping boards • Pepper mill • Measuring cups 	
	4.2 Preparing hors	(a) Preparing cold hors	Discussion Guide students, in	The student should be able to:	<ul style="list-style-type: none"> • Cold hors d'oeuvre prepared 	Knowledge evidence:	This element can be achieved at the	96

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	d'oeuvres	d'oeuvre	<p>manageable groups to debate on: meaning, types and importance of cold hors d'oeuvre</p> <p>Demonstration Show students how to prepare cold hors d'oeuvre</p> <p>Practical work Guide students to prepare cold hors d'oeuvre</p>	<ul style="list-style-type: none"> Select tools and equipment Select materials used for cold hors-d'oeuvres Prepare and finish hors-d'oeuvres Garnish, present and serve cold hors-d'oeuvres Clean work areas, utensils, tools. and equipment used Store work tools and dispose wastes appropriately 	and presented as per recipe and service standards	<p>Detailed knowledge of: Methods: The student should illustrate methods used to prepare cold hors d'oeuvre</p> <p>Principles: The student should state principles involved in preparing cold hors d'oeuvres</p> <p>Theories: The student should elaborate the importance of preparing and serving hors-d'oeuvres as per category</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Standard recipe card Food laws and guidelines HACCP 	<p>school or work place The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> Professional uniforms Catering gloves Cooking ranges, charcoal stove, and electric burner Cutting boards Peelers Hors d'oeuvre trays Egg slicers Knives Mixing bowls Tongs Whisk balloon Spoons Food processor Mixing machine Blender Refrigerator Deep freezer Griddle Toaster 	
		(b) Preparing hot hors d'oeuvre	Discussion Guide students, in manageable groups to	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and 	<ul style="list-style-type: none"> Hot hors d'oeuvre prepared and presented as per 	<p>Knowledge evidence: Detailed</p>	The following utensils, tools and equipment should	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>debate on meaning, types and importance of hot hors d'oeuvre</p> <p>Demonstration Show students how to prepare hot hors d'oeuvre</p> <p>Practical work Guide students to prepare hot hors d'oeuvre</p>	<p>equipment</p> <ul style="list-style-type: none"> • Select materials used for hot hors-d'oeuvres • Prepare and finish hot hors-d'oeuvres • Garnish, present and serve hot hors-d'oeuvres • Clean work areas, utensils, tools, and equipment used • Store work tools and waste disposed appropriately 	recipe and service standards	<p>knowledge of:</p> <p>Methods: The student should illustrate methods used to prepare hot hors d'oeuvre</p> <p>Principles: The student should state principles involved in preparing hot hors d'oeuvres</p> <p>Theories: The student should elaborate the importance of preparing and serving hot hors-d'oeuvres as per category</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Standard recipe card • Food laws and guidelines • HACCP 	<p>be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, charcoal stove, electric burner • Cutting boards • Peelers • Hors d'oeuvre trays • Egg slicers • Knives • Mixing bowls • Tongs • Whisk balloon • Spoons • Food processor • Mixing machine • Blender • Refrigerator • Deep freezer • Griddle • Toaster 	
	4.3 Preparing canapés	(a) Preparing cold canapés	<p>Discussion Guide students, in manageable groups to debate on meaning,</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select utensils, tools and 	<ul style="list-style-type: none"> • Cold canapé prepared, finished and served at the 	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p>	<p>The following utensils, tools and equipment should be available:</p>	96

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			types and importance of cold canapés Demonstration Show students how to prepare cold canapés Practical work Guide students to prepare cold canapés	equipment used for preparing cold canapés • Select and check all ingredients for freshness and quality • Weigh and measure materials and ingredients • Prepare cold canapés • Garnish and present cold canapés • Clean and store work tools • Dispose waste	required temperature	Methods: The student should describe methods used to prepare cold canapés as per recipe guidelines Principles: The student should state the principles and techniques involved in preparing cold canapés Theories: The student should explain the importance of preparing cold canapés and identify main contamination threats Circumstantial knowledge: Detailed knowledge about: • Standard recipe card • HACCP	<ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, gas stove, charcoal stove, electric burner, fire woods • Colour coded chopping boards • Knives • Toaster machine • Mixing bowls • Wooden spatula • Silver tray • Wire racks • Refrigerator • Slicing machine • Frying pans • Egg turners • Tea spoons 	
		(b) Preparing hot canapés	Discussion Guide students in manageable groups to debate on meaning,	The student should be able to: • Select utensils, tools and	• Hot canapé prepared, finished, and served at the	Knowledge evidence: Detailed knowledge of:	The following utensils, tools and equipment should be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>types and importance of hot canapés</p> <p>Demonstration Show students how to prepare hot canapés</p> <p>Practical work Guide students to prepare hot canapés</p>	<p>equipment used for preparing hot canapés</p> <ul style="list-style-type: none"> • Select and check all ingredients for freshness and quality • Weigh and measure materials and ingredients • Prepare hot canapés • Garnish and present hot canapés • Clean and store work tools • Dispose waste 	required temperature	<p>Methods: The student should illustrate methods used to prepare hot canapés as per recipe guidelines</p> <p>Principles: The student should state the principles and techniques involved in preparing hot canapés</p> <p>Theories: The student should explain the importance of preparing hot canapés and identify main contamination threats</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Standard recipe card • HACCP 	<ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, gas stove, charcoal stove, electric burner, fire woods • Colour coded chopping boards • Knives • Toaster machine • Mixing bowls • Wooden spatula • Silver tray • Wire racks • Refrigerator • Slicing machine • Frying pans • Egg turners • Tea spoons 	
	4.4 Preparing sandwiches	(a) Preparing cold sandwiches	<p>Discussion Guide students, in manageable groups to debate on meaning,</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select utensils, tools and 	<ul style="list-style-type: none"> • Cold sandwiches prepared, finished, and served at the 	<p>Knowledge evidence: Detailed knowledge of:</p>	The following utensils, tools, and equipment should be available:	93

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			types and importance of cold sandwiches Demonstration Show students how to prepare cold sandwiches Practical work Guide students to prepare cold sandwiches	equipment used for preparing cold sandwiches <ul style="list-style-type: none"> Select and check all ingredients for freshness and quality Weigh and measure materials and ingredients Prepare cold sandwiches Garnish and present cold sandwiches Clean and store work tools Dispose wastes 	required temperature	Methods: The student should describe methods used to prepare cold sandwiches as per recipe guidelines Principles: The student should state the principles and techniques involved in preparing cold sandwiches Theories: The student should explain the importance of preparing cold sandwiches and identify main contamination threats Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard recipe card HACCP) 	<ul style="list-style-type: none"> Professional uniforms Catering gloves Cooking ranges, gas stove, charcoal stove, fire wood, electric burner Chopping boards Knives Toaster machine Slicing machine Silver trays Plates Refrigerator Frying pans Egg turner Mixing bowls Tea spoons Weighing scale Colander 	
		(b) Preparing hot sandwiches	Discussion Guide students, in manageable groups to	The student should be able to: <ul style="list-style-type: none"> Select utensils, 	<ul style="list-style-type: none"> Hot sandwiches prepared, finished, and 	Knowledge evidence: Detailed	The following utensils, tools and equipment should	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>debate on: meaning, types and importance of hot sandwiches</p> <p>Demonstration Show students how to prepare hot sandwiches</p> <p>Practical work Guide students to prepare hot sandwiches</p>	<p>tools, and equipment used for preparing hot sandwiches</p> <ul style="list-style-type: none"> • Select and check all ingredients for freshness and quality • Weigh and measure materials and ingredients • Prepare hot sandwiches • Garnish and present hot sandwiches • Clean and store work tools • Dispose wastes 	served at the required temperature	<p>knowledge of:</p> <p>Methods: The student should describe methods used to prepare hot sandwiches as per recipe guidelines</p> <p>Principles: The student should describe the principles and techniques involved in preparing sandwiches</p> <p>Theories: The student should explain the importance of preparing hot sandwiches and identify main contamination threats</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Standard recipe card • HACCP 	<p>be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, gas stove, charcoal stove, fire wood, electric burner • Chopping boards • Knives • Toaster machine • Slicing machine • Silver trays • Plates • Refrigerator • Frying pans • Egg turner • Mixing bowls • Tea spoons • Weighing scale • Colander 	

Form Four

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Preparing and cooking bakery and pastry products	1.1 Preparing and cooking yeast dough products	(a) Preparing and cooking bread dough products	<p>Discussion Guide students, in manageable groups to debate on: meaning, types and importance of preparing and cooking bread dough products</p> <p>Demonstration Show students how to prepare and cook bread dough products</p> <p>Practical work Guide students to prepare and cook bread dough products</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select materials and ingredients used for preparing and cooking bread dough products • Select utensils, tools and equipment for preparation • Weigh and measure ingredients and materials used for bread dough products • Select temperature for baking dough products • Use chemical, biological, and physical aerated commodities in the preparation of yeast dough • Prepare bread dough products • Bake varieties of bread dough products 	<ul style="list-style-type: none"> • Bread dough products cooked, shaped as per recipe specifications • Bread products have appropriate texture not dense, coarse and open streaks, crust pale brown 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing and cooking bread dough products</p> <p>Principles: The student should state principles involved in preparing and cooking bread dough products</p> <p>Theories: The student should explain the importance and stages of preparing and cooking bread dough products</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Laws related to bakery products 	<p>The following utensils, tools, and equipment should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, oven, charcoal stove, fire wood • Dough mixer • Scissors • Baking trays • Baking tins • Pastry brush • Flour sieve • Serrated knife • Piping bags with assorted nozzles • Stainless steel cooking pots • Wooden spatula • Plastic spatula • Plastic scrapper • Metal scrapper • Cutting boards • Table spoons • Meat folk • Metal or bamboo skewer • Rolling pin • Various pastry 	153

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Present and serve yeast dough products • Clean and store all work tools 		<ul style="list-style-type: none"> • HACCP 	cutters <ul style="list-style-type: none"> • Pastry roller • Weighing scale • Measuring jug • Measuring spoon • Measuring cup 	
		(b) Preparing and cooking bun dough products	<p>Discussion Guide students, in manageable groups to debate on: meaning, types and importance of preparing and cooking bun dough products</p> <p>Demonstration Show students how to prepare and cook bun dough products</p> <p>Practical work Guide students to prepare and cook bun dough products</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select materials and ingredients used for preparing and cooking bun dough products • Select utensils, tools, and equipment for preparing bun dough products • Weigh and measure ingredients and materials used for bun dough products • Select temperature for baking bun dough products • Use chemical, biological, and physical aerated commodities in the preparation of bun dough • Prepare bun 	<ul style="list-style-type: none"> • Bun dough products cooked, shaped as per recipe specifications • Bun products have appropriate texture, appearance and not dense 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing and cooking bun dough products</p> <p>Principles: The student should state principles involved in preparing and cooking bun dough products</p> <p>Theories: The student should explain the importance and stages of preparing and cooking bun dough products</p> <p>Circumstantial knowledge:</p>	The following utensils, tools equipment and should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, oven, charcoal stove, fire wood • Dough mixer • Baking trays • Baking tins • Pastry brush • Flour sieve • Serrated knife • Piping bags with assorted nozzles • Stainless steel cooking pots • Wooden spatula • Plastic spatula • Plastic scrapper • Metal scrapper • Cutting boards • Table spoons • Meat folk • Metal or bamboo 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				dough products <ul style="list-style-type: none"> • Bake varieties of bun dough products • Present and serve bun dough products • Clean and store work tools 		Detailed knowledge about: <ul style="list-style-type: none"> • Laws related to bakery products • HACCP 	skewer <ul style="list-style-type: none"> • Rolling pin • Various pastry cutters • Pastry roller • Weighing scale • Measuring jug • Measuring spoon • Measuring cup 	
		(c) Preparing and cooking pizza	Discussion Guide students to debate on: meaning, types and importance of preparing and cooking pizza Demonstration Show students how to prepare and cook pizza Practical work Guide students to prepare and cook pizza	The student should be able to: <ul style="list-style-type: none"> • Select materials and ingredients used for preparing and cooking pizza products • Select utensils, tools, and equipment for preparation • Weigh and measure ingredients and materials used for pizza products • Select temperature for baking pizza products • Use chemical, biological, and physical aerated commodities in 	<ul style="list-style-type: none"> • Pizza products cooked and served as per recipe specifications • pizza products have appropriate texture and appearance as per standards 	Knowledge evidence: Detailed knowledge of: Methods: The student should identify methods used in preparing and cooking pizza products Principles: The student should state principles involved in preparing and cooking pizza products Theories: The student should explain the importance and stages of preparing and cooking pizza products Circumstantial	The following utensils, tools, and equipment should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, oven, charcoal stove, fire wood • Dough mixer • Baking trays • Pizza cutter • Pastry brush • Flour sieve • Stainless steel cooking pots • Wooden spoon • Plastic spatula • Plastic scrapper • Metal scrapper • Cutting boards • Table spoons • Rolling pin • Pastry roller • Weighing scale 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				the preparation of pizza products <ul style="list-style-type: none"> • Prepare pizza products • Bake varieties of pizza products • Present and serve pizza products • Clean and store work tools 		knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Laws related to bakery products • Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> • Measuring jug • Measuring spoon • Measuring cups 	
	1.2 Preparing and cooking pastry products	(a) Preparing and cooking cakes	Discussion Guide students, in manageable groups to debate on: meaning, types and importance of preparing and cooking cakes Demonstration Show students how to prepare and cook cakes Practical work Guide students to prepare and cook cakes	The student should be able to: <ul style="list-style-type: none"> • Select materials and ingredients used for preparing and cooking cakes • Select utensils, tools and equipment for preparing and cooking cakes • Weigh and measure ingredients and materials • Cook various pastry cakes • Produce basic sweet sauces, fillings and icing • Clean and appropriately 	Baked cakes meet recipe specifications	Knowledge evidence: Detailed knowledge of: Methods: The student should show methods used in preparing and baking cakes Principles: The student should state principles applied in preparing and cooking cakes Theories: The student should explain the importance of preparing and cooking cakes Circumstantial knowledge:	The following utensils, tools, and equipment should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Ovens • Cooking ranges, • Cake mixer • Baking tray • Cake tins • Dariole molds • Pastry brush • Flour sieves • Palate knife • Cake knife • Serrated knife • Piping bags with assorted nozzles • Baking tins • Stainless steel cooking pots • Wooden spatula 	174

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				store work tools		Detailed knowledge about: <ul style="list-style-type: none"> • Standard recipe • Laws related to bakery products • HACCP 	<ul style="list-style-type: none"> • Plastic spatula • Plastic scrapper • Cutting boards • Teaspoon • Weighing scale • Rolling pins • Pastry cutters • Pastry roller • Baking tins • Wooden spoon • Measuring jug • Measuring spoon • Weighing scale 	
		(b) Preparing and decorating cakes	Discussion Guide students in manageable groups to debate on: meaning, types and importance of preparing and cooking cakes Demonstration Show students how to prepare and cook cakes Practical work Guide students to prepare and cook cakes	The student should be able to: <ul style="list-style-type: none"> • Select materials and ingredients used to prepare and decorate cakes • Select tools and equipment for preparing and decorating cakes • Weigh and measure ingredients and materials • Prepare and decorate cakes as per recipe specification • Clean and store work tools and 	Cake decorated as per function standards and recipe specifications	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in preparing and decorating cakes Principles: The student should state principles applied in preparing and decorating cakes Theories: The student should explain the	The following utensils, tools and equipment should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, • Cake mixer • Pastry brush • Flour sieves • Palate knife • Cake knife • Serrated knife • Piping bags with assorted nozzles • Stainless steel knife • Cooking pots • Wooden spatula • Plastic spatula 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				cooking		importance of preparing and decorating cakes Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard recipe Laws related to bakery products HACCP 	<ul style="list-style-type: none"> Plastic scrapper Cutting boards Teaspoon Weighing scale Rolling pins Pastry cutters Pastry roller Wooden spoon Measuring jug Measuring spoon Weighing scale 	
		(c) Preparing and cooking biscuits and cookies	<p>Discussion Guide students, in manageable groups to explain meaning, types and importance of preparing and cooking biscuits and cookies</p> <p>Demonstration Show students how to prepare and cook biscuits and cookies</p> <p>Practical work Guide students to prepare and cook biscuits and cookies</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select materials and ingredients used to prepare and cook biscuits and cookies Select utensils, tools and equipment for preparing and cooking biscuits and cookies Weigh and measure ingredients and materials Prepare and cook biscuits and cookies Clean and store 	<ul style="list-style-type: none"> Biscuits and cookies are prepared and cooked as per recipe standards 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should explain methods used to preparing and cooking biscuits and cookies</p> <p>Principles: The student should state principles applied in preparing and cooking biscuits and cookies</p> <p>Theories: The student should explain the importance of preparing, cooking</p>	<p>The following utensils, tools, and equipment should be available:</p> <ul style="list-style-type: none"> Professional uniforms Catering gloves Cooking ranges, Cake mixer Pastry brush Flour sieves Palate knife Cake knife Serrated knife Piping bags with assorted nozzles Stainless steel knife Cooking pots Wooden spatula Plastic spatula Plastic scrapper Cutting boards 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				all work tools used <ul style="list-style-type: none"> Clean work areas and dispose wastes 		and decorating biscuits and cookies Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard recipe Laws related to bakery products HACCP 	<ul style="list-style-type: none"> Teaspoon Weighing scale Rolling pins Pastry cutters Pastry roller Wooden spoon Measuring jug Measuring spoon Weighing scale Pastry cutters 	
		(d) Preparing and cooking pastries	Discussion Guide students, in manageable groups to elaborate on: meaning, types and importance of preparing and cooking pastries Demonstration Show students how to prepare and cook pastries Practical work Guide students to prepare and cook pastries	The student should be able to: <ul style="list-style-type: none"> Select materials and ingredients used to prepare and cook pastries Select utensils, tools, and equipment for preparing and cooking pastries Weigh and measure ingredients and materials Prepare and cook pastries Present and garnish pastries as per type of 	Pastries are prepared and cooked as per recipe standards	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used to prepare and cook pastries Principles: The student should state principles applied in preparing and cooking pastries Theories: The student should explain the importance of preparing and cooking pastries	The following utensils, tools, and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Catering gloves Cooking ranges, ovens, gas stove Cake mixer Pastry brush Flour sieves Muffin tray Palate knife Cake knife Serrated knife Piping bags with assorted nozzles Stainless steel knife Cooking pots Wooden spatula 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				pastries <ul style="list-style-type: none"> • Clean and store all work tools used • Clean work areas and dispose wastes 		Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Standard recipe • Laws related to bakery products • HACCP 	<ul style="list-style-type: none"> • Plastic spatula • Plastic scrapper • Cutting boards • Teaspoon • Weighing scale • Rolling pins • Pastry cutters • Pastry roller • Wooden spoon • Measuring jug • Measuring spoon • Weighing scale • Pastry cutters 	
		(e) Preparing and cooking snacks	Discussion Guide students, in manageable groups to debate on: meaning, types and importance of preparing and cooking snacks Demonstration Show students how to prepare and cook snacks Practical work Guide students to prepare and cook snacks	The student should be able to: <ul style="list-style-type: none"> • Select materials and ingredients used to prepare and cook snacks • Select utensils, tools, and equipment for preparing and cooking snacks • Weigh and measure ingredients and materials • Prepare and cook snacks • Present and garnish pastries as per type of snacks 	Snacks prepared and cooked as per recipe standards	Knowledge evidence: Detailed knowledge of: Methods: The student should show methods used to prepare and cook snacks Principles: The student should state principles applied in preparing and cooking snacks Theories: The student should explain the importance of	The following utensils, tools and equipment should be available: <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Cooking ranges, ovens, gas stoves • Skimmer • Deeper fryer • Cake mixer • Pastry brush • Flour sieves • Muffin tray • Palate knife • Cake knife • Serrated knife • Piping bags with assorted nozzles 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Clean and store all work tools used Clean work areas and dispose wastes 		preparing and cooking snacks Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard recipe Laws related to bakery products HACCP 	<ul style="list-style-type: none"> Stainless steel knife Cooking pots Wooden spatula Plastic spatula Plastic scrapper Cutting boards Teaspoon Weighing scale Rolling pins Pastry cutters Pastry roller Wooden spoon Measuring jug Measuring spoon Weighing scale Pastry cutters 	
	1.3 Preparing and cooking desserts	(a) Preparing cold desserts	Discussion Guide students, in manageable groups to debate on: meaning, types and importance of preparing cold desserts Demonstration Show students how to prepare cold desserts Practical work Guide students to prepare cold desserts	The student should be able to: <ul style="list-style-type: none"> Select utensils and equipment for preparing cold desserts Select materials and ingredients used for cold desserts Weigh and measure ingredients and materials Produce a range of cold desserts using fruits 	Cold desserts prepared, finished, and presented as per standard recipe	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used to Prepare cold desserts Principles: The student should state principles applied in preparing cold desserts	The following utensils and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Baking tin Cooking ranges Commercial mixer Baking trays Pastry brush Flour sieve Plate knife Piping bag with assorted 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Produce basic sweet sauces and fillings Clean and store all work tools 		Theories: The student should explain the importance of preparing cold desserts Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard recipe Laws related to bakery products HACCP 	nozzles <ul style="list-style-type: none"> Cooper cooking pots Wooden spatula Plastic spatula Plastic scraper Metal scraper Cutting boards Teaspoon Table spoon Rolling pin Various pastry cutter and rollers Ovens (electric or gas) Measuring fug Measuring spoons Measuring scale 	
		(b) Preparing hot desserts	Discussion Guide students, in manageable groups to explain meaning, types and importance of preparing hot desserts Demonstration Show students how to prepare hot desserts Practical work	The student should be able to: <ul style="list-style-type: none"> Select utensils and equipment for preparing hot desserts Select materials and ingredients used for hot desserts Weigh and measure ingredients and 	Hot desserts prepared, finished and presented as per standard recipe	Knowledge evidence: Detailed knowledge of: Methods: The student should show methods used to Prepare hot desserts Principles: The student should state principles	The following equipment and utensils should be available: <ul style="list-style-type: none"> Professional uniforms Catering gloves Cooking ranges, gas stove, charcoal stove, fire woods, electric hot plate Colour coded 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide students to prepare hot desserts	materials <ul style="list-style-type: none"> Produce a range of hot desserts using fruits Produce basic sweet sauces and fillings Clean and store all work tools 		applied in preparing hot desserts Theories: The student should explain the importance of preparing hot desserts Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard recipe Laws related to bakery products HACCP 	chopping boards <ul style="list-style-type: none"> Kitchen knives Cooking pots Conical strainer Colander Serving spoon Serving dishes Wooden spoons Tea spoons Basin Frying pans 	
2.0 Arranging buffet and preparing foods in the restaurant	2.1 Preparing and maintaining buffet tables	(a) Arranging tables for buffet	Discussion Guide students, in manageable groups to debate on: meaning, types and importance of arranging tables for buffet Demonstration Show students how to arranging tables for buffet Practical work Guide students to arrange tables for buffet	The student should be able to: <ul style="list-style-type: none"> Select and collect tables and chairs used in preparing buffet Use table linen and decorating items for buffet Arrange the buffet tables according to the shape required Decorate buffer arrangement Arrange plates 	Buffet table clean, free from damage, food orderly displayed with food tags	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in arranging tables for buffet Principles: The student should state principles applied in arranging tables for buffet Theories:	The following utensils, tools, and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Buffet tables Cutting board Carving knife Chaffing dishes Serving dishes Food warmers Refrigerator Deep freezer Displaying mirror 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				and service gears <ul style="list-style-type: none"> • Arrange the food in the buffet • Replenish food items all the times • Monitor the buffet service process to make adjustments • Clear the buffet and manage leftovers • Clean the buffet table and accessories • Store all utensils, tools, and equipment • Dispose wastes appropriately 		The student should explain the importance of arranging tables for buffet Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Buffet checklist • HACCP 	<ul style="list-style-type: none"> • Serving platters • Gastronomy tray • Serving spoons • Baskets • Table clothes • Skirting • Flowers for decorating the buffet tables 	
		(b) Setting buffet tables	Discussion Guide students, in manageable groups to elaborate meaning, types, and importance of setting up buffet tables Demonstration Show students how to properly setting up buffet tables	The student should be able to: <ul style="list-style-type: none"> • Set the buffet according to the prescribed buffet shape • Select and collect furniture, decoration items, linens, and materials for setting up 	Buffet tables set up as per requirements	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in setting up buffet tables Principles: The student should state principles	The following utensils, tools, and equipment should be available: <ul style="list-style-type: none"> • Professional uniforms • Buffet tables • Cutting board • Carving knife • Chaffing dishes • Serving dishes • Food warmers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work Guide students to setting up buffet tables	buffet table <ul style="list-style-type: none"> Set the buffet as per standards of service Decorate the buffet with flowers and centre pieces Remove unwanted used items 		applied in Setting up buffet tables Theories: The student should explain the importance of setting up buffet tables Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Manual for buffet shapes HACC 	<ul style="list-style-type: none"> Refrigerator Deep freezer Displaying mirror Serving platters Gastronomy tray Serving spoons Baskets Table clothes Skirting Flowers 	
		(c) Maintaining buffet dishes' display	Discussion: Guide students, in manageable groups to define, identify and explain how to maintain buffet dishes display Demonstration Show students how to maintain buffet dishes display Practical work Guide students to maintain buffet dishes display	The student should be able to: <ul style="list-style-type: none"> Replenish and replace buffet items that have dipped below their peak of freshness or have been overcooked while being kept hot Clean the buffet service gears regularly Maintain food presentation Maintain buffet food at the 	<ul style="list-style-type: none"> Buffet dishes maintained and displayed 	Knowledge evidence: Detailed knowledge of: Methods: The student should present methods used in maintaining buffet dishes display Principles: The student should state principles applied in maintaining buffet dishes' display Theories: The student should	The following utensils, tools, and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Buffet tables Cutting board Carving knife Chaffing dishes Serving dishes Food warmers Refrigerator Deep freezer Displaying mirror Serving platters Gastronomy 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>prescribed temperature</p> <ul style="list-style-type: none"> • Change the buffet tags if not clean • Clean any food drops on the floor and dispose waste 		<p>explain the importance of maintaining buffet dishes' display</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Standard operating procedure for Buffet setup and maintenance • HACCP 	<p>tray</p> <ul style="list-style-type: none"> • Serving spoons • Baskets • Table clothes • Skirting • Flowers 	
	2.2 Cooking, carving, and serving dishes in the restaurant	(a) Performing flambé'	<p>Brainstorming Guide students to identify, describe, and explain methods of flambé' food</p> <p>Demonstration Show students how to flambé' food</p> <p>Practical work Guide students to flambé' food</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select and collect utensils, tools, and equipment for flambé' performance • Select and collect ingredients and materials for flambé • Arrange materials and ingredients on a flambé trolley • Perform flambé in front of the guests 	Flambé performed as per requirements	<p>Knowledge evidence:</p> <p>Detailed knowledge:</p> <p>Methods: The student should illustrate methods used in performing flambé'</p> <p>Principles: The student should state principles applied in performing flambé'</p> <p>Theories: The student should explain the importance of performing flambé'</p>	<p>The following utensils, tools, and equipment should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Catering gloves • Gas burner • Colour coded chopping boards • Carving knife • Carving forks • Flambé trolley • Sauce ladles • Serving spoon • Meat plates • Serving platters 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Remove the trolley to the back of the house Clean all the utensils, tools and equipment used for flambé 		Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Customer service HACCP 	<ul style="list-style-type: none"> Serving spoons Frying pans Wooden spoon 	
		(b) Performing meat carving	Brainstorming Guide students to identify and explain process of carving meat Demonstration Show students how to carve meat Practical work Guide students to carve meat	The student should be able to: <ul style="list-style-type: none"> Select and collect utensils, tools, and equipment for performing meat carving Select and collect ingredients and materials for meat carving Arrange materials and ingredients on a carving trolley Perform meat carving in front of the guests 	Meat carving performed as per recipe standards	Knowledge evidence: Detailed knowledge: Methods: The student should illustrate methods used in meat carving Principles: The student should state principles applied in meat carving Theories: The student should explain the importance of meat carving Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Customer 	The following utensils, tools and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Catering gloves Gas burner Colour coded chopping boards Carving knife Carving forks Flambé trolley Sauce ladles Serving spoon Meat plates Serving platters Serving spoons Frying pans Wooden spoon 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						service • HACCP		
		(c) Performing fish carving	<p>Discussion Guide students, in manageable groups to identify and explain process of carving fish</p> <p>Demonstration Show students how to carve fish</p> <p>Practical work Guide students to carve fish</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select and collect utensils, tools, and equipment for carving fish Select and collect ingredients and materials for carving fish Arrange materials and ingredients on a carving trolley Perform fish carving in front of the guests 	Fish carved as per recipe standards	<p>Knowledge evidence: Detailed knowledge: Methods: The student should illustrate methods used in carving fish</p> <p>Principles: The student should state principles applied in carving fish</p> <p>Theories: The student should explain the importance of carving fish</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Customer service HACCP 	<p>The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> Professional uniforms Catering gloves Gas burner Colour coded chopping boards Carving knife Carving forks Flambé trolley Sauce ladles Serving spoon Meat plates Serving platters Serving spoons Frying pans Wooden spoon 	
3.0 Budgeting and controlling food costs	3.1 Planning, designing and writing menu	(a) Planning menu	<p>Discussion: Guide students, in manageable groups to identify and debate on principles of planning menu</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Compile dishes to be included in menu Develop and 	<ul style="list-style-type: none"> Planned menus are balanced to meet dietary, nutritional and colour balancing rates 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should</p>	<p>The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> Professional uniforms 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration Show students how to plan menu Practical work Guide students to plan menu	modify menu plans • Plan menu for different groups of people and function • Plan menus to meet dietary requirements • Plan menu that is cost effective	• Menu planned is cost effective	explain the methods used in Planning menu Principles: The student should state principles involved in planning menu Theories: The student should explain importance of planning menu Circumstantial knowledge: Detailed knowledge about: • Food knowledge • Food nutrients and requirements	• Pens • Ruler • Pencil • Computer • Printer • Tanzania standard food tables	
		(b) Designing and writing menu	Discussion Guide students, in manageable groups to identify and debate on methods of designing and writing menu Demonstration Show students how to design and write menu Practical work Guide	The student should be able to: • Compile dishes to be included in designing and writing menu • Develop, design and write menu for different groups of people	Designed and written menu as per menu standards	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate the methods used in designing and writing menu Principles:	The following utensils, tools, and equipment should be available: • Professional uniforms • Pens • Ruler • Pencil • Computer • Printer • Tanzania	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			students to design and write menu	<ul style="list-style-type: none"> Design and write menu that balance in nutrients Design and write menu that meet dietary requirements 		<p>The student should state principles involved in designing and writing menu</p> <p>Theories: The student should explain importance of designing and writing menu</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Food knowledge Food nutrients and requirements 	standard food tables	
	3.2 Storing and controlling food cost	(a) Purchasing goods and food materials	<p>Brainstorming Guide students to define and describe types of purchasing goods and food materials</p> <p>Practical work Guide students on how to Purchase goods and food materials</p> <p>Activity: Organize students in manageable groups to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify goods and food materials as per requirements Request goods and food materials by creating shopping lists and requisitions Process purchases as per requirements 	Goods and food materials purchased as per requirement	<p>Knowledge evidence:</p> <p>Detailed knowledge of: Methods: The student should elaborate different methods of purchasing goods and food materials</p> <p>Principles: The student should state the principles</p>	<p>The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> Professional uniforms Computer Pens Paper Calculator Purchasing requisition form 	63

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			discuss methods of purchasing goods and food materials	<ul style="list-style-type: none"> Wait for goods and food materials to be delivered 		<p>of purchasing goods and food materials</p> <p>Theories: The student should explain the importance of using purchasing cycle</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Stocktaking Basic mathematics 		
		(b) Receiving goods and food materials	<p>Brainstorming: Guide students to define, describe, and explain on reception of goods and food materials</p> <p>Practical work: Guide students on how to Purchase goods and food materials</p> <p>Activity: Organize students in manageable groups to discuss about receiving goods and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Check received goods and food materials for quality and quantity Return unacceptable goods and food materials to suppliers for exchange Crosscheck acceptable goods and food materials 	Goods and food materials received as per guidelines	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should elaborate different methods of purchasing goods and food materials</p> <p>Principles: The student should state the principles of purchasing goods and food materials</p>	<p>The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> Professional uniforms Weighing scale Pens Paper Calculator Purchasing requisition form Storage containers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			food materials	<p>received against the purchasing requisition</p> <ul style="list-style-type: none"> • Take acceptable goods and food materials for storage • Use and fill goods and foods receiving documents as per standards 		<p>Theories: The student should explain the importance of inspecting goods and food materials during receiving</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Stocktaking • Goods receiving note 		
		(c) Storing and issueing goods and food materials	<p>Brainstorming Guide students to define and describe storing and issuing goods and food materials</p> <p>Practical work: Guide students on how to store and issue goods and food materials</p> <p>Activity: Organise students in manageable groups to debate on storing and issuing goods and food materials</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Store goods and food materials in a first-in-first-out system • Enter all goods and food materials stored in the storeroom register • Issue goods and food materials in the store room • Issue goods and food materials as per standards 	<ul style="list-style-type: none"> • Goods and food materials stored and issued as per requisition and guidelines 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods of storing and issuing of goods and food materials</p> <p>Principles: The student should state principles of storing and issuing of goods and food materials</p> <p>Theories: The student should</p>	<p>The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Heavy duty gloves • Weighing scale • Food cart • Food containers • Refrigerators • Freezer • Bin cards • Ledger books 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<p>explain the importance of storing and issuing goods and food materials</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • FIFO and LIFO • HACCP 		
		(d) Performing food cost	<p>Group Discussion: Guide students, in manageable groups to identify, describe and debate on food cost</p> <p>Practical work: Guide students on how to perform food cost</p> <p>Activity: Organize students in small groups to debate types of food cost</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify commodity price for a recipe • Compare alternative commodity prices in terms of quality per meal • Identify types of food costs • Calculate the cost of recipe based on ingredients 	Food cost performed as per standard recipe	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Methods: The student should illustrate methods used in performing food cost</p> <p>Principles: The student should state principles involved in calculating food costing</p> <p>Theories: The student should explain the importance of performing food cost</p>	<p>The following equipment and utensils should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Calculator • Weighing scale • Pen • Cost sheet template Papers 	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Basic mathematics • Standard recipe card 		
		(e) Performing stock taking	Group Discussion: Guide students, in manageable groups to define, identify, and explain techniques used in stock taking Practical work: Guide students on how to perform stock taking Activity: Organize students in small groups to perform stock taking of various items in school workshops	The student should be able to: <ul style="list-style-type: none"> • Separate consumable and non-consumable goods • Update storeroom register or ledger and bin cards • Physically count goods and food materials • Record each good and food material counted in the inventory sheet 	<ul style="list-style-type: none"> • Stock taking performed and verified as per stock taking standards 	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate the methods used in performing stocktaking Principles: The student should state principles involved in stocktaking Theories: The student should explain the importance of stocking taking Circumstantial knowledge: Detailed knowledge about:	The following utensils, tools and equipment should be available: <ul style="list-style-type: none"> • Professional uniforms • Calculator • Weighing scale • Pen • Stock sheet • Papers • Bin cards • Ledger book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Basic mathematics • Stock taking guide 		
	3.3 Handling kitchen budget	(a) Implementing kitchen control system	<p>Brainstorming: Guide students to define, identify, and describe activities involved in implementing kitchen control system</p> <p>Practical work: Guide students on how to implement kitchen control system</p> <p>Activity: Organize students in small groups to design and create implementing kitchen control system for their workshop</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the common market price • Write down the standard recipe • Calculate the food cost of overhead relevant to food cost % • Calculate changes to commodities for recipe to alter material costs by at least % • Use record sheets to keep records • Calculate the opening and closing stock value and record appropriate document 	<ul style="list-style-type: none"> • Accurate purchasing records maintained • Foods comply with costing constraints • Selling price indicates expected profit margin set by management • Cost and sales margin comply with budgeting financial objective in food planning and cost • Documents are used for sales in food selling premises 	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should elaborate the methods used in implementing kitchen control system</p> <p>Principles: The student should state principles involved in implementing kitchen control system</p> <p>Theories: The student should explain the importance of having appropriate kitchen control systems</p> <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>The following equipment and utensils should be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Calculator • Ruler • Computer set • Market pricelist • Stationeries • Order book • Electronic receipt machines • Bill book 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Food control systems Principles of purchasing Storage procedure Portion size control 		
		(b) Preparing kitchen budget	<p>Group Discussion: Guide students, in manageable groups to define, identify and describe how to prepare kitchen budget</p> <p>Practical work: Guide students on how to Prepare kitchen budget</p> <p>Activity: Organise students in small groups to prepare kitchen budget</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Prepare and modify menu Prepare standard recipe Develop common prices for common items in recipe Cost individual dish Prepare kitchen budget 	Budget prepared and reviewed as per requirements	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate the methods used to prepare kitchen budget</p> <p>Principles: The student should state principles involved in preparing kitchen budget</p> <p>Theories: The student should explain the importance of preparing kitchen budget</p> <p>Circumstantial knowledge: Detailed</p>	<p>The following utensils, tools, and equipment should be available:</p> <ul style="list-style-type: none"> Professional uniforms Menu sheets Price list Market list Calculator Pens Ruler Pencil Computer Printer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge about: <ul style="list-style-type: none"> Principles of purchasing Storage procedures Portion size control Availability of commodities 		
		(c) Calculating food cost ratio	Group Discussion: Guide students, in manageable groups to define, identify and describe factors to consider in calculating food ratio Practical work: Guide students on how to calculate food cost ratio Activity: Organize student in small groups to Calculate food cost ratio	The student should be able to: <ul style="list-style-type: none"> Use accurate purchasing records Write standard recipe Calculate the food cost of overhead relevant to food cost % Calculate changes to modification of recipe changes by percentage Evaluate and review food cost ratios Calculate the gross profit margin Calculate selling price 	<ul style="list-style-type: none"> Foods cost ratios calculated as per recipe specifications Selling price calculated, expected profit margin set Cost and sales margins comply with budgeting 	Knowledge evidence: Detailed knowledge of: Methods: The student should elaborate the methods of calculating food cost ratio Principles: The student should state principles involved in calculating food cost ratio Theories: The student should explain the importance of calculating food cost ratio correctly Circumstantial knowledge:	The following utensils, tools, and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Pens Ruler Pencil Computer Printer Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> Principles of purchasing Storage procedures 		
4.0 Supervising kitchen operations	4.1 Planning and organizing kitchen duties	(a) Planning and writing kitchen duty roster	Brainstorming: Guide students to define, identify, describe and explain planning and writing kitchen duty roster Practical work: Guide students on how to plan and write kitchen duty roster Activity: Organize students' in small groups to plan and write kitchen duty roster	The student should be able to: <ul style="list-style-type: none"> Compile list of staff Allocate work to each staff Prepare daily duty roster for staff Calculate annual work hours Prepare annual leave roster Arrange and conduct meetings with staff 	Duties planned and organized to conform kitchen organization system	Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate methods involved in planning and organizing duties Principles: The student should elaborate principles involved in: <ul style="list-style-type: none"> Planning duty roster Planning shift activities Writing daily report Theories: The student should explain importance of conducting briefing sessions with staff	The following utensils, tools, and equipment should be available: <ul style="list-style-type: none"> Professional uniforms Computer set Pen Paper 	57

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Circumstantial knowledge Detailed knowledge about <ul style="list-style-type: none"> Human resources aspects 		
		(b) Allocating daily kitchen duties	Brainstorming: Guide students to describe and explain how to allocate daily kitchen duties Practical work: Guide students on how to allocate daily kitchen duties Activity: Organize students in small groups to allocate daily kitchen duties	The student should be able to: <ul style="list-style-type: none"> Compile list of staff Allocate work to each staff Prepare daily duty roster for staff Calculate annual working hours Prepare annual leave roster Arrange and conduct meetings with staff 	Duties planned and organized to conform kitchen organization	Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate the methods involved in allocating daily kitchen duties Principles: The student should state principles involved in allocating daily kitchen duties Theories: The student should explain the importance of allocating daily kitchen duties Circumstantial knowledge: Detailed knowledge about:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Professional uniforms Computer Printer Photocopy machine Calculator Calendar Staff job descriptions Leave schedules Staff register book Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Human resources concept Labour law of the country 		
		(c) Preparing shifts and daily reports	<p>Brainstorming: Guide students to define, identify, and explain ways of preparing shift and daily reports</p> <p>Practical work: Guide students on how to prepare shift and daily reports</p> <p>Activity: Organize students in small groups to prepare shift and daily reports</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify types of shifts Compile list of staff per shift Allocate shift to each staff Prepare shift report Submit the report to the kitchen manager 	Shift prepared and daily reports written as per standards	<p>Knowledge evidence: Detailed knowledge of: Method: The student should illustrate methods involved in preparing shift and daily reports</p> <p>Principles: The student should state principles involved in preparing shift and daily reports</p> <p>Theories: The student should explain the importance of preparing shift and daily reports</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Human resources 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Professional uniforms Computer Printer Photocopy machine Calculator Calendar Staff job descriptions Leave schedules Staff register book Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						guidelines		
	4.2 Controlling kitchen tools and equipment	(a) Ordering and recording kitchen tools and equipment	<p>Brainstorming: Guide students to define, identify, describe, and explain techniques of ordering and recording kitchen tools and equipment</p> <p>Practical work: Guide students on how to order and record kitchen tools and equipment</p> <p>Activity: Organize students in small groups to order and record kitchen tools and equipment</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Design tools storage system • Keep record of tools and equipment • Record tools on equipment issued • Record damaged tools and equipment • Count and record tools on equipment in use • Record cost of tools and equipment • Discard damaged tools and equipment • Order new tools and equipment • Prepare and keep tools and equipment record 	Kitchen Tools and equipment ordered and recorded to conform regulations	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should elaborate methods involved in ordering and recording kitchen tools and equipment</p> <p>Principles: The student should state principles involved in ordering and recording kitchen tools and equipment</p> <p>Theories: The student should explain the importance of ordering and recording kitchen tools and equipment</p> <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Computer • Printer • Photocopy machine • Stock sheets • Tools and equipment ledger • Photocopier 	69

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safety precautions while controlling tools and equipment • Disposal of damaged tools 		
		(b) Conducting kitchen tools and equipment stock taking	<p>Brainstorming: Guide students to define, identify and illustrate procedures of conducting kitchen tools and equipment stock taking</p> <p>Practical work: Guide students on how to conduct kitchen tools and equipment stock taking</p> <p>Activity: Organize students in manageable groups to conduct kitchen tools and equipment stock taking</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Design tools storage system • Keep record of tools and equipment • Record tools on equipment issued • Record damaged tools and equipment • Count and record tools on equipment in use • Record cost of tools and equipment • Discard damaged tools and equipment • Prepare and keep tools and equipment record 	Tools and equipment counted and recorded as per standards	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods involved in conducting kitchen tools and equipment stock taking</p> <p>Principles: The student should state principles involved in conducting tools and equipment stock taking</p> <p>Theories: The student should explain the importance of conducting kitchen tools and equipment stock taking</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Computer • Printer • Photocopy machine • Stock sheets • Tools and equipment ledger • Photocopier 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge about: Safety precautions while doing stock taking tools		
		(c) Producing kitchen tools and equipment reports	Group discussion: Guide students, in manageable groups to debate on procedures of producing kitchen tools and equipment reports Practical work: Guide students on how to produce kitchen tools and equipment reports Activity: Organize students in manageable groups to produce kitchen tools and equipment reports	The student should be able to: <ul style="list-style-type: none"> • Design tools storage system • Keep record of tools and equipment • Record tools on equipment issued • Record damaged tools and equipment • Count and record tools on equipment in use • Record cost of tools and equipment • Discard damaged tools and equipment • Prepare and keep tools and equipment records 	Kitchen tools and equipment reports produced as per guide	Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods involved in producing kitchen tools and equipment reports Principles: The student should state principles involved in producing kitchen tools and equipment reports Theories: The student should explain the importance of producing kitchen tools and equipment reports	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Computer • Printer • Photocopy machine • Stock sheets • Tools and equipment ledger • Photocopier 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge about: Safety precautions while doing stock taking		
	4.3 Conducting on-job training	(a) Assessing training needs	<p>Group discussion Guide students, in manageable groups to define, identify and debate on assessing training needs</p> <p>Practical work: Guide students on how to assess training needs</p> <p>Activity: Organize students in manageable groups to assess training needs</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify training need signs Prepare training needs assessment Find skills needed Prepare training on skills needed Conduct training Assess training effects 	Assessing training needs done as per establishment policy	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should illustrate methods used in assessing training needs</p> <p>Principles: The student should state principles involved in assessing training needs</p> <p>Theories: The student should explain the importance of assessing training needs</p> <p>Circumstantial knowledge: Detailed knowledge about: Methodology</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Professional uniforms Computer Printer Telephone Photocopy machine Stationary 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						skills on assessing training needs		
		(b) Preparing training programme	<p>Group discussion Guide students, in manageable groups to define, identify and debate on factors to consider in preparing training programme</p> <p>Practical work: Guide students on how to prepare training programme</p> <p>Activity: Organize students in manageable groups to prepare training programme</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify training need signs Prepare training needs assessment Find skills needed Prepare training on skills needed Conduct training Assess training effects 	Training programme prepared as per establishment policy	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should be able to illustrate methods used in preparing training programmes</p> <p>Principles: The student should state principles involved in:</p> <ul style="list-style-type: none"> Preparing training programmes <p>Theories: The student should explain the importance of preparing training programmes</p> <p>Circumstantial knowledge: Detailed knowledge about: Methodology skills on preparing training programmes</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Professional uniforms Computer Printer Telephone Photocopy machine Stationary 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		(c) Conducting on-job trainings	<p>Group discussion: Guide students, in manageable groups to define, identify, and debate on procedures for conducting on-job trainings</p> <p>Practical work: Guide students on how to conduct on-job trainings</p> <p>Activity: Organize students in manageable groups to conduct on-job training</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify training need signs • Prepare training needs assessment • Find skills needed • Prepare training on skills needed • Conduct trainings • Assess training effects 	On-job trainings conducted to conform establishment policy	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Methods: The student should be able to describe methods used in conducting on-job trainings</p> <p>Principles: The student should state principles involved in conducting on-job trainings</p> <p>Theories: The student should explain the importance of conducting on-job trainings</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Basic training methodology skills • Communication skills 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Professional uniforms • Computer • Printer • Telephone • Photocopy machine • Stationary 	

References

Ministry of Education, Science and Technology. (2023). *Curriculum for Ordinary Secondary Education, Form I–IV*. Dar es Salaam: Tanzania Institute of Education.

Vocational Education and Training Authority. (2022). *Curriculum for Food Production*. Dodoma: VETA