



COMPETENCY STANDARD

FOOD AND BEVERAGE PRODUCTION

Level: 03

(Tourism and Hospitality Sector)

Competency Standard Code: CS-TH-FBP-L3-EN-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

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This Competency Standard for Food and Beverage Production is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with Tourism and Hospitality Sector ISC, industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

Introduction

The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "Food and Beverage Production" is selected as one of the priority occupations of Tourism and Hospitality Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework (BNQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

Overview

A competency standard is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in Informal Sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

Competency Standards for National Skills Certificate – Level-3 in Food and Beverage Production in Tourism and Hospitality Sector

Level Descriptors of NSQF (BNQF 1-6)

Level & Job Classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

List of Abbreviations

General	
NSDA	National Skills Development Authority
BMET	Bureau of Manpower Employment and Training
ILO	International Labor Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
NSQF	National Skills Qualifications Framework
PPP	Public Private Partnership
SCVC	Standards and Curriculum Validation Committee
SEIP	Skills for Employment Investment Program
STP	Skills Training Provider
UoC	Unit of Competency
SWOT	Strength, Weakness, Opportunity and Threat
OSH	Occupational Health and Safety
HACCP	Hazard Analysis and Critical Control Points
SOP	Standard Operating Procedures
PPE	Personal Protective Equipment

Approval of Competency Standard

Approved by
10th Executive Committee (EC) Meeting of NSDA
Held on 26th July 2022

Deputy Director (Admin)
and
Officer of Secretarial Duties for EC Meeting
National Skills Development Authority

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**Competency Standards for National Skill Certificate – 3 in
Food and Beverage Production in Tourism and Hospitality Sector**

Course Structure

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic Competencies				30
1.	GU-08-L2-V1	Work in a Team Environment	1	15
2.	GU-15-L4-V1	Develop Entrepreneurship Skills	4	15
Sector Specific Competencies				30
3.	SU-TH-01-L3-V1	Work in Tourism & Hospitality Industry	3	10
4.	SU-TH-04-L3-V1	Follow Food Safety, Hygiene and HACCP Management	3	20
Occupation Specific Competencies				300
5.	OU-TH-FBP-01-L3-V1	Comply with preparatory works for food and beverage production	3	30
6.	OU-TH-FBP-02-L3-V1	Prepare Stocks, Roux, Sauces and Soups	3	30
7.	OU-TH-FBP-03-L3-V1	Prepare Salad and Dressing	3	30
8.	OU-TH-FBP-04-L3-V1	Prepare All Day Dinning and Continental Food	3	50
9.	OU-TH-FBP-05-L3-V1	Prepare Asian, Indian & Bangladeshi Cuisine	3	60
10.	OU-TH-FBP-06-L3-V1	Prepare Bakeries & Pastries	3	40
11.	OU-TH-FBP-07-L3-V1	Prepare Desserts	3	40
12.	OU-TH-FBP-08-L3-V1	Prepare Beverages	3	20
Total Nominal Learning Hours				360

Units & Elements at Glance

Generic Units of Competencies

SL	Code	Unit of competency	Elements of Competency	Duration (hours)
1.	GU08L2V1	Work in a team environment	1. Identify team goals and processes 2. Communicate and cooperate with team members 3. Work as a team member 4. Solve problems as a team member	15
2.	GU15L4V1	Develop Entrepreneurship Skills	1. Recognize concept of Entrepreneurship 2. Explain functions of Entrepreneur 3. Explain role of Entrepreneur in Economic Development 4. Plan for Business and marketing 5. Explain small business 6. Interpret reasons of failure and success in small business	15
Total hours				30

Sector Specific Units of Competencies

SL	Code	Unit of competency	Elements of Competency	Duration (hours)
1	SU-TH-01-L1-V1	Work in Tourism & Hospitality Industry	1. Identify job roles and responsibilities in the tourism & hospitality industries. 2. Identify and observe OSH in the tourism & hospitality industries. 3. Plan work activities. 4. Work with others.	10

2	SU-TH-04-L3-V1	Follow Food Safety, Hygiene and <i>HACCP</i> Management	<ol style="list-style-type: none"> 1. Practice personal hygiene and good grooming standards 2. Follow safe food handling and sanitation practices 3. Participate in a Hazard Analysis and Critical Control Points (HACCP) team 4. Monitor quality of work outcome 5. Identify and act on quality deficits and / or food safety hazards 	20
Total hours				30

Occupation-Specific Units of Competencies

SL	Code	Unit of Competency	Elements of Competency	Duration (hours)
1.	OU-TH-FBP-01-L3-V1	Comply with preparatory works for food and beverage production	<ol style="list-style-type: none"> 1. Receive and store raw materials for food and beverage 2. Prepare cooking ingredients 3. Practice personal hygiene standards 	30
2.	OU-TH-FBP-02-L3-V1	Prepare Stocks, Roux, Sauces and Soups	<ol style="list-style-type: none"> 1. Select stocks, roux, sauces and soups 2. Prepare stocks, roux, sauces and soups 3. Store stocks, roux, sauces and soups 4. Clean and store equipment and utensils 	30
3.	OU-TH-FBP-03-L3-V1	Prepare Salad and Dressing	<ol style="list-style-type: none"> 1. Identify salad items and ingredients 2. Prepare salad items 3. Store salad items 4. Clean and store equipment and utensils 	30
4.	OU-TH-FBP-04-L3-V1	Prepare All Day Dinning and Continental Food	<ol style="list-style-type: none"> 1. Identify all day dining, continental food and ingredients 2. Prepare all day dining and continental food 3. Store all day dining and continental food 4. Clean and store equipment and utensils 	50
5.	OU-TH-FBP-05-L3-V1	Prepare Asian, Indian & Bangladeshi Cuisine	<ol style="list-style-type: none"> 1. Identify Asian, Indian & Bangladeshi Cuisine 2. Prepare Asian, Indian & Bangladeshi Cuisine 3. Store Asian, Indian & Bangladeshi Cuisine 4. Clean and store equipment and utensils 	60

6.	OU-TH-FBP-06-L3-V1	Prepare Bakeries & Pastries	<ol style="list-style-type: none"> 1. Prepare for mixing 2. Produce bakery and pastry products 3. Clean and store equipment, utensils and tools 	40
7.	OU-TH-FBP-07-L3-V1	Prepare Desserts	<ol style="list-style-type: none"> 1. Identify desserts 2. Prepare desserts 3. Store desserts 4. Clean and store equipment, utensils and tools 5. Clean and store equipment and utensils. 	40
8.	OU-TH-FBP-08-L3-V1	Prepare Beverages	<ol style="list-style-type: none"> 1. Identify beverage ingredients. 2. Prepare beverage. 3. Store beverage 4. Clean and store equipment and utensils. 	20
Total hours				300

Generic Units of Competencies

Unit Code and Title	GU08L2V1: Work in a Team Environment
Unit descriptor	This unit covers the knowledge, skills and attitudes required to work in a team environment. It specifically includes identifying team goals and processes, communicating and cooperating with team members, working as a team member and solving problems as a team member.
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria Bold & Underlined terms are elaborated in the Range of Variables Training Components
1. Identify team goals and processes	1.1 Team goals and collaborative decision-making processes are identified. 1.2 Role and common goals of the team are defined from available <u>sources of information</u> . 1.3 Team structure, responsibilities and reporting relations are identified from team discussions and other external sources.
2. Communicate and cooperate with team members	2.1 Communication and negotiation skills are applied and maintained in all relevant situations. 2.2 Constructive contributions are made to <u>workplace discussions</u> on such issues as production, quality and safety. 2.3 Goals/ objectives and action plans undertaken in the workplace are communicated promptly. 2.4 Information regarding problems and issues are organized coherently to ensure clear and effective communication. 2.5 Dialogue is initiated with appropriate personnel. 2.6 Communication problems and issues are raised 2.7 Barriers to communication are identified and resolved
3. Work as a team member	3.1 Effective forms of communication are used to interact with <u>team members</u> in discussing team activities and objectives. 3.2 Mutual respect, empathy and active collaboration are demonstrated 3.3 Communication channels are followed as per <u>workplace context</u> .
4. Solve problems as a team member	4.1 Current and potential problems faced by team are identified. 4.2 Problems are investigated and analyzed. 4.3 Potential solutions of problem are identified. 4.4 Recommendations about possible solutions are developed, documented, ranked and presented to team members for decision.
Range of Variables	
Variables	Range (may include but not limited to)
1. Sources of information	1.1 Organizational structures 1.2 Operations Manuals 1.3 Job description 1.4 Standard operating procedures
2. Workplace	2.1. Coordination meetings 2.2. Toolbox discussion

discussions	2.3. Peer-to-peer discussion
3. Team members	3.1 Coach / members 3.2 Supervisor / manager 3.3 Peers / colleagues 3.4 Other members /Employee representative of the organization.
4. Workplace context	4.1 National Laws and Statutes 4.2 Standard Operating Procedures 4.3 Workplace Rules and Regulations
<p>Evidence guides</p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the unit of competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 demonstrated knowledge in working in a team environment.</p> <p>1.2 satisfied the requirements mentioned in the performance criteria and range of variables.</p>
2. Underpinning knowledge	<p>2.1 Sources of information define</p> <p>2.2 Team structure, role, and responsibility.</p> <p>2.3 Individual member's roles and responsibilities.</p> <p>2.4 Effective verbal communication methods</p> <p>2.5 Communication flow and reporting structures.</p> <p>2.6 Interpersonal communication skills.</p> <p>2.7 Organization requirements for written and electronic communication methods</p> <p>2.8 Communication problems and issues</p> <p>2.9 Barriers in communication</p> <p>2.10 Team planning.</p> <p>2.11 Team meeting procedures.</p> <p>2.12 Workplace etiquette</p> <p>2.13 Industry maintenance, service and helpdesk practices, processes and procedures</p> <p>2.14 Industry standard diagnostic tools</p> <p>2.15 Malfunctions and resolutions</p>
3. Underpinning skill	<p>3.1 Organizing sources of information</p> <p>3.2 Identifying the role and responsibility of the team.</p> <p>3.3 Identifying roles and responsibilities of individual members.</p> <p>3.4 Identifying effective verbal communication methods</p> <p>3.5 Identifying communication flow and reporting structure.</p> <p>3.6 Identifying interpersonal communication skills</p> <p>3.7 Complying with organization requirements for the use of written and electronic communication methods</p> <p>3.8 Negotiation and communication skills</p> <p>3.9 Participating in team discussion.</p> <p>3.10 Working as a team member.</p> <p>3.11 Participating in a variety of workplace discussions</p> <p>3.12 Effective clarifying and probing skills</p> <p>3.13 Identifying issues</p> <p>3.14 Identifying current industry standard diagnostic tools</p>

	3.15 Describing common malfunctions and resolutions. 3.16 Determining the root cause of a routine malfunction
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace
5. Resource implication	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Relevant materials and equipment. 5.3 Relevant specifications or work instructions.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after Completion of the training module. 7.2 Assessment should be done by a suitably qualified/certified assessor.
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	GU15L4V1: Develop Entrepreneurship Skills
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to develop entrepreneurship skills.</p> <p>It specially includes the task of recognizing concept of entrepreneurship, functions of entrepreneur explaining role of entrepreneur in economic development, planning for business and marketing, explaining small business and Interpreting reasons of failure and success in small business.</p>
Nominal Hours	15 Hours
Elements of Competency	<p>Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables</p>
1. Recognize concept of Entrepreneurship	<ul style="list-style-type: none"> 1.1 Entrepreneurship is defined 1.2 Advantages of entrepreneurship is discussed 1.3 Strength, Weakness, Opportunity and Threat (SWOT) is analyzed for business 1.4 Methods of operating salon in profitable manner is discussed 1.5 Importance of controlling expenses and cost saving methods is discussed 1.6 The units of sale for different types of services are Identified 1.7 Future prospects of business are Identified
2. Explain functions of Entrepreneur	<ul style="list-style-type: none"> 2.1 Important aspects of business including selection business place, services to render & monetary matters are discussed 2.2 Different business situation and importance of compiling data regarding clients, income, expenses are discussed 2.3 Goals for sales of business is identified 2.4 Source and way of financing in small business is identified 2.5 Method for building a professional team is discussed
3. Explain role of Entrepreneur in Economic Development	<ul style="list-style-type: none"> 3.1 Plan to play vital role to boost economy by creating and providing new job opportunities are discussed 3.2 Method to develop hiring plan as per need of business and importance of depositing contributions in government departments are discussed 3.3 Methods to generate maximum profits and expansion plan of business is discussed
4. Plan for Business and marketing	<ul style="list-style-type: none"> 4.1 Business plan is prepared as per market demands. 4.2 Areas of business or services which are more profitable and popular in clients are identified

	4.3 Services and products offered by the competitors is analyzed and business strategy is made accordingly 4.4 Estimate of finance is prepared for required business 4.5 Methods for attaining knowledge of current market trends are discussed
5. Explain small business	5.1 Small business is defined 5.2 Money management and cash flows are explained 5.3 Importance of customer satisfaction is discussed 5.4 Customers comfort policies is explained 5.5 Importance of maintenance of record of purchases, sales, inventory and list of regular customers are explained 5.6 Branding of business is explained 5.7 Methods to build team of honest workers on long term basis are explained
6. Interpret reasons of failure and success in small business	6.1 Fields of business causing loss is identified 6.2 Key factor for selection of proper suitable location of business place easily accessible is discussed for customers. 6.3 Factors annoying customers by action of workers are Identified 6.4 Control of utility bills especially turning off extra lights and ACs when client is not in service discussed 6.5 Importance to make purchases of best items keeping in view quality, quantity and prices are explained 6.6 Communicate with the customers in effective conversation and good relations are discussed 6.7 Time schedule is prepared for self-workers and services
Range of Variables	
Variables	Range (may include but not limited to):
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 recognized concept of entrepreneurship 1.2 functioned of entrepreneur 1.3 explained role of entrepreneur in economic development 1.4 planned for business and marketing 1.5 explained small business 1.6 interpreted reasons of failure and success in small business
2. Underpinning Knowledge	2.1 Describe the methods of running salon on profitable manner. 2.2 Identify the cost saving methods.

	<p>2.3 List the services generally offered in salon.</p> <p>2.4 Illustrate factors for forecasting of future market trends</p> <p>2.5 Explain the planning techniques for services, rates and location identification for better business opportunities.</p> <p>2.6 Describe the importance of client's data and skills for efficient financial controls of business.</p> <p>2.7 Define the techniques for Increasing sales of business</p> <p>2.8 Explain the Importance of team building.</p> <p>2.9 Explain the role of creating job opportunities in economy.</p> <p>2.10 Explain the importance of appropriate and suitable work force for the business, prevailing labor laws and prevailing taxes levied on the business.</p> <p>2.11</p> <p>2.12 Describe the important factors for expansion plan according to demand and supply position prevailing in market.</p> <p>2.13</p> <p>2.14 Explain market trends</p> <p>2.15 Define profitable and popular services of business.</p> <p>2.16 Describe the procedure of implementation of business and marketing plan.</p> <p>2.17 Calculate Capital requirements for business.</p> <p>2.18 State the possible sources of finance</p> <p>2.19 Define the techniques of money management.</p> <p>2.20 Describe the importance of customer's satisfaction and demands of clients.</p> <p>2.21 Explain the Importance of customer's comfort level in terms of prices and services.</p> <p>2.22 Illustrate the techniques of maintaining records of purchases, sales and client's data.</p> <p>2.23 Describe the major Fields of business causing loss.</p> <p>2.24 Explain the importance of easily accessible location for setting up business.</p> <p>2.25 Define the importance of good behavior of workers with the customers.</p> <p>2.26 Explain the methods of cost saving steps in salon.</p> <p>2.27 Illustrate method of purchases of materials competitively and cost efficiently</p> <p>2.28 Describe the importance of pleasant communication skills.</p> <p>2.29 Explain the importance of time management and the role of proper time</p>
3. Underpinning Skills	<p>3.1 Applying skills of communicating</p> <p>3.2 Applying skills of literacy and numeracy</p> <p>3.3 Analyzing business environment</p> <p>3.4 Planning for own business</p>

	3.5 Using the effective tools to make presentations 3.6 Identifying business places 3.7 Identifying target customers 3.8 Maintaining business plan 3.9 Handling business promoting media and equipment
4. Required Attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Fire extinguisher 5.3 Uninterrupted power supply 5.4 Internet facilities 5.5 Adequate Surveillance devices 5.6 Manuals, catalogs and magazine 5.7 Competency Based Learning Materials (CBLM)
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of Assessment	7.1 Competency assessment must be done in NSDA accredited center. 7.2 Assessment should be done by NSDA certified/ nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Sector Specific Units of Competencies

Unit Code and Title	SU-TH-01-L3-V1: Work in the Tourism & Hospitality Industries
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to work in the Tourism & Hospitality Industries. It specifically includes the tasks of identifying job roles and responsibilities in the Tourism & Hospitality Industries, identifying and observing OSH in the Tourism & Hospitality Industries, planning work activities and working with others.
Nominal Hours	10 Hours
Element of Competency	Performance Criteria Bold and underlined terms are elaborated in the Range of Variables
1. Identify job roles and responsibilities in the Tourism & Hospitality Industries	1.1 Job roles and responsibilities in the Tourism & Hospitality Industries are identified. 1.2 Relationships within the Tourism & Hospitality Industries employees are identified.
2. Identify and observe OSH in the Tourism & Hospitality Industries	2.1 Occupational Health and Safety (OSH) in the Tourism & Hospitality Industries is identified and observed. 2.2 Safe work practices are followed when using equipment in the work environment.
3. Plan work activities	3.1 Common goals, objectives and tasks are identified and clarified with appropriate persons. 3.2 Individual tasks are determined and agreed on according to workplace environment.
4. Work with others	4.1 <u>Effective interpersonal skills</u> are applied to interact with others and to contribute to activities and objectives. 4.2 Assigned tasks are performed in accordance with job requirements, specifications and workplace environment. 4.3 <u>Work requirements</u> are confirmed with colleagues.
Range of Variables	
Variable	Range (may include but not limited to):
1. Effective interpersonal skills	1.1 Basic listening and speaking skills 1.2 Use of terminology and jargon 1.3 Communicating and receiving feedback 1.4 Interpretation of instructions, and basic principles of effective communication
2. Work requirements	2.1 Requirements as directed in verbal modes or written in specification or procedures
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency (UoC).	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 maintained personal hygiene and housekeeping standards.</p> <p>1.2 followed workplace rules and regulations.</p> <p>1.3 make work plan.</p> <p>1.4 group forming and work with others.</p>
2. Underpinning knowledge	<p>2.1 Positive attitudes for work others.</p> <p>2.2 Identify own task.</p> <p>2.3 Food sector in Bangladesh.</p> <p>2.4 Job opportunity.</p> <p>2.5 Salary structure for food worker.</p> <p>2.6 Written and oral language communication.</p> <p>2.7 Occupational Health and Safety (OSH).</p>
3. Underpinning skills	<p>3.1 Identifying task</p> <p>3.2 Communicating with co workers</p> <p>3.3 Communicating with supervisor</p> <p>3.4 Writing report</p>
4. Required attitudes	<p>4.1 Commitment to occupational health and safety.</p> <p>4.2 Sincere and honest to duties.</p> <p>4.3 Promptness in carrying out activities.</p> <p>4.4 Eagerness to learn.</p> <p>4.5 Tidiness and timeliness.</p> <p>4.6 Environmental concerns.</p> <p>4.7 Respect of peers and seniors at workplace.</p> <p>4.8 Communicate with peers and seniors at workplace.</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated)</p> <p>5.2 tools, equipment and facilities appropriate to the process or activity</p> <p>5.3 materials relevant to the proposed activity.</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	SU-TH-04-L3-V1: Follow Food Safety, Hygiene and HACCP Management
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to follow food safety, hygiene and HACCP management.</p> <p>It specifically includes the tasks of practicing personal hygiene and good grooming standards, following safe food handling and sanitation practices, participating in a Hazard Analysis and Critical Control Points (HACCP) team, monitoring quality of work outcome, identifying and act on quality deficits and / or food safety hazards</p>
Nominal Hours	20 Hours
Elements of Competency	<p>Performance Criteria Bold and underlined terms are elaborated in the Range of Variables</p>
1. Practice personal hygiene and good grooming standards	<p>1.1 Personal hygiene and good grooming are practiced in line with workplace health and safety requirements.</p> <p>1.2 Health conditions and/or illness are reported as required by the food safety program.</p> <p>1.3 <u>Clothing and footwear</u> are appropriate for the food handling task and meets the requirements of the food safety program.</p> <p>1.4 Movement around the workplace complies with the food safety program.</p>
2. Follow safe food handling and sanitation practices	<p>2.1 <u>Food handling</u> requirements are identified.</p> <p>2.2 Safe food handling practices are followed in line with workplace sanitation regulations and the food safety code.</p> <p>2.3 The workplace is maintained in a clean and tidy order to meet workplace standards.</p>
3. Participate in a Hazard Analysis and Critical Control Points (HACCP) team	<p>3.1 A HACCP team is formed following industry standard</p> <p>3.2 Potential sources of microbiological, chemical and physical hazards are identified</p> <p>3.3 Critical Control Points and critical limits for taking corrective action are set to prevent potential hazards</p> <p>3.4 Monitoring system is established according to standard operating procedures (SOP)</p> <p>3.5 Corrective action procedure and verification system are established according to standard procedures</p> <p>3.6 Paper work related to the HACCP system and all critical control points are recorded as per standard procedure.</p>

4. Monitor quality of work outcome	<p>4.1 Quality requirements are identified.</p> <p>4.2 Inputs are inspected to confirm capability to meet quality requirements.</p> <p>4.3 Work is conducted and monitored to produce required outcomes.</p>
5. Identify and act on quality deficits and / or food safety hazards	<p>5.1 Work area, materials, equipment and product are routinely checked to ensure compliance with quality and / or food safety requirements.</p> <p>5.2 <u>Processes, practices or conditions</u> that are not consistent with quality standards or food safety program are identified.</p> <p>5.3 Quality variations and / or <u>food safety</u> hazards are rectified or removed within the level of responsibility and in accordance with workplace procedures.</p> <p>5.4 Quality variations and / or food safety outside the scope of individual responsibility are reported to appropriate personnel according to workplace reporting requirements.</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. Personal Protective Equipment (PPE)	<p>1.1 Apron</p> <p>1.2 Protective clothing</p> <p>1.3 Gloves</p> <p>1.4 Hair net</p> <p>1.5 Other PPE as per OSH requirements</p>
2. Clothing and footwear	<p>2.1 Purpose designed overalls or uniforms</p> <p>2.2 Hair-nets</p> <p>2.3 Beard snoods</p> <p>2.4 Gloves</p> <p>2.5 Overshoes</p>
3. Food handled and stored	<p>3.1 Raw materials</p> <p>3.2 Consumables</p> <p>3.3 Part-processed product</p> <p>3.4 Finished product</p> <p>3.5 Cleaning materials</p>
4. Processes, practices or conditions	<p>4.1 Methods of receiving and storing food</p> <p>4.2 Food preparation</p> <p>4.3 Cooking</p> <p>4.4 Holding</p> <p>4.5 Cooling</p> <p>4.6 Chilling and reheating</p> <p>4.7 Packaging</p> <p>4.8 Disposal</p>

5. Food safety	5.1 Failure to check delivery temperatures of potentially hazardous chilled food 5.2 Failure to place temperature-sensitive food in temperature-controlled storage conditions promptly 5.3 Failure to wash hands when required 5.4 Use of cloths for unsuitable purposes
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ul style="list-style-type: none"> 1.1 maintained housekeeping standards in workplace following OSH requirements. 1.2 maintained personal hygiene and worn PPE as per OSH requirements. 1.3 cleaned equipment and workplace for production and hygiene requirements. 1.4 rectified or removed quality variations and/or food safety hazards with the level of responsibility and in accordance with workplace procedures.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Practice personal hygiene. 2.2 Rules and regulations to produce quality and safety in food. 2.3 Control measures for food safety. 2.4 Food safety hazards. 2.5 Cleaning, sanitation and waste storage and disposal practices. 2.6 Food safety procedures. 2.7 HACCP team 2.8 Monitor quality of work outcome. 2.9 Job roles, responsibilities and compliance.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Practicing personal hygiene and good grooming in line with workplace health and safety requirements. 3.2 Identifying food rules and regulations, food grade preservatives and food additives to meet food production safety requirements according to BSTI. 3.3 Controlling the measures for minimizing food contamination for food safety (for example keeping out micro-organisms, maintenance of anaerobic conditions, use of low temperatures, drying, use of chemical preservatives etc.). 3.4 Performing waste collection, recycling, handling and disposal.

	<p>3.5 Performing food safety procedures such as: checking delivery temperatures of potentially hazardous chilled food, placing temperature-sensitive food in temperature-controlled storage conditions promptly, washing hands when required, use of cloths for unsuitable purposes.</p> <p>3.6 Performing food safety and quality responsibilities and requirements relating to the work area.</p> <p>3.7 Responding quickly and to take safety precautions for different hazardous situations.</p>
4. Required attitudes	<p>4.1 Commitment to occupational health and safety.</p> <p>4.2 Promptness in carrying out activities.</p> <p>4.3 Sincere and honest to duties.</p> <p>4.4 Eagerness to learn.</p> <p>4.5 Tidiness and timeliness.</p> <p>4.6 Environmental concern.</p> <p>4.7 Respect to peers and seniors at workplace.</p> <p>4.8 Communicate with peers and seniors at workplace.</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated)</p> <p>5.2 tools, equipment and facilities appropriate to processes or activities</p> <p>5.3 materials relevant to the proposed activity.</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Occupation Specific Units of Competencies

Unit Code and Title	OU-TH-FBP-01-L3-V1: Comply with preparatory works for food and beverage production
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to Comply with preparatory works for food and beverage production. It specifically includes receiving and store raw materials for food and beverage, preparing cooking ingredients, and practicing personal hygiene standards.
Nominal Hours	30 Hours
Elements of Competency	Performance criteria Bold and underlined terms are elaborated in the Range of Variables
1. Receive and store raw materials for food and beverage	1.1 Raw materials delivered are confirmed with specification and order sheet. 1.2 Materials are stored following hygiene criteria. 1.3 Materials in the store are checked for validity dates and outdated materials are separated following industry standard.
2. Prepare cooking ingredients	2.1 Cutting tools are selected according to food requirements. 2.2 Appropriate <u>cutting techniques</u> are applied to prepare ingredients following food requirements. 2.3 Appropriate <u>cooking methods</u> are selected as per food requirements. 2.4 Appropriate tools, utensils and equipment are selected as per food and beverage requirements.
3. Practice personal hygiene standards	3.1 Personal hygiene and good grooming is practiced in line with workplace health and safety requirements. 3.2 Health conditions and/or illness are reported and necessary measures are taken as per food safety requirements. 3.3 Appropriate <u>clothing and footwear</u> are used as per food safety requirements.
Range of Variables	
Variable	Range (may include but not limited to):
1. Cutting techniques	1.1. Cross Chop. 1.2. Rock Chop. 1.3. Julienne Cut. 1.4. Brunoise Dice. 1.5. Small Dice. 1.6. The Batonnet. 1.7. The Baton. 1.8. Pont-Neuf.

2. Cooking method	2.1 Moist heat 2.1.1 Boiling 2.1.2 Simmering 2.1.3 Steaming 2.1.4 Pressure Cooking 2.1.5 Poaching 2.1.6 Blanching 2.2 Dry heat 2.2.1 Roasting 2.2.2 Grilling/ Broiling 2.2.3 Toasting 2.2.4 Baking 2.2.5 Sautéing 2.2.6 Frying 2.3 Combination 2.3.1 Braising 2.3.2 Stewing 2.4 Other Methods 2.4.1 Microwave Cooking 2.4.2 Solar Cooking
3. Clothing and footwear	3.1 Purpose designed overalls or uniforms 3.2 Hair-nets 3.3 Beard snoods 3.4 Gloves 3.5 Overshoes
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 stored materials following hygiene criteria. 1.2 checked materials in the store for validity dates and separated outdated materials following industry standard 1.3 applied appropriate cutting techniques to prepare ingredients following food requirements. 1.4 selected appropriate cooking methods as per food requirements 1.5 used appropriate clothing and footwear as per food safety requirements
2. Underpinning knowledge	2.1 OSH procedures. 2.2 Personal hygiene and well grooming. 2.3 Equipment and utensils for food and beverage industries.
3. Underpinning skills	3.1 Selecting ingredients, equipment and utensils. 3.2 Maintaining hygiene practices. 3.3 Cleaning equipment, utensils and production area.

4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources MUST be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited center. 7.2 Assessment should be done by NSDA certified/ nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-TH-FBP-02-L3-V1: Prepare Stocks, Roux, Sauces and Soups
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to prepare stocks, roux, sauces and soups. It specifically includes the tasks for selecting stocks, roux, sauces and soups, preparing stocks, roux, sauces and soups, storing stocks, roux, sauces and soups, and cleaning and storing equipment and utensils.
Nominal Hours	30 Hours
Elements of Competency	Performance criteria Bold and underlined terms are elaborated in the Range of Variables
1. Select stocks, roux, sauces and soups	1.1 OSH is followed and <u>Personal Protective Equipment (PPE)</u> is used. 1.2 <u>Stocks, roux, sauces and soups</u> are described. 1.3 Different types of stocks, roux and soups to be cooked are selected. 1.4 <u>Ingredients of stocks, roux, sauces and soups</u> are selected. 1.5 <u>Equipment, utensils and tools</u> are selected as required.
2. Prepare stocks, roux, sauces and soups	2.1 Vegetables and Bones are used for stocks, roux, sauces and soups as per requirements. 2.2 Variety of <u>thickening agents</u> are used as per requirement. 2.3 Procedures of making stocks, roux, sauces and soups are maintained. 2.4 Stocks, roux, sauces and soups are prepared.
3. Store stocks, roux, sauces and soups	3.1 Stocks, roux, sauces and soups are cooled and stored as per requirements. 3.2 Hygiene practices are maintained.
4. Clean and store equipment and utensils	4.1 Equipment and utensils are cleaned as per workplace standard. 4.2 Production area is cleaned as per requirements. 4.3 Defective equipment, utensils and tools are separated and reported to appropriate authority. 4.4 Equipment and utensils are wiped and stored at allocated places.
Range of Variables	
Variable	Range (may include but not limited to):

1. Stocks, roux, sauces and soups	<ul style="list-style-type: none"> 1.1. Stock <ul style="list-style-type: none"> 1.1.1. White/ Clear Stock 1.1.2. Brown Stock 1.1.3. Fish Stock 1.1.4. Vegetable Stock 1.2. Roux <ul style="list-style-type: none"> 1.2.1. White roux 1.2.2. Blond roux 1.2.3. Brown roux 1.3. Sauces <ul style="list-style-type: none"> 1.3.1. Bechamel 1.3.2. Velouté 1.3.3. Espagnole 1.3.4. Concassee 1.3.5. Hollandaise 1.4. Clear Soup <ul style="list-style-type: none"> 1.4.1. Thai clear soup 1.4.2. Clear vegetable soup 1.4.3. Hot and sour 1.4.4. Corn soup 1.5. Thick Soup <ul style="list-style-type: none"> 1.5.1. Cream of chicken 1.5.2. Mulligatawny soup 1.5.3. Gazpacho soup 1.5.4. Seafood Chowder
2. Stocks, roux, sauces and soups ingredients	<ul style="list-style-type: none"> 2.1. Stocks <ul style="list-style-type: none"> 2.1.1. Water 2.1.2. Chicken bones and trimmings 2.1.3. Beef bones and trimmings 2.1.4. Fish bones and trimmings 2.1.5. Mirepoix (onion, carrot, celery and leek) 2.1.6. Bouquet Garni (Bunch of herbs) 2.1.7. Lemon slice 2.2. Roux <ul style="list-style-type: none"> 2.2.1. Butter 2.2.2. Flour 2.3. Sauces <ul style="list-style-type: none"> 2.3.1. Flour 2.3.2. Milk 2.3.3. Butter 2.3.4. Tomato paste 2.3.5. Tomato puree 2.3.6. Fresh Tomato 2.3.7. Mixed Herbs

	<ul style="list-style-type: none"> 2.3.8. Egg yolk 2.3.9. Garlic 2.3.10. Salt 2.3.11. Pepper 2.3.12. Sugar 2.4. Soup <ul style="list-style-type: none"> 2.4.1. Stocks 2.4.2. Roux 2.4.3. Fresh cream 2.4.4. Salt 2.4.5. Sugar 2.4.6. White pepper 2.4.7. Chicken 2.4.8. Mushroom 2.4.9. Tomato 2.4.10. Mixed Vegetables 2.4.11. Sea food 2.4.12. Sweet/Baby Corn 2.4.13. Lemon grass 2.4.14. Lemon leaves 2.4.15. Lemon juice / vinegar 2.4.16. Thai Ginger (galangal) 2.4.17. Egg 2.4.18. Lentil 2.4.19. Green chili 2.4.20. Corn flour
3. Equipment, utensils and tools	<ul style="list-style-type: none"> 3.1. Cooking - <ul style="list-style-type: none"> 3.1.1. Cooking range 3.1.2. Electric induction Cooker 3.1.3. Deep Fryers 3.1.4. Oven 3.1.5. Hot plate 3.2. Working table 3.3. Food processors 3.4. Blender Machine 3.5. Chiller and freezers 3.6. Knives and cleavers 3.7. Ladle and spoon 3.8. Kitchen scales and thermometer 3.9. Measuring Cups 3.10. Pots, pans and stock pots 3.11. Color Coded Chopping board 3.12. Strainer and Colander

4. Personal Protective Equipment (PPE)	4.1. Chefs Jacket 4.2. Apron 4.3. Chef's Hat/ hair net 4.4. Necker chief 4.5. Cover shoes with rubber sole 4.6. Hand Gloves 4.7. Hand towel
5. Thickening agents	5.1. Roux (Fat + Flour) 5.2. Flour 5.3. Corn flour 5.4. Rice Flour 5.5. Potato starches 5.6. Gram Flour 5.7. Egg yolk
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1. selected stocks, roux and soups. 1.2. prepared stocks, roux and soups. 1.3. stored stocks, roux and soups. 1.4. cleaned and stored equipment and utensils.
2. Underpinning knowledge	4.1. OSH procedures. 4.2. Personal hygiene and well grooming. 4.3. Types of equipment and utensils. 4.4. Cooking procedures of stocks, roux and soups. 4.5. Stocks, roux and soups ingredients. 4.6. Stock, roux and soups recipes. 4.7. Storing procedures of stocks, roux and soups.
3. Underpinning skills	3.1. Selecting ingredients, equipment and utensils. 3.2. Using variety of thickening agents. 3.3. Applying principles and techniques of preparing stocks, roux and soups. 3.4. Preparing stocks, roux and soups. 3.5. Storing stocks, roux and soups. 3.6. Maintaining hygiene practices. 3.7. Cleaning equipment, utensils and production area.
4. Required attitudes	4.1. Commitment to occupational health and safety. 4.2. Promptness in carrying out activities. 4.3. Sincere and honest to duties. 4.4. Eagerness to learn. 4.5. Tidiness and timeliness. 4.6. Environmental concerns. 4.7. Respect for rights of peers and seniors at workplace.

	4.8. Communication with peers and seniors at workplace.
5. Resource implications	<p>The following resources MUST be provided:</p> <p>5.1. workplace (actual or simulated)</p> <p>5.2. Tools, equipment and facilities appropriate to the process or activity</p> <p>5.3. Materials relevant to the proposed activity.</p>
6. Method of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1. Written Test</p> <p>6.2. Demonstration</p> <p>6.3. Oral Questioning</p>
7. Context of assessment	<p>7.1. Competency assessment must be done in NSDA accredited center.</p> <p>7.2. Assessment should be done by NSDA certified/ nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-TH-FBP-03-L3-V1: Prepare Salad and Dressing
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to prepare salad and dressing.</p> <p>It specifically includes the task of identifying salad items and ingredients, preparing salad items, storing salad items, cleaning and maintaining equipment and utensils.</p>
Nominal Hours	30 Hours
Elements of Competency	<p>Performance Criteria</p> <p>Bold and underlined terms are elaborated in the Range of Variables</p>
1. Identify salad items and ingredients	<p>1.1 Occupational Safety and Health (OSH) is followed and Personal Protective Equipment (PPE) is used.</p> <p>1.2 <u>Equipment, utensils and tools</u> are selected as required.</p> <p>1.3 <u>Salad and dressings</u> are described.</p> <p>1.4 Type of <u>salad ingredients</u> are selected.</p>
2. Prepare salad items	<p>2.1 Procedures for preparing salad item are maintained as per requirements.</p> <p>2.2 Salad item are prepared based on required menu items.</p> <p>2.3 Derivation from salad items is made.</p> <p>2.4 Variety of thickening agents and convenience products are used as required.</p> <p>2.5 Flavor, color and consistency of salad item are evaluated and faults are identified and rectified as per workplace standards.</p>
3. Store salad items	<p>3.1 Hygiene practices are followed.</p> <p>3.2 Best practices for temperature in different storing areas are maintained.</p> <p>3.3 Salad items are stored maintaining optimum freshness and quality as per standards.</p> <p>3.4 Salad items are reconstituted to appropriate standards of consistency.</p>
4. Clean and store equipment and utensils	<p>4.1 Equipment and utensils are cleaned as per workplace standard.</p> <p>4.2 Production area is cleaned as per requirements.</p> <p>4.3 Defective items are separated and reported to appropriate authority.</p> <p>4.4 Equipment and utensils are packed and stored at allocated places.</p>
Range of variables	
Variable	Range (may include but not limited to):

1. Equipment, utensils and tools	1.1 Knives / Chopper 1.2 Curving knife 1.3 Chopping board 1.4 Sauce pan 1.5 Sauce Bowl with lid 1.6 Wooden spoon 1.7 Strainer 1.8 Whisk 1.9 Sauce ladle 1.10 Blender machine 1.11 Sauce gun 1.12 Sauce boat 1.13 Tong 1.14 Vegetable grater 1.15 Peeler 1.16 Salad Spinner
2. Salad and dressings	2.1 Salad <ul style="list-style-type: none"> 2.1.1 Chicken Cashew Nut Salad 2.1.2 Seasonal Vegetables Salad 2.1.3 Greek potato salad 2.1.4 Russian Salad 2.1.5 Fattoush Salad 2.1.6 Coleslaw 2.2 Dressings <ul style="list-style-type: none"> 2.2.1 Yoghurt lemon dressing 2.2.2 Mayonnaise 2.2.3 Lemon paprika dressing 2.2.4 Vinaigrette dressing 2.2.5 Chili mustard dressing
3. Ingredients	3.1 Salad <ul style="list-style-type: none"> 3.1.1 Carrot 3.1.2 Long Beans 3.1.3 Potato 3.1.4 Peas 3.1.5 Cabbage 3.1.6 Capsicum 3.1.7 Lettuce 3.1.8 Tomato 3.1.9 Apple 3.1.10 Cucumber 3.1.11 Onion 3.1.12 Chili 3.1.13 Chicken

	3.1.14 Cashew nut 3.1.15 Sesame seeds 3.2 Dressing 3.2.1 Mayonnaise 3.2.2 Yoghurt 3.2.3 Vinegar 3.2.4 Soya sauce 3.2.5 Salt 3.2.6 Sugar 3.2.7 White pepper 3.2.8 Mustard paste 3.2.9 Lemon juice 3.2.10 Egg yolk 3.2.11 Chopped Onion 3.2.12 Garlic 3.2.13 Ginger 3.2.14 Olive oil 3.2.15 Egg 3.2.16 Honey 3.2.17 Chili Sauce 3.2.18 Black pepper
Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1. identified salad items and ingredients. 1.2. prepared salad items. 1.3. stored salad items. 1.4. cleaned and maintained equipment and production area.
2. Underpinning knowledge	2.1. Ingredients for salad items. 2.2. Salad items cooking methods. 2.3. Hygiene principles and practices. 2.4. Logical and time efficient work flow. 2.5. Best practice for temperature maintenance. 2.6. Optimum freshness and quality standards. 2.7. Texture of consistency, color, and flavor. 2.8. Waste disposal procedures.
3. Underpinning skills	3.1. Maintaining methods of making salad items cooking time. 3.2. Preparing salad items. 3.3. Making derivations from salad items. 3.4. Using variety of thickening agents and convenience products.

	<p>3.5. Identifying and rectifying faults of colors, flavors and consistency of dessert item.</p> <p>3.6. Reconstituting of salad items as per standards of competency.</p>
4. Required attitudes	<p>4.1. Commitment to occupational health and safety.</p> <p>4.2. Promptness in carrying out activities.</p> <p>4.3. Sincere and honest to duties.</p> <p>4.4. Environmental concerns.</p> <p>4.5. Eagerness to learn.</p> <p>4.6. Tidiness and timeliness.</p> <p>4.7. Respect for rights of peers and seniors in workplace.</p> <p>4.8. Communication with peers and seniors in workplace.</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1. workplace (actual or simulated)</p> <p>5.2. tools, equipment and facilities appropriate to the process or activity</p> <p>5.3. materials relevant to the proposed activity.</p>
6. Method of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1. Written Test</p> <p>6.2. Demonstration</p> <p>6.3. Oral Questioning</p>
7. Context of assessment	<p>7.1. Competency assessment must be done in NSDA accredited center.</p> <p>7.2. Assessment should be done by NSDA certified/ nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-TH-FBP-03-L3-V1: Prepare All Day Dining and Continental Food
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to prepare all day dining and continental food.</p> <p>It specially includes the task of identifying all day dining and continental food and ingredients, preparing all day dining and continental food, storing all day dining and continental food, and cleaning and maintaining equipment and utensils.</p>
Nominal Hours	50 Hours
Elements of Competency	<p>Performance Criteria</p> <p>Bold and underlined terms are elaborated in the Range of Variables</p>
1. Identify all day dining, continental food and ingredients	<p>1.1 Occupational Safety and Health (OSH) is followed and Personal Protective Equipment (PPE) is used.</p> <p>1.2 <u>Equipment, utensils and tools</u> are selected as required.</p> <p>1.3 <u>All day dining and continental food</u> are described</p> <p>1.4 <u>Ingredients for all day dining and continental food</u> are selected according to menu items.</p> <p>1.5 Appropriate <u>cooking method</u> is selected for preparing food.</p>
2. Prepare all day dining and continental food	<p>2.1 Cooking time and procedures of preparing all day dining and continental food are maintained as per requirements.</p> <p>2.2 All day dining and continental food are prepared based on required menu items.</p> <p>2.3 Derivation from all day dining and continental food are made.</p> <p>2.4 Variety of thickening agents are used as required.</p> <p>2.5 Flavor, color and consistency of all day dining and continental food are evaluated and faults are identified and rectified as per requirements.</p>
3. Store all day dining and continental food	<p>3.1 Best practices for temperature in different storing areas are maintained.</p> <p>3.2 Hygiene practices are followed.</p> <p>3.3 All day dining and continental food are stored maintaining optimum freshness and quality as per standards.</p> <p>3.4 All day dining and continental food are reconstituted to appropriate standards of consistency.</p>
4. Clean and store equipment and utensils	<p>4.1 Equipment and utensils are cleaned as per workplace standard.</p> <p>4.2 Production area is cleaned as per requirements.</p> <p>4.3 Defective equipment, utensils and tools are separated and reported to appropriate authority.</p> <p>4.4 Equipment and utensils are packed and stored at allocated places.</p>

Range of variables	
Variable	Range (may include but not limited to):
1. Equipment, utensils and tools	1.1 Knives / Chopper 1.2 Chopping board 1.3 Sauce pan 1.4 Sauce Bowl with lid 1.5 Wooden spoon 1.6 Strainer 1.7 Whisk 1.8 Jar 1.9 Cast iron pan 1.10 Pizza pan 1.11 Deep fryer 1.12 Fry pan 1.13 Potato masher 1.14 Oven 1.15 Baking tray
2. All day dinning and continental foods	2.1 All day dinning <ul style="list-style-type: none"> 2.1.1 Sandwich 2.1.2 French fry 2.1.3 Potato wedges 2.1.4 Burger 2.1.5 Pizza 2.1.6 Chicken Bun 2.1.7 Vegetable Cutlet 2.1.8 Chicken roll 2.1.9 Nugget 2.1.10 Fish Finger 2.2 Continental Food <ul style="list-style-type: none"> 2.2.1 Baked pasta 2.2.2 Steak 2.2.3 Rack of lamb served with Mashed potato and sauté vegetable 2.2.4 Pan fried fish 2.2.5 Chicken Cordon bleu
3. Ingredients for All day dinning and continental food	3.1 Potato 3.2 Onion 3.3 Carrot 3.4 Beans 3.5 Dried Chili powder 3.6 Salt 3.7 Ginger 3.8 Garlic 3.9 Bay leaves 3.10 Cinnamon 3.11 Flour 3.12 Egg 3.13 Sugar

	3.14 Oil 3.15 Water 3.16 Soybean Oil 3.17 Mince Meat 3.18 Milk Powder 3.19 Fried Spice Powder 3.20 Mayonnaise 3.21 Butter 3.22 Bread 3.23 Lettuce Leaves 3.24 Beef 3.25 Lamb 3.26 Chicken 3.27 Fish 3.28 Beef bacon 3.29 Yeast 3.30 Margarine 3.31 Worcestershire sauce 3.32 Tabasco Sauce 3.33 Parsley chop 3.34 Mushroom 3.35 Capsicum 3.36 Black Olive 3.37 Oregano 3.38 Mustered Paste 3.39 Oyster Sauce 3.40 Black pepper 3.41 Chop Garlic 3.42 Crush Black Peeper 3.43 Tomato 3.44 Vinegar 3.45 Soya Sauce 3.46 Pasta 3.47 Mozzarella Cheese 3.48 Yoghurt 3.49 Paprika Powder 3.50 Onion Powder 3.51 Bread crumb 3.52 Lemon Juice 3.53 Rice Flour
4. Cooking method	4.1 Moist heat 4.1.1 Boiling 4.1.2 Simmering 4.1.3 Steaming 4.1.4 Pressure Cooking 4.1.5 Poaching 4.1.6 Blanching 4.2 Dry heat 4.2.1 Roasting 4.2.2 Grilling/ Broiling

	4.2.3 Toasting 4.2.4 Baking 4.2.5 Sautéing 4.2.6 Frying 4.3 Combination 4.4 Braising 4.5 Stewing 4.6 Other Methods 4.6.1 Microwave Cooking 4.6.2 Solar Cooking
Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 identified all day dining and continental food and ingredients. 1.2 prepared all day dining and continental food. 1.3 stored all day dining and continental food. 1.4 cleaned and maintain equipment and production area.
2. Underpinning knowledge	2.1 Ingredients for all day dining and continental food. 2.2 Cooking methods for all day dining and continental food making. 2.3 Hygiene principles and practices. 2.4 Logical and time efficient work flow. 2.5 Best practice for temperature maintenance. 2.6 Optimum freshness and quality standards. 2.7 Texture of consistency, color, and flavor.
3. Underpinning skills	3.1 Maintaining methods of making all day dining and continental food cooking time. 3.2 Preparing all day dining and continental food. 3.3 Making derivations from all day dining and continental food. 3.4 Using variety of thickening agents and convenience products. 3.5 Identifying and rectifying faults of colors, flavors and consistency of all day dining and continental food. 3.6 Reconstituting of all day dining and continental food as per standards of competency.

4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited center. 7.2 Assessment should be done by NSDA certified/ nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-TH-FBP-04-L3-V1: Prepare Asian, Indian & Bangladeshi Cuisine
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to Prepare Asian, Indian & Bangladeshi Cuisine.</p> <p>It specifically includes the tasks of identifying Asian, Indian & Bangladeshi Cuisine, preparing Asian, Indian & Bangladeshi Cuisine, store Asian, Indian & Bangladeshi Cuisine, cleaning and storing equipment and utensils</p>
Nominal Hours	60 Hours
Elements of Competency	<p>Performance Criteria</p> <p>Bold and underlined terms are elaborated in the Range of Variables</p>
1. Identify Asian, Indian & Bangladeshi Cuisine	<p>1.1 Occupational Safety and Health (OSH) is followed and Personal Protective Equipment (PPE) is used.</p> <p>1.2 <u>Equipment, utensils and tools</u> are selected as required.</p> <p>1.3 <u>Asian, Indian & Bangladeshi Cuisine</u> are described.</p> <p>1.4 Ingredients for Asian, Indian & Bangladeshi Cuisine are selected.</p>
2. Prepare Asian, Indian & Bangladeshi Cuisine	<p>2.1 Cooking time and procedures for preparing Asian, Indian & Bangladeshi Cuisine are maintained as per requirements.</p> <p>2.2 Asian, Indian & Bangladeshi Cuisine are prepared based on required menu items.</p> <p>2.3 Thickening agents and convenience products are used as required.</p> <p>2.4 Flavor, color and consistency of Asian, Indian & Bangladeshi Cuisine are evaluated and faults are identified and rectified as per requirements.</p>
3. Store Asian, Indian & Bangladeshi Cuisine	<p>3.1 Best practices for temperature in different storing areas are maintained.</p> <p>3.2 Strict hygiene practices are followed.</p> <p>3.3 Asian, Indian & Bangladeshi Cuisine are stored maintaining optimum freshness and quality as per standards.</p> <p>3.4 Asian, Indian & Bangladeshi Cuisine are reconstituted to appropriate standards of consistency.</p>
4. Clean and store equipment and utensils	<p>4.1 Equipment and utensils are cleaned as per workplace standard.</p> <p>4.2 Production area is cleaned as per requirements.</p> <p>4.3 Defective equipment, utensils and tools are separated and reported to appropriate authority.</p> <p>4.4 Equipment and utensils are packed and stored at allocated places.</p>
Range of variables	

Variable	Range (may include but not limited to):
1. Equipment, utensils and tools	1.1 Cooking range 1.2 Induction Cooker 1.3 Fryers 1.4 Oven. 1.5 SS working table. 1.6 Chiller & freezers 1.7 Food processors. 1.8 Knives and cleavers. 1.9 Ladle and spoon. 1.10 Kitchen scales and thermometer. 1.11 Measuring Cup 1.12 Pots, pans and stock pots 1.13 Color coded Chopping board. 1.14 Strainer & colander. 1.15 Oak Pan. 1.16 Spatula 1.17 Fry Pan 1.18 Bowl 1.19 Sushi mat 1.20 Sizzling dish
2. Asian, Indian & Bangladeshi Cuisine	2.1 Asian Cuisine 2.1.1 Chicken Noodles 2.1.2 Chicken Chili Onion 2.1.3 Aromatic Chinese vegetable 2.1.4 Thai mixed Fried Rice 2.1.5 Thai fried chicken 2.1.6 Thai Sweet and sour prawn 2.1.7 Korean fried rice 2.1.8 Sizzling Kobe beef 2.1.9 Korean coconut chicken curry 2.1.10 Assorted Sushi 2.1.11 Beef teriyaki 2.2 Indian Cuisine 2.2.1 Saffron polao 2.2.2 Chicken tikka masala 2.2.3 Razma paneer masala 2.2.4 Vegetable noboratno 2.2.5 Hydrabadi beef dam Biryani 2.3 Bangladeshi Cuisine 2.3.1 Chingri Malai Curry 2.3.2 Hotchpotch 2.3.3 Beef Tehari 2.3.4 Shorshe Ilish

Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 prepared Asian, Indian & Bangladeshi Cuisine 1.2 stored Asian, Indian & Bangladeshi Cuisine
2. Underpinning knowledge	2.1 Ingredients for Chinese food and Indian food. 2.2 Cooking methods for Chinese food and Indian food making. 2.3 Hygiene principles and practices. 2.4 Logical and time efficient work flow. 2.5 Best practice for temperature maintenance. 2.6 Optimum freshness and quality standards. 2.7 Texture of consistency, color, and flavor.
3. Underpinning skills	3.1 Maintaining methods of making Chinese food and Indian food cooking time. 3.2 Preparing Chinese food and Indian food. 3.3 Making derivations from Chinese food and Indian food. 3.4 Using variety of thickening agents and convenience products. 3.5 Identifying and rectifying faults of colors, flavors and consistency of Chinese food and Indian food. 3.6 Reconstituting of Chinese food and Indian food as per standards of competency.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning

7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-TH-FBP-05-L3-V1: Prepare Bakeries & Pastries
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to prepare bakeries and pastries.</p> <p>It specifically includes the tasks of observing Occupational Safety and Health (OSH) practices, preparing for mixing, preparing bakery and pastry products, and cleaning and maintaining equipment and utensils.</p>
Nominal Hours	40 Hours
Elements of Competency	<p>Performance Criteria</p> <p>Bold and underlined terms are elaborated in the Range of Variables</p>
1. Prepare for mixing	<p>1.1 Housekeeping standards are maintained in the workplace following OSH requirements.</p> <p>1.2 <u>Equipment, utensils and tools</u> are cleaned for production by maintaining hygiene requirements.</p> <p>1.3 <u>Bakery and pastry products</u> are described.</p> <p>1.4 <u>Ingredients</u> are identified and selected for mixing as per production requirements.</p> <p>1.5 Mixing equipment is checked and adjusted as per production requirements.</p>
2. Produce bakery and pastry products	<p>2.1 Ingredients are delivered to the mixer in the required quantities according to the recipe specifications.</p> <p>2.2 The mixing is started and operated according to workplace requirements.</p> <p>2.3 Scaling and molding are performed as per product requirement</p> <p>2.4 Bakery and pastry products are baked as per requirement.</p> <p>2.5 Flavor, color and consistency of bakery and pastry products are evaluated</p> <p>2.6 Faults are identified and rectified as per requirements.</p>
3. Clean and store equipment, utensils and tools	<p>3.1. Equipment and utensils are cleaned as per workplace standard.</p> <p>3.2. Production area is cleaned as per requirements.</p> <p>3.3. Defective equipment, utensils and tools are separated and reported to appropriate authority.</p> <p>3.4. Equipment, utensils and tools are stored at allocated places.</p>
Range of variables	
Variable	Range (may include but not limited to):

1. Equipment, utensils and tools	1.1. Deck Oven 1.2. Dough Mixing machine 1.3. Cream Mixing machine 1.4. Chiller and Freezer 1.5. Sieves 1.6. SS working table 1.7. Turn table 1.8. Measuring Scale 1.9. Measuring Cup 1.10. Measuring Spoon 1.11. Oven tray 1.12. Scraper 1.13. Spatula 1.14. Bowl 1.15. Rolling Pin 1.16. Biscuit Cutter 1.17. Baking tray 1.18. Baking paper 1.19. Bread, cake and pie mould 1.20. Electric Egg beater 1.21. Pastry brush 1.22. Bread knife 1.23. Bread cutter 1.24. Piping bag and nozzle 1.25. Cake Board 1.26. Cooling rack 1.27. Silicon Mat
2. Bakery & Pastry Products	2.1. Butter Cookies 2.2. English Bread 2.3. Burger Bun 2.4. Doughnut 2.5. English Cake (Fruit cake) 2.6. Muffin 2.7. Birthday Cake 2.8. Puff Pastry 2.9. Chicken pie
3. Ingredients	3.1. Flour 3.2. Salt 3.3. Sugar 3.4. Yeast 3.5. Soybean Oil 3.6. Butter 3.7. Egg

	3.8. Milk powder 3.9. Water 3.10. Bread improver 3.11. Vanilla Essence 3.12. Baking powder 3.13. Baking soda 3.14. Cocoa powder 3.15. Chocolate Syrup 3.16. Cooking chocolate 3.17. Whipped cream 3.18. Food color 3.19. Icing sugar 3.20. Brown sugar 3.21. Dry mixed fruits & nut 3.22. Margarine 3.23. Corn Flour
Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency (UoC).	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 prepared for mixing. 1.2 prepared bakery and pastry items. 1.3 cleaned and maintained equipment and production area.
2. Underpinning knowledge	2.1 Ingredients for bakery and pastry items. 2.2 Cooking methods for bakery and pastry items. 2.3 Hygiene principles and practices. 2.4 Logical and time efficient work flow. 2.5 Best practice for temperature maintenance. 2.6 Optimum freshness and quality standards. 2.7 Texture of consistency, color, and flavor.
3. Underpinning skills	3.1 Maintaining methods of making bakery and pastry items. 3.2 Preparing bakery and pastry items. 3.3 Making derivations from bakery and pastry items. 3.4 Using variety of thickening agents and convenience products. 3.5 Identifying and rectifying faults of colors, flavors and consistency of bakery items. 3.6 Reconstituting of bakery and pastry items as per standards of competency.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns.

	4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
6. Method of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited center. 7.2 Assessment should be done by NSDA certified/ nominated assessor
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-TH-FBP-07-L3-V1: Prepare Desserts
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to prepare desserts.</p> <p>It specifically includes the tasks of identifying dessert items and ingredients, preparing dessert items, storing dessert items, and cleaning and maintaining equipment and utensils.</p>
Nominal Hours	40 Hours
Elements of Competency	Performance Criteria Bold and underlined terms are elaborated in the Range of Variables
1. Identify desserts	<p>1.1 Occupational Safety and Health (OSH) is followed and Personal Protective Equipment (PPE) is used.</p> <p>1.2 <u>Equipment, utensils and tools</u> are selected as required.</p> <p>1.3 <u>Desserts</u> are described.</p> <p>1.4 <u>Ingredients for desserts</u> are selected as per recipe.</p>
2. Prepare desserts	<p>2.1 Procedures for preparing desserts are maintained as per requirements.</p> <p>2.2 Desserts from classical and contemporary recipes are prepared based on required menu.</p> <p>2.3 Derivations from desserts are made.</p> <p>2.4 Thickening agents are used as required.</p> <p>2.5 Flavor, color and consistency of desserts are evaluated</p> <p>2.6 Faults are identified and rectified as per requirements.</p>
3. Store desserts	<p>3.1 Hygiene practices are followed.</p> <p>3.2 Best practices for temperature in different storing areas are maintained.</p> <p>3.3 Desserts are stored maintaining optimum freshness and quality as per standard.</p> <p>3.4 Desserts are reconstituted to appropriate standard of consistency.</p>
4. Clean and store equipment, utensils and tools	<p>4.1 Equipment, utensils and tools are cleaned as per workplace standard.</p> <p>4.2 Production area is cleaned as per requirements.</p> <p>4.3 Defective equipment, utensils and tools are separated and reported to appropriate authority.</p> <p>4.4 Equipment, utensils and tools are wiped and stored at allocated places.</p>
Range of variables	
Variable	Range (may include but not limited to):

1. Equipment, utensils and tools	1.1 Working table 1.2 Knives / Chopper 1.3 Chopping board 1.4 Sauce pan 1.5 Fry pan 1.6 Flat Iron Pan 1.7 Sauce Bowl with lid 1.8 Wooden spoon 1.9 Strainer 1.10 Spider spoon 1.11 Whisk 1.12 Sauce ladle 1.13 Blender machine 1.14 Sauce gun 1.15 Cooking filter 1.16 Special cloths for Jilapi 1.17 Tong 1.18 Egg bitter 1.19 Gas Stove
2. Desserts	2.1 Cream Caramel 2.2 Rice pudding 2.3 Chocolate Mousse 2.4 Fruit Custard 2.5 Apple pie
3. Ingredients for desserts	3.1 Egg 3.2 Milk / powder milk 3.3 Sugar 3.4 Rice powder 3.5 Sterilized Cream 3.6 Whipped Cream 3.7 Chocolate 3.8 Vanilla Essence 3.9 Butter 3.10 Jam 3.11 Baking Powder 3.12 Flour 3.13 Corn Flour 3.14 Cocoa powder 3.15 Water 3.16 Color 3.17 Saffron 3.18 Mixed dry fruits and nuts 3.19 Mixed fresh fruits

	3.20 Cardamom 3.21 Cinnamon 3.22 Raisin 3.23 Rose water 3.24 Rice flour 3.25 Custard Powder 3.26 Gelatin sheet 3.27 Sesame seed
<p style="text-align: center;">Evidence Guide</p> <p>Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.</p>	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1.identified dessert items and ingredients. 1.2.prepared dessert items. 1.3.stored dessert items. 1.4.cleaned and maintained equipment and production area.
2. Underpinning knowledge	2.1.Ingredients for dessert items making. 2.2.Cooking methods for dessert items. 2.3.Hygiene principles and practices. 2.4.Logical and time efficient work flow. 2.5.Best practice for temperature maintenance. 2.6.Optimum freshness and quality standards. 2.7.Texture of consistency, color, and flavor.
3. Underpinning skills	3.1.Maintaining methods of making dessert item cooking time. 3.2.Preparing dessert item. 3.3.Making derivations from dessert item. 3.4.Using variety of thickening agents and convenience products. 3.5.Identifying and rectifying faults of colors, flavors and consistency of dessert item. 3.6.Reconstituting of dessert item as per standards of competency.
4. Required attitudes	4.1.Commitment to occupational health and safety. 4.2.Promptness in carrying out activities. 4.3.Sincere and honest to duties. 4.4.Environmental concerns. 4.5.Eagerness to learn. 4.6.Tidiness and timeliness. 4.7.Respect for rights of peers and seniors in workplace. 4.8.Communication with peers and seniors in workplace.

5. Resource implications	<p>The following resources must be provided:</p> <p>5.1.workplace (actual or simulated)</p> <p>5.2.tools, equipment and facilities appropriate to the process or activity</p> <p>5.3.materials relevant to the proposed activity.</p>
6. Method of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1.Written test</p> <p>6.2.Demonstration</p> <p>6.3.Oral questioning</p>
7. Context of assessment	<p>7.1.Competency assessment must be done in NSDA accredited center.</p> <p>7.2.Assessment should be done by NSDA certified/ nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-TH-FBP-08-L3-V1: Prepare Beverages
Unit Descriptor	This unit covers the knowledge, skills and attitude required to prepare beverages. It specifically includes the tasks for identifying beverages, preparing beverage, storing beverage items, and cleaning and maintaining equipment and utensils.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria Bold and underlined terms are elaborated in the Range of Variables
1. Identify beverages	1.1 Occupational Safety and Health (OSH) is followed and Personal Protective Equipment (PPE) is used. 1.2 <u>Equipment, utensils and tools</u> are selected as required. 1.3 <u>Beverages</u> is described. 1.4 <u>Ingredients for beverages</u> are selected.
2. Prepare beverage	2.1 Procedures for preparing beverages are maintained as per requirements. 2.2 Beverages are prepared according to menu. 2.3 Derivations from basic beverage are made. 2.4 Flavor, color and consistency of beverage are checked and deviations are identified and rectified as per requirements.
3. Store beverages	3.1 Hygiene practices are followed. 3.2 Best practices for temperature in different storing areas are maintained. 3.3 Beverages are stored maintaining optimum freshness and quality as per standards. 3.4 Beverages are reconstituted to appropriate standard.
4. Clean and store equipment, utensils and tools	4.1 Equipment, utensils and tools are cleaned as per workplace standard. 4.2 Production area is cleaned as per requirements. 4.3 Defective equipment, utensils and tools are separated and reported to appropriate authority. 4.4 Equipment, utensils and tools are wiped and stored at allocated places.
Range of variables	
Variable	Range (may include but not limited to):

1. Equipment, utensils and tools	1.1 SS working table 1.2 Knives / Chopper 1.3 Color Coded chopping board 1.4 Sauce pan 1.5 Sauce Bowl with lid 1.6 Wooden spoon 1.7 Strainer 1.8 Whisk 1.9 Ladle 1.10 Blender machine 1.11 Kettle 1.12 Filter 1.13 Measurement cup 1.14 Mocktail Spoon 1.15 Mocktail Shaker 1.16 Orange Squeezer
2. Beverages	2.1 Tea 2.2 Coffee (hot and cold) 2.3 Fresh orange Juice 2.4 Lassi 2.5 Pineapple Blossom 2.6 Milk Shake 2.7 Vanilla Smoothy
3. Ingredients for beverages	3.1 Water 3.2 Sugar 3.3 Milk 3.4 Tea 3.5 Coffee 3.6 Cream 3.7 Hot Spice 3.8 Chocolate syrup 3.9 Cooking chocolate 3.10 Coco powder 3.11 Ice cube 3.12 Yogurts 3.13 Coriander leaves 3.14 Mint leaves 3.15 Mustards 3.16 Black salt 3.17 Salt 3.18 Chili powder 3.19 Green chili 3.20 Fried cumin powder 3.21 Fried coriander powder 3.22 White pepper 3.23 Lemon juice 3.24 Poppy seeds 3.25 Tomato sauce 3.26 Fruits

Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 identified beverage items and ingredients. 1.2 prepared beverage items. 1.3 stored beverage items. 1.4 cleaned and maintained equipment and production area.
2. Underpinning knowledge	2.1 Ingredients for beverage making. 2.2 Cooking methods for beverage making. 2.3 Hygiene principles and practices. 2.4 Logical and time efficient work flow. 2.5 Best practice for temperature maintenance. 2.6 Optimum freshness and quality standards. 2.7 Texture of consistency, color, and flavor.
3. Underpinning skills	3.1 Maintaining methods of making beverage time. 3.2 Preparing beverage. 3.3 Making derivations from beverage. 3.4 Using variety of thickening agents and convenience products. 3.5 Identifying and rectifying faults of colors, flavors and consistency of beverage. 3.6 Reconstituting of beverage as per standards of competency.
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Environmental concerns. 4.5 Eagerness to learn. 4.6 Tidiness and timeliness. 4.7 Respect for rights of peers and seniors in workplace. 4.8 Communication with peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.

6. Method of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA certified/nominated assessor</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

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Development of Competency Standard

The Competency Standards for National Skills Certificate in Food and Beverage Production, Level-3 is developed by SEIP on 29 July 2021.

List of Members

S/N	Name and Address	Position in the committee
1.	SK Abdul Mannan, Chief Executive Officer (CEO), Construction Industry Skills Council (CISC)	Member
2.	Dr. Md. Nurul Islam, TVET Specialist, SEIP	Member
3.	Hamida Yiesmin, Entrepreneur/Industry Expert, Hello Hills	Member
4.	Mahfuza Akter, Executive Director, Women Organization for Self-Efficiency (WOSE)	Member
5.	Nazia Farhana, Food Adviser of ACI logistics, Department Shanta's Cuisine (Training center of Cooking & Baking) & Owner of Shanta's Cuisine	Member
6.	Nusrat Khan, Owner, FAAZAN Catering House	Member
7.	Md. Hasibus Sahid, Process Expert, Construction Industry Skills Council (CISC)	Member
8.	Pejush Kanti Datta, Chief Coordinator, SEIP-BWCCI Project	Member
9.	Bikash Chandra Ghatak, Coordinator (Training, Monitoring and Assessment) SEIP-BWCCI Project Asst.	Member
10.	Mr. Saifuzzaman Mia, Quality Assurance Officer, SEIP	Member
11.	B. M. Mofizur Rahman, CD&TE, Construction Industry Skills Council (CISC)	Member
12.	Engr. Md. Asaduzzaman, A&C Exe. Construction Industry Skills Council (CISC)	Member
13.	Md. Mohsin, LMI & Research, Construction Industry Skills Council (CISC)	Member

Validation of Competency Standard

The Competency Standards for National Skills Certificate in Food and Beverage Production, Level-3 is validated by NSDA on 18 July 2022.

List of Members of the SCVC

S/N	Name and Address	Position in the committee	Signature and Date
1.	Mohiuddin Helal, Chairman, Tourism & Hospitality ISC, Email: ceo.tourismisc@gmail.com Mobile: 01819224593	Chairperson	
2.	A. N. M. Shahjahan, Former Director of Food & Beverage, Dhaka Sheraton Hotel and General Manager, in Different hotels and Resorts, Email: shahjahan.jrl@gmail.com, Mobile: 01711816807	Member	
3.	Mereena Khandkar, Former Manager and head of department- food & beverage production (Cooking), National Hotel & Tourism Training Institute (NHTTI) BPC, Email: mereena.khandkar@gmail.com Mobile: 01554545454	Member	
4.	Daniel C. Gomes, Corporate Executive Chef, ICI- International Culinary Institute, (Former Executive Chef of different Chain hotels), Email: daniel_xmx@yahoo.com, Mobile: 01752962474	Member	
5.	Md. Nurul Islam, Chief Coordinator, BAPA-SEIP Project, Former General Manager, PRAN Foods Ltd. AKIJ Food & Beverage Ltd (AFBL) and Additional General Manager Milk Vita, Email: nurulislamkpm1953@yahoo.com Mobile: 01715026752	Member	
6.	Shaheen Afroz, Ex. GM and Head of the Department Bakery and Pastry Production, NHTTI, Bangladesh Parjatan Corporation, Email: shaheenafroz57@gmail.com, Mobile: 01711261739	Member	
7.	Ananda Falia, Instructor (Tech.) Food, Gopalganj Polytechnic Institute. Email: afalia77@yahoo.com, Mobile: 01716754858	Member	
8.	Mohammad Ali, Sous Chef, Biman Flight Catering Center, Email: m.ali.chef79@gmail.com, Mobile: 01705543099	Member	
9.	Abdullah Al Mabud, Specialist (LMD), BTEB, Email: mabud82@gmail.com, Mobile: 01718406271	Member	
10.	Mahbub Huda, Consultant, Specialist, NSDA, Email: huda73@gmail.com, Mobile: 01735490491.	Member	
11.	Md. Saif Uddin, Process Expert, National Skills Development Authority, Email: engrbd.saif@gmail.com, Mobile: 01723004419.	Member	

