

# COMPETENCY STANDARDS



## **Halal Cookery (Basic Halal Culinary) Level II**

### **TOURISM SECTOR**

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
TESDA Complex East Service Road, South Luzon Expressway (SLEX),  
Fort Bonifacio, Taguig City

# TABLE OF CONTENTS

## TOURISM SECTOR (HOTEL AND RESTAURANT)

### HALAL COOKERY (BASIC HALAL CULINARY) LEVEL II

	Page/s
<b>SECTION 1</b> <b>HALAL COOKERY (BASIC HALAL CULINARY) LEVEL II</b>	<b>1</b>
<b>SECTION 2</b> <b>COMPETENCY STANDARDS</b>	<b>2 – 105</b>
•    Basic Competencies	2-36
•    Common Competencies	37-58
•    Core Competencies	59-105
<b>GLOSSARY OF TERMS</b>	<b>106-108</b>
<b>ACKNOWLEDGEMENTS</b>	<b>109</b>

## COMPETENCY STANDARDS FOR

### HALAL COOKERY (BASIC HALAL CULINARY) LEVEL II

#### Section 1 HALAL COOKERY (BASIC HALAL CULINARY) LEVEL II QUALIFICATIONS

The **HALAL COOKERY (BASIC HALAL CULINARY) LEVEL II** qualification consists of competencies that a person must achieve to clean kitchen areas, prepare hot, cold meals and desserts for guests in various food and beverage service facilities.

The units of competency comprising this qualification include the following:

Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace
Code	COMMON COMPETENCIES
TRS311201	Develop and update industry knowledge
TRS311202	Observe workplace hygiene procedures
TRS311203	Perform computer operations
TRS311204	Perform workplace and safety practices
TRS311205	Provide effective customer service
Code	CORE COMPETENCIES
AB-TRS1130700512301	Select and prepare Halal ingredients for storage
AB-TRS1130700512302	Maintain food safety and hygiene standards
AB-TRS1130700512303	Prepare cold Halal dishes
AB-TRS1130700512304	Prepare hot Halal dishes
AB-TRS1130700512305	Prepare Halal desserts

**A person who has achieved this Qualification is competent to be:**

- Halal Cook
- Halal Commis

## SECTION 2 COMPETENCY STANDARDS

These guidelines are set to provide the Technical Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **HALAL COOKERY (BASIC HALAL CULINARY) LEVEL II**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION**

**UNIT CODE : 400311210**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	<p>1.1 Specific and relevant information is accessed from <b>appropriate sources</b>.</p> <p>1.2 Effective questioning, active listening and speaking skills are used to gather and convey information.</p> <p>1.3 Appropriate <b>medium</b> is used to transfer information and ideas.</p> <p>1.4 Appropriate non-verbal communication is used.</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed.</p> <p>1.6 Defined workplace procedures for the</p>	<p>1.1 Effective verbal and nonverbal communication</p> <p>1.2 Different modes of communication</p> <p>1.3 Medium of communication in the workplace</p> <p>1.4 Organizational policies</p> <p>1.5 Communication procedures and systems</p> <p>1.6 Lines of Communication</p> <p>1.7 Technology relevant to the enterprise and the individual's work responsibilities</p> <p>1.8 Workplace etiquette</p>	<p>1.1 Following simple spoken language</p> <p>1.2 Performing routine workplace duties following simple written notices</p> <p>1.3 Participating in workplace meetings and discussions</p> <p>1.4 Preparing work-related documents</p> <p>1.5 Estimating, calculating and recording routine workplace measures</p> <p>1.6 Relating/ Interacting with people of various levels in the workplace</p> <p>1.7 Gathering and providing basic information in</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	location and <b>storage</b> of information are used. 1.7 Personal interaction is carried out clearly and concisely.		response to workplace requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active-listening skills
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines. 2.2 Routine written instruction are followed based on established procedures. 2.3 Feedback is given to workplace supervisor based instructions/ information received. 2.4 <b>Workplace interactions</b> are conducted in a courteous manner. 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from <b>appropriate sources</b> . 2.6 Meetings outcomes are interpreted and implemented.	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ Workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work-related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Basic questioning/quer ying 2.9 Skills in reading for information 2.10 Skills in locating

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Complete relevant work-related documents	<p>3.3 Range of <b>forms</b> relating to conditions of employment are completed accurately and legibly.</p> <p>3.4 Workplace data is recorded on standard workplace forms and documents.</p> <p>3.5 Errors in recording information on forms/ documents are identified and acted upon.</p> <p>3.6 Reporting requirements to supervisor are completed according to organizational guidelines.</p>	<p>3.3 Effective verbal and non-verbal communication</p> <p>3.4 Different modes of communication</p> <p>3.5 Workplace forms and documents</p> <p>3.6 Organizational/ Workplace policies</p> <p>3.7 Communication procedures and systems</p> <p>3.8 Technology relevant to the enterprise and the individual's work responsibilities</p>	<p>3.3 Completing work-related documents</p> <p>3.4 Applying operations of addition, subtraction, division and multiplication</p> <p>3.5 Gathering and providing information in response to workplace requirements</p> <p>3.6 Effective record keeping skills</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	May include: 1.1 Team members 1.2 Supervisor/Department Head 1.3 Suppliers 1.4 Trade personnel 1.5 Local government 1.6 Industry bodies
2. Medium	May include: 2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information dissemination 2.5 Follow-up or verbal instructions 2.6 Face-to-face communication 2.7 Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1 Manual filing system 3.2 Computer-based filing system
4. Workplace interactions	May include: 4.1 Face-to-face 4.2 Telephone 4.3 Electronic and two-way radio 4.4 Written including electronic means, memos, instruction and forms 4.5 Non-verbal including gestures, signals, signs and diagrams
5. Forms	May include: 5.1 HR/Personnel forms, telephone message forms, safety reports

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using workplace communication equipment/systems 1.3 Made use of relevant terms as an aid to transfer information effectively 1.4 Conveyed information effectively adopting formal or informal communication
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Fax machine 2.2 Telephone 2.3 Notebook 2.4 Writing materials 2.5 Computer with Internet connection
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Demonstration with oral questioning 3.2 Interview 3.3 Written test 3.4 Third-party report
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or through an accredited institution



**UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT**

**UNIT CODE : 400311211**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes to identify one's roles and responsibilities as a member of a team.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Describe team role and scope	1.1 The <b>role and objective of the team</b> is identified from available <b>sources of information</b> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available <b>sources of Information</b> 2.3 Team parameters, Reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members	3.1 Communication Process 3.2 Workplace Communication protocol 3.3 Team planning and decision making 3.4 Team thinking	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on workplace context 3.3 Protocols in reporting are observed based on standard company practices 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives	3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Role and objective of team	May include: 1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include: 2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information dissemination 2.5 Follow-up or verbal instructions 2.6 Face-to-face communication 2.7 Electronic media (disk files, cyberspace)
3. Workplace context	May include: 3.1 Manual filing system 3.2 Computer-based filing system

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1. Worked in a team to complete workplace activity 1.2. Worked effectively with others 1.3. Conveyed information in written or oral form 1.4. Selected and used appropriate workplace language 1.5. Followed designated work plan for the job
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1. Role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork 3.4 Socio-drama and socio-metric methods 3.5 Sensitivity techniques 3.6 Written Test
4. Context for Assessment	4.1. Competency may be assessed in workplace or in a simulated workplace setting 4.2. Assessment shall be observed while task are being undertaken whether individually or in group

**UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS**

**UNIT CODE : 400311212**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to apply problem-solving techniques to determine the origin of problems and plan for their resolution. It also includes addressing procedural problems through documentation, and referral.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify routine problems	1.1 Routine <b>problems or procedural problem</b> areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction
2. Look for solutions to routine problems	2.1 Potential solutions to problem is identified 2.2 Recommendations about possible solutions are developed, documented, ranked and presented to appropriate person for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures. 2.3 Identifying operating system

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are planned 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Problems/Procedural Problem	May include: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate person	May include: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include: 4.1 Priority requirements 4.2 Coordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Determined the root cause of a routine problem 1.2 Identified solutions to procedural problems. 1.3 Produced documentation that recommends solutions to problems. 1.4 Followed established procedures. 1.5 Referred unresolved problems to support persons.
2. Resource Implications	2.1 Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 Standardized test  The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.
4. Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.



**UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS**

**UNIT CODE : 400311213**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, and attitudes in managing one's emotions, developing reflective practice, and boosting self-confidence and developing self-regulation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Manage one's emotion	<p>1.1 <b>Self-management strategies</b> are identified</p> <p>1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed</p> <p>1.3 Techniques for effectively handling negative emotions and <b>unpleasant situation</b> in the workplace are examined</p>	<p>1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley)</p> <p>1.2 Enablers and barriers in achieving personal and career goals</p> <p>1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.</p>	<p>1.1 Managing properly one's emotions and recognizing situations that cannot be changed and accept them and remain professional</p> <p>1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals</p> <p>1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace</p>
2. Develop reflective practice	<p>2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated</p> <p>2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths,</p>	<p>2.1 Basic SWOT analysis</p> <p>2.2 Strategies to improve one's attitude in the workplace</p> <p>2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)</p>	<p>2.1 Using the basic SWOT analysis as self-assessment strategy</p> <p>2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence</p> <p>2.3 Demonstrating self-acceptance</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>addressing weaknesses and fulfilling their potential are monitored</p> <p>2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision making strategies and feedback from peers and teachers are predicted</p>		and being able to accept challenges
3. Boost confidence self- and develop self-regulation	<p>3.1 Efforts for continuous self-improvement are demonstrated</p> <p>3.2 Counterproductive tendencies at work are eliminated</p> <p>3.3 Positive outlook in life are maintained.</p>	<p>3.1 Four components of self-regulation based on Self-Regulation Theory (SRT)</p> <p>3.2 Personality development concepts</p> <p>3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)</p>	<p>3.1 Performing effective communication skills – reading, writing, conversing skills</p> <p>3.2 Showing affective skills – flexibility, adaptability, etc.</p> <p>3.3 Self-assessment for determining one's strengths and weaknesses</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievance 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	2.1 Access to workplace and resources 2.2 Case studies
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Demonstration or simulation with oral questioning 3.2 Case problems involving work improvement and sustainability issues 3.3 Third-party report
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

**UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION**

**UNIT CODE : 400311214**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to make a pro-active and positive contribution to workplace innovation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify opportunities to do things better	<p>1.1 <b>Opportunities for improvement</b> are identified proactively in own area of work</p> <p>1.2 <b>Information</b> are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea.</p>	<p>1.1 Roles of individuals in suggesting and making improvements.</p> <p>1.2 Positive impacts and challenges in innovation</p> <p>1.3 Types of changes and responsibility.</p> <p>1.4 Seven habits of highly effective people.</p>	<p>1.1 Identifying opportunities to improve and to do things better.</p> <p>1.2 Identifying the positive impacts and the challenges of change and innovation.</p> <p>1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility</p>
2. Discuss and develop ideas with others	<p>2.1 People who could provide input to ideas for improvements are identified.</p> <p>2.2 Ways of approaching people to begin sharing ideas are selected.</p> <p>2.3 Meeting is set with relevant people.</p> <p>2.4 Ideas for follow up are review and selected based on feedback.</p> <p>2.5 <b>Critical inquiry method</b> is used to discuss and develop ideas with others.</p>	<p>2.1 Roles of individual in suggesting and making improvements.</p> <p>2.2 Positive impacts and challenges in innovation.</p> <p>2.3 Types of changes and responsibility.</p> <p>2.4 Seven habits of highly effective people.</p>	<p>2.1 Identifying opportunities to improve and to do things better involvement.</p> <p>2.2 Identifying the positive impacts and the challenges of change and innovation.</p> <p>2.3 Providing examples of the types of changes that are within and outside own scope of responsibility</p> <p>2.4 Communicating ideas for change through small group discussions and meetings.</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Integrate ideas for change in the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas. 3.3 <b>Reporting skills</b> are likewise used to communicate results. 3.4 <b>Current Issues and concerns</b> on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.1 Roles of individuals in suggesting and making improvements. 3.2 Positive impacts and challenges in innovation. 3.3 Types of changes and responsibility. 3.4 Seven habits of highly effective people. 3.5 Basic research skills.	3.1 Identifying opportunities to improve and to do things better. Involvement. 3.2 Identifying the positive impacts and the challenges of change and innovation. 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility. 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in analysis and interpretation of data.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities for improvement	May include: 1.1 Systems. 1.2 Processes. 1.3 Procedures. 1.4 Protocols. 1.5 Codes. 1.6 Practices.
2. Information	May include: 2.1 Workplace communication problems. 2.2 Performance evaluation results. 2.3 Team dynamics issues and concerns. 2.4 Challenges on return of investment 2.5 New tools, processes and procedures. 2.6 New people in the organization.
3. People who could provide input	May include: 3.1 Leaders. 3.2 Managers. 3.3 Specialists. 3.4 Associates. 3.5 Researchers. 3.6 Supervisors. 3.7 Staff. 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry. 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

VARIABLE	RANGE
5. Reporting skills	May include: 5.1 Data management. 5.2 Coding. 5.3 Data analysis and interpretation. 5.4 Coherent writing. 5.5 Speaking.

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> <ul style="list-style-type: none"> <li>1.1 Identified opportunities to do things better.</li> <li>1.2 Discussed and developed ideas with others on how to contribute to workplace innovation.</li> <li>1.3 Integrated ideas for change in the workplace.</li> <li>1.4 Analyzed and reported rooms for innovation and learning in the workplace.</li> </ul>
2. Resource Implications	<b>The following resources should be provided:</b> <ul style="list-style-type: none"> <li>2.1 Pens, papers and writing implements.</li> <li>2.2 Cartolina.</li> <li>2.3 Manila papers.</li> </ul>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ul style="list-style-type: none"> <li>3.1 Psychological and behavioral Interviews.</li> <li>3.2 Performance Evaluation.</li> <li>3.3 Life Narrative Inquiry.</li> <li>3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>3.5 Sensitivity analysis.</li> <li>3.6 Organizational analysis.</li> <li>3.7 Standardized assessment of character strengths and virtues applied.</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</li> </ul>



**UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION**

**UNIT CODE : 400311215**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to present data/information appropriately.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Gather data/information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct	1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct
2. Assess gathered data/information	2.1 Validity of data/information is assessed 2.2 Analysis techniques are applied to assess data/information. 2.3 Trends and anomalies are identified 2.4 <b>Data analysis techniques</b> and	2.1 Business mathematics and statistics 2.2 Data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/procedures 2.3 Reporting requirements to a

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	procedures are documented 2.5 Recommendations are made on areas of possible improvement	relating to the conduct of evaluations 2.5 Organisational values, ethics and codes of conduct	range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organisational values, ethics and codes of conduct
3. Record and present information	3.1 Studied data/information are recorded. 3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference. 3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset. 3.4 Findings are presented to stakeholders.	3.1 Data analysis techniques/procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organisational values, ethics and codes of conduct	3.1 Describing data analysis techniques/procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organisational values, ethics and codes of conduct practices

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Data analysis techniques	May include: 1.1 Domain analysis 1.2 Content analysis 1.3 Comparison technique

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b>  1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied data/information  These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
2. Resource Implications	<b>Specific resources for assessment</b> 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Written Test 3.2 Interview 3.3 Portfolio  The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.
4. Context for Assessment	4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

**UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES**

**UNIT CODE : 400311216**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to identify OSH compliance requirements, prepare OSH requirements for compliance, perform tasks in accordance with relevant OSH policies and procedures

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify OSH compliance requirements	<p>1.1 Relevant <b>OSH requirements, regulations, policies and procedures</b> are identified in accordance with workplace policies and procedures</p> <p>1.2 OSH activity nonconformities are conveyed to <b>appropriate personnel</b></p> <p>1.3 <b>OSH preventive and control requirements</b> are identified in accordance with OSH work policies and procedures</p>	<p>1.1 OSH preventive and control requirements</p> <p>1.2 Hierarchy of Controls</p> <p>1.3 Hazard Prevention and Control</p> <p>1.4 General OSH principles</p> <p>1.5 Work standards and procedures</p> <p>1.6 Safe handling procedures of tools, equipment and materials</p> <p>1.7 Standard emergency plan and procedures in the workplace</p>	<p>1.1 Communication skills</p> <p>1.2 Interpersonal skills</p> <p>1.3 Critical thinking skills</p> <p>1.4 Observation skills</p>
2. Prepare OSH requirements for compliance	<p>2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures</p> <p>2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures</p> <p>2.3 Required OSH materials, tools and</p>	<p>2.1 Resources necessary to execute hierarchy of controls</p> <p>2.2 General OSH principles</p> <p>2.3 Work standards and procedures</p> <p>2.4 Safe handling procedures of tools, equipment and materials</p> <p>2.5 Different OSH control measures</p>	<p>2.1 Communication skills</p> <p>2.2 Estimation skills</p> <p>2.3 Interpersonal skills</p> <p>2.4 Critical thinking skills</p> <p>2.5 Observation skills</p> <p>2.6 Material, tool and equipment identification skills</p>

	equipment are arranged/ placed in accordance with OSH work standards		
3. Perform tasks in accordance with relevant OSH policies and procedures	<p>3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures</p> <p>3.2 Work Activities are executed in accordance with OSH work standards</p> <p>3.3 <b>Non-compliance work activities</b> are reported to <i>appropriate personnel</i></p>	<p>3.1 OSH work standards</p> <p>3.2 Industry related work activities</p> <p>3.3 General OSH principles</p> <p>3.4 OSH Violations Non-compliance work activities</p>	<p>3.1 Communication skills</p> <p>3.2 Interpersonal skills</p> <p>3.3 Troubleshooting skills</p> <p>3.4 Critical thinking skills</p> <p>3.5 Observation skills</p>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. OSH Requirements, Regulations, Policies and Procedures	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself
3. OSH Preventive and Control Requirements	May include: 3.1 Resources needed for removing hazard effectively 3.2 Resources needed for substitution or replacement 3.3 Resources needed to establishing engineering controls 3.4 Resources needed for enforcing administrative controls 3.5 Personal Protective equipment
4. Non OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: 4.1 Violations that may lead to serious physical harm or death 4.2 Fall Protection 4.3 Hazard Communication 4.4 Respiratory Protection 4.5 Power Industrial Trucks 4.6 Lockout/Tag-out 4.7 Working at heights (use of ladder, scaffolding) 4.8 Electrical Wiring Methods 4.9 Machine Guarding 4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> <ul style="list-style-type: none"> <li>1.1 Convey OSH work non-conformities to appropriate personnel</li> <li>1.2 Identify OSH preventive and control requirements in accordance with OSH work policies and procedures</li> <li>1.3 Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures</li> <li>1.4 Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards</li> <li>1.5 Execute work activities in accordance with OSH work standards</li> <li>1.6 Report OSH activity non-compliance work activities to appropriate personnel</li> </ul>
2. Resource Implications	<b>Specific resources for assessment</b> <ul style="list-style-type: none"> <li>2.1 Facilities, materials tools and equipment necessary for the activity</li> </ul>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ul style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>

**UNIT OF COMPETENCY : EXERCISE EFFICIENT AND EFFECTIVE SUSTAINABLE PRACTICES IN THE WORKPLACE**

**UNIT CODE : 400311217**

**UNIT DESCRIPTOR :** This unit covers knowledge, skills and attitude to identify the efficiency and effectiveness of resource utilization, determine causes of inefficiency and/or ineffectiveness of resource utilization and Convey inefficient and ineffective environmental practices

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established <b>environmental work procedures</b>	1.1 Importance of Environmental Literacy 1.2 Environmental Work Procedures 1.3 Waste Minimization 1.4 Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of Inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills



ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to <i>appropriate personnel</i> 3.2 Concerns related resource utilization are discussed with appropriate personnel Feedback on information/ 3.3 concerns raised are clarified with appropriate personnel	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Written and Oral Communication Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills 3.5 Practice Environmental Awareness

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	May include: 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 Waster Segregation Procedures 1.3 Waste Disposal and Reuse Procedures 1.4 Waste Collection Procedures 1.5 Usage of Hazardous Materials Procedures 1.6 Chemical Application Procedures 1.7 Labeling Procedures
1. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> <ul style="list-style-type: none"> <li>1.1 Measured required resource utilization in the workplace using appropriate techniques</li> <li>1.2 Recorded data in accordance with workplace protocol</li> <li>1.3 Identified causes of inefficiency and/or ineffectiveness through deductive reasoning</li> <li>1.4 Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures</li> <li>1.5 Report efficiency and effectiveness of resource utilization to appropriate personnel</li> <li>1.6 Clarify feedback on information/concerns raised with appropriate personnel</li> </ul>
2. Resource Implications	<b>Specific resources for assessment</b> <ul style="list-style-type: none"> <li>2.1 Workplace</li> <li>2.2 Tools, materials and equipment relevant to the tasks</li> <li>2.3 PPE</li> <li>2.4 Manuals and references</li> </ul>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ul style="list-style-type: none"> <li>3.1 Demonstration</li> <li>3.2 Oral questioning</li> <li>3.3 Written examination</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>4.2 Assessment shall be observed while task are being undertaken whether individually or in-group</li> </ul>

**UNIT OF COMPETENCY : PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE**

**UNIT CODE : 400311218**

**UNIT DESCRIPTOR : This unit covers the outcomes required to apply entrepreneurial workplace best practices and implement cost-effective operations**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Apply entrepreneurial workplace best practices	1.1 <b>Good practices</b> relating to workplace operations are observed and selected following workplace policy. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in <b>resource utilization</b> are applied based on industry standards.	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Honesty</li> <li>• Quality-consciousness</li> <li>• Safety-consciousness</li> <li>• Resourcefulness</li> </ul>	1.1 Communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to <b>appropriate person</b> . 2.2 Observed quality procedures and practices are communicated to appropriate person 2.3 Cost-conscious habits in resource utilization are communicated based on industry standards.	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Honesty</li> <li>• Quality-consciousness</li> <li>• Safety-consciousness</li> <li>• Resourcefulness</li> </ul>	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is implemented in	3.1 Optimization of workplace resources 3.2 5S procedures and concepts	3.1 Implementing preservation and optimizing workplace resources

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>accordance with enterprise policy</p> <p>3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements.</p> <p>3.3 Constructive contributions to office operations are made according to enterprise requirements.</p> <p>3.4 Ability to work within one's allotted time and finances is sustained.</p>	<p>3.3 Criteria for cost-effectiveness</p> <p>3.4 Workplace productivity</p> <p>3.5 Impact of entrepreneurial mind-set to workplace productivity</p> <p>3.6 Ways in fostering entrepreneurial attitudes:</p> <ul style="list-style-type: none"> <li>● Patience</li> <li>● Honesty</li> <li>● Quality-consciousness</li> <li>● Safety-consciousness</li> <li>● Resourcefulness</li> </ul>	<p>3.2 Observing judicious use of workplace tools, equipment and materials</p> <p>3.3 Making constructive contributions to office operations</p> <p>3.4 Sustaining ability to work within allotted time and finances</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Good practices	May include: 1.1 Economy in use of resources 1.2 Documentation of quality practices
2. Resources utilization	May include: 2.1 Consumption/ use of consumables 2.2 Use/Maintenance of assigned equipment and furniture 2.3 Optimum use of allotted /available time

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace
2. Resource Implications	<b>Specific resources for assessment</b> 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals 2.4 Enterprise procedures manuals 2.5 Company quality policy
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Interview 3.2 Third-party report
4. Context for Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

## COMMON COMPETENCIES

**UNIT OF COMPETENCY : DEVELOP AND UPDATE INDUSTRY KNOWLEDGE**

**UNIT CODE : TRS311201**

**UNIT DESCRIPTOR :** This unit of competency deals with the knowledge, skills required to access, increase and update industry knowledge. It includes seek information on the industry and update industry knowledge.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Seek information on the industry	1.1 <b>Sources of information</b> on the industry are correctly identified and accessed 1.2 <b>Information to assist effective work performance</b> is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities	1.1 <b>Industry</b> sources of information 1.2 Information on Effective Work Performance 1.3 Sector of Work Relevant Information 1.4 Industry Information Application 1.5 Overview of quality assurance in the industry	1.1 <b>Identifying</b> and accessing sources of information on the industry 1.2 Obtaining information on effective work performance 1.3 Accessing and updating specific information on sector of work 1.4 Applying industry information
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities	2.1 Informal and/or formal research on industry knowledge 2.2 Incorporation of updated knowledge on industry 2.3 Role of individual staff members 2.4 Industry information sources	2.1 Using informal and/or formal research for updating 2.2 Sharing updated industry knowledge 2.3 Managing time 2.4 Accessing industry information 2.5 Accessing the internet

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information sources	<p>Information sources may include but are not limited to :</p> <ul style="list-style-type: none"> <li>1.1 Media</li> <li>1.2 Reference books</li> <li>1.3 Libraries</li> <li>1.4 Unions</li> <li>1.5 Industry associations</li> <li>1.6 Industry journals</li> <li>1.7 Internet</li> <li>1.8 Personal observation and experience</li> </ul>
2. Information to assist effective work performance	<ul style="list-style-type: none"> <li>2.1 Different sectors of the industry and the services available in each sector</li> <li>2.2 Relationship between tourism and hospitality</li> <li>2.3 Relationship between the industry and other industries</li> <li>2.4 Industry working conditions</li> <li>2.5 Legislation that affects the industry <ul style="list-style-type: none"> <li>• liquor</li> <li>• health and safety</li> <li>• hygiene</li> <li>• gaming</li> <li>• workers compensation</li> <li>• consumer protection</li> <li>• duty of care</li> <li>• building regulations</li> </ul> </li> <li>2.6 Trade unions environmental issues and requirements</li> <li>2.7 Industrial relations issues and major organizations</li> <li>2.8 Career opportunities within the industry</li> <li>2.9 Work ethic required to work in the industry and industry expectations of staff</li> <li>2.10 Quality assurance</li> </ul>
3. Informal and formal research	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1 Discussions with colleagues, management and customers</li> <li>3.2 Reading internal enterprise material about products and services</li> <li>3.3 Familiarity with customer comments including complaints</li> <li>3.4 Reading and researching product data and information</li> <li>3.5 Conducting internal testing to determine quality and differentials</li> <li>3.6 General media research</li> <li>3.7 Developing and analyzing responses to questionnaires</li> <li>3.8 Reading surveys and ratings</li> </ul>



<b>VARIABLE</b>	<b>RANGE</b>
4. Promotional initiatives	May include: 4.1 Media campaigns 4.2 Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

## **EVIDENCE GUIDE**

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Knew key sources of information on the industry 1.2 Updated industry knowledge 1.3 Accessed and used industry information 1.4 Developed and updated local knowledge 1.5 Promoted products and services
2. Resource Implications	The following resources should be provided: 2.1 Sources of information on the industry 2.2 Industry knowledge
3. Method of Assessment	Competency in this unit must be assessed through: 3.1 Interview/questions 3.2 Practical demonstration 3.3 Portfolio of industry information related to trainee's work
4. Context of Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2 Assessment activities are carried out through TESDA's accredited assessment center

**UNIT OF COMPETENCY : OBSERVE WORKPLACE HYGIENE PROCEDURES**

**UNIT CODE : TRS311202**

**UNIT DESCRIPTOR :** This unit of competency deals with the knowledge, skills and attitudes in observing workplace hygiene procedures. It includes following hygiene procedures and identifying and preventing hygiene risks.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Follow hygiene procedures	1.1 Workplace <b>hygiene procedures</b> are implemented in line with enterprise and legal requirements 1.2 Handling and storage of items are undertaken in line with enterprise and legal requirements	1.1 Workplace hygiene procedures 1.2 Items handling and storage 1.3 Typical hygiene and control procedures in the hospitality and tourism industries 1.4 Overview of legislation and regulation in relation to food handling, personal and general hygiene 1.5 Factors which contribute to workplace hygiene problems 1.6 General hazards in handling food, linen and laundry and garbage	1.1 Implementing workplace hygiene procedures 1.2 Undertaking items handling and storage 1.3 Following correct procedures and instructions 1.4 Handling tools/equipment
2. Identify and prevent hygiene risks	2.1 Potential <b>hygiene risks</b> are identified in line with enterprise procedures 2.2 Action to <b>minimize</b> and <b>remove risks</b> are taken within scope of individual responsibility of enterprise/legal requirements 2.3 Hygiene risks beyond the control of	2.1 Potential hygiene Risks 2.2 Action to minimize and remove risks 2.3 Out of control hygiene risks 2.4 General hazards in handling food, linen and laundry and garbage 2.5 Major causes of contamination and cross infections 2.6 Sources of and	2.1 Identifying potential hygiene risks 2.2 Taking action in minimizing and removing risks 2.3 Reporting out of control hygiene risks 2.4 Applying hygiene principles

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	individual staff members are reported to the appropriate person for follow up	reasons for food poisoning	

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Hygiene procedures	Hygiene procedures may include : 1.1 Safe and hygienic handling of food and beverage 1.2 Regular hand washing 1.3 Correct food storage 1.4 Appropriate and clean clothing 1.5 Avoidance of cross-contamination 1.6 Safe handling disposal of linen and laundry 1.7 Appropriate handling and disposal of garbage 1.8 Cleaning and sanitizing procedures 1.9 Personal hygiene
2. Hygiene risk	2.1 Bacterial and other contamination arising from poor handling of food 2.2 Inappropriate storage of foods 2.3 Storage at incorrect temperatures 2.4 Foods left uncovered 2.5 Poor personal hygiene practices 2.6 Poor work practices 2.6.1 Cleaning 2.6.2 Housekeeping 2.6.3 Food Handling 2.6.4 Vermin 2.6.5 Airborne dust 2.7 Cross-contamination through cleaning inappropriate cleaning practices 2.8 Inappropriate handling of potentially infectious linen 2.9 Contaminated wastes such as blood and body secretions 2.10 Disposal of garbage and contaminated or potentially contaminated wastes
3. Minimizing or removing risk	3.1 Auditing staff skills and providing training 3.2 Ensuring policies and procedures are followed strictly 3.3 Audits or incidents with follow-up actions

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Followed hygiene procedures 1.2 Identified and responded to hygiene risk 1.3 Practiced personal grooming and hygiene
2. Resource Implications	2.1 Hygiene procedures, actual or simulated workplace, products used in hotel/restaurant / tourism workplace
3. Method of Assessment	3.1 Written examination 3.2 Practical demonstration
4. Context of Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2 Assessment activities are carried out through TESDA's accredited assessment center

**UNIT OF COMPETENCY : PERFORM COMPUTER OPERATIONS**

**UNIT CODE : TRS311203**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes and values needed to perform computer operations which includes inputting, accessing, producing and transferring data using the appropriate hardware and software

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan and prepare for task to be undertaken	1.1 Requirements of task are determined 1.2 Appropriate <b>hardware</b> and <b>software</b> is selected according to task assigned and required outcome 1.3 Task is planned to ensure <b>OH &amp; S guidelines</b> and procedures are followed	1.1 Hardware and software appropriate for task assigned 1.2 OH and S principle and responsibilities 1.3 Calculating computer capacity	1.1 Determining task requirements 1.2 Selecting appropriate hardware and software 1.3 Following OH & S guidelines
2. Input data into computer	2.1 Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2 Accuracy of information is checked and information is saved in accordance with standard operating procedures 2.3 Inputted data are stored in <b>storage media</b> according to requirements 2.4 Work is performed within <b>ergonomic guidelines</b>	2.1 Use of appropriate program and application 2.2 Company procedures 2.3 Storage media requirements 2.4 Basic ergonomics of keyboard and computer use 2.5 Main types of computers 2.6 Basic features of different operating systems 2.7 Main parts of a computer 2.8 Storage devices and basic categories of memory	2.1 Entering data into saving 2.2 Saving and checking information accuracy 2.3 Storing inputted data in storage media 2.4 Performing work using ergonomic guidelines
3. Access information using computer	3.1 Correct program/application is selected based on job requirements	3.1 Required information of and correct program and application	3.1 Selecting correct program and application 3.2 Accessing

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Program/application containing the information required is accessed according to company procedures 3.3 <b>Desktop icons</b> are correctly selected, opened and closed for navigation purposes 3.4 Keyboard techniques are carried out in line with OH & S requirements for safe use of keyboards	3.2 Job requirements 3.3 Company procedures 3.4 Desktop icons 3.5 Keyboard techniques 3.6 OH & S requirements 3.7 Relevant types of software 3.8 General security in the computer system	program/applicati on containing the information required 3.3 Correctly selecting, opening, and closing desktop icons 3.4 Carrying out keyboard techniques
4. Produce/output data using computer system	4.1 Entered data are processed using appropriate software commands 4.2 Data are printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3 Files and data are transferred between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures	4.1 Software command 4.2 Standard Operating Procedures 4.3 Usage of computer hardware/peripheral devices	4.1 Processing data entered 4.2 Printing out and transferring files and data using computer hardware/peripheral devices
5. Maintain computer equipment and systems	5.1 Systems for cleaning, <b>minor maintenance</b> and replacement of consumables are implemented 5.2 Procedures for ensuring security of data, including regular back-ups and virus checks are	5.1 System for cleaning, minor maintenance and replacement of consumables 5.2 Security of data procedures 5.3 Basic file maintenance procedures 5.4 Standard	5.1 Implementing system for cleaning, minor maintenance, and replacement of consumables 5.2 Implementing procedures for ensuring security of data 5.3 Implementing

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	implemented in accordance with standard operating procedures 5.3 Basic file maintenance procedures are implemented in line with the standard operating procedures 5.4 Document systems are maintained	Operating Procedures 5.5 Types of viruses	basic file maintenance procedures



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and peripheral devices	1.1 Personal computers 1.2 Networked systems 1.3 Communication equipment 1.4 Printers 1.5 Scanners 1.6 Keyboard 1.7 Mouse
2. Software	Includes the following but not limited to: 2.1 Word processing packages 2.2 Data base packages 2.3 Internet 2.4 Spreadsheets
3. OH & S guidelines	3.1 OHS guidelines 3.2 Enterprise procedures
4. Storage media	Storage media include the following but not limited to: 4.1 Diskettes 4.2 CDs 4.3 Zip disks 4.4 Hard disk drives, local and remote
5. Ergonomic guidelines	5.1 Types of equipment used 5.2 Appropriate furniture 5.3 Seating posture 5.4 Lifting posture 5.5 Visual display unit screen brightness
6. Desktop icons	Icons include the following but not limited to: 6.1 Directories/folders 6.2 Files 6.3 Network devices 6.4 Recycle bin
7. Maintenance	7.1 Creating more space in the hard disk 7.2 Reviewing programs 7.3 Deleting unwanted files 7.4 Backing up files 7.5 Checking hard drive for errors 7.6 Using up to date anti-virus programs 7.7 Cleaning dust from internal and external surfaces

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.4 Followed hygiene procedures 1.5 Identified and responded to hygiene risk 1.6 Practiced personal grooming and hygiene
2. Resource Implications	2.2 Hygiene procedures, actual or simulated workplace, products used in hotel/restaurant / tourism workplace
3. Method of Assessment	3.3 Written examination 3.4 Practical demonstration
4. Context of Assessment	4.3 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.4 Assessment activities are carried out through TESDA's accredited assessment center

**UNIT OF COMPETENCY : PERFORM WORKPLACE AND SAFETY PRACTICES**

**UNIT CODE : TRS311204**

**UNIT DESCRIPTOR :** This unit of competency deals with the knowledge, skills and attitudes in following health, safety and security practices. It includes dealing with emergency situations and maintaining safe personal presentation standards.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Follow workplace procedures for health, safety and security practices	1.1 Correct <b>health, safety and security procedures</b> are followed in line with legislation, regulations and enterprise procedures 1.2 <b>Breaches</b> of health, safety and security procedures are identified and reported in line with enterprise procedure 1.3 Suspicious behavior or unusual occurrence are reported in line with enterprise procedure	1.1 Correct health, safety, and security procedures 1.2 Enterprise procedures 1.3 Breaches of health, safety, and security procedures 1.4 Suspicious behavior or unusual occurrence <b>Communication</b> 1.5 Interactive communication with others 1.6 Interpersonal skills 1.7 Good working attitude 1.8 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values 1.9 Ability to focus on task at hand	1.1 Following the breaches of and correct health, safety, and security procedures 1.2 Reporting suspicious behavior or unusual occurrence
2. Deal with emergency situations	2.1 <b>Emergency</b> and potential emergency situations are recognized and appropriate action are taken within	2.1 Emergency and potential emergency situations 2.2 Emergency procedures/assistance	2.1 Recognizing and taking action on emergency and potential emergencies 2.2 Following emergency

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	individual's scope of responsibility 2.2 Emergency procedures are followed in line with enterprise procedures 2.3 Assistance is sought from colleagues to resolve or respond to emergency situations 2.4 Details of emergency situations are reported in line with enterprise procedures	2.3 Enterprise procedures on details of emergency 2.4 Enterprise procedures	procedures 2.3 Seeking assistance in resolving and responding to emergency situations 2.4 Reporting emergency details 2.5 Making decisions 2.6 Applying time management
3. Maintain safe personal presentation standards	3.1 Safe personal standards are identified and followed in line with enterprise requirements	3.1 Safe personal standards 3.2 Enterprise requirement 3.3 Systems, Processes and Operations 3.4 Safety practices	3.1 Following safe personal standards 3.2 Applying safety practices

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Health, safety and security procedures	May include but are not limited to : 1.1 Use of personal protective clothing and equipment 1.2 Safe posture including sitting, standing, bending 1.3 Manual handling including lifting, transferring 1.4 Safe work techniques including knives and equipment, handling hot surfaces, computers and electronic equipment 1.5 Safe handling of chemicals, poisons and dangerous materials 1.6 Ergonomically sound furniture and work stations 1.7 Emergency fire and accident 1.8 Hazard identification and control 1.9 Security of documents, cash, equipment, people 1.10 Key control systems
2. Breaches of procedure	May include but are not limited to : 2.1 Loss of keys 2.2 Strange or suspicious persons 2.3 Broken or malfunctioning equipment 2.4 Loss of property, goods or materials 2.5 Damaged property or fittings 2.6 Lack of suitable signage when required 2.7 Lack of training on health and safety issues 2.8 Unsafe work practices
3. Emergency	May include but is not limited to : 3.1 Personal injuries 3.2 Fire 3.3 Electrocution 3.4 Natural calamity i.e. Earthquake/flood 3.5 Criminal acts i.e. Robbery

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate : 1.1 Complied with industry practices and procedures 1.2 Used interactive communication with others 1.3 Complied with workplace safety, security and hygiene practices 1.4 Identified faults & problems and the necessary corrective action 1.5 Demonstrated ability to perform child protection duties relevant to tourism industry 1.6 Demonstrated ability to prepare for observation and monitoring activities relevant to designated situations 1.7 Promoted public relation among others 1.8 Complied with quality standards 1.9 Responded to emergency situations in line with enterprise guidelines 1.10 Complied with proper dress code
2. Resource Implications	2.1 Procedures Manual on safety, security, health and emergency 2.2 Availability of tools, equipment, supplies and materials
3. Method of Assessment	3.1 Written examination 3.2 Practical demonstration 3.3 Interview
4. Context of Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2 Assessment activities are carried out through TESDA's accredited assessment center

**UNIT OF COMPETENCY : PROVIDE EFFECTIVE CUSTOMER SERVICE**

**UNIT CODE : TRS311205**

**UNIT DESCRIPTOR :** This unit of competency deals with the knowledge, skills and attitudes in providing effective customer service. It includes greeting customer, identifying customer needs, delivering service to customer, handling queries through use of common business tools and technology and handling complaints, evaluation and recommendation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Greet customer	1.1 <b>Customers</b> are greeted in line with enterprise procedure 1.2 Verbal and non-verbal communications are appropriate to the given situation 1.3 <b>Non-verbal communication</b> are observed when responding to customers 1.4 Sensitivity to <b>cultural and social differences</b> is demonstrated	1.1 Enterprise procedure on customer greeting 1.2 Verbal and nonverbal communication 1.3 Nonverbal of communication of customers 1.4 Sensitivity to cultural and social differences <b>Communication</b> 1.6 Interactive communication with others 1.7 Interpersonal skills/ social graces with sincerity	1.1 Greeting guests using enterprise procedure 1.2 Applying verbal and nonverbal communication appropriate for a situation 1.3 Observing nonverbal communication 1.4 Demonstrating sensitivity to cultural and social differences
2. Identify needs of customers	2.1 Appropriate <b>interpersonal skills</b> are used to ensure that customer needs are accurately identified 2.2 <b>Customer needs</b> are assessed for urgency so that priority for service delivery can be identified	2.1 <b>Appropriate</b> interpersonal skills 2.2 Customer needs 2.3 Basic information 2.4 needed by customers 2.5 Personal limitation in addressing customers' needs	2.1 Using appropriate interpersonal skills 2.2 Assessing customer needs 2.3 Providing information to customers 2.4 Identifying personal limitations in addressing customers need

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.3 Customers are provided with information</p> <p>2.4 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor</p>		
3. Deliver service to customer	<p>3.1 Customer needs are promptly attended to in line with <b>enterprise procedure</b></p> <p>3.2 Appropriate rapport is maintained with customer to enable high quality service delivery</p> <p>3.3 Opportunity to enhance the quality of service and products are taken wherever possible</p>	<p>3.1 Customer service needs</p> <p>3.2 Enterprise procedure</p> <p>3.3 Customer rapport</p> <p>3.4 Quality of service and products enhancement</p> <p><b>Safety Practices</b></p> <p>3.5 Safe work practices</p> <p>3.6 Personal hygiene</p>	<p>3.1 Attending customer needs</p> <p>3.2 Maintaining appropriate rapport with customers</p> <p>3.3 Taking opportunity for quality of service enhancement</p>
4. Handle queries through use of common business tools and technology	<p>4.1 <b>Common business tools and technology</b> are used efficiently to determine customer requirements</p> <p>4.2 Queries/ information are recorded in line with enterprise procedure</p> <p>4.3 Queries are acted upon promptly and correctly in line with enterprise procedure</p>	<p>4.1 Usage of telephone, fax machine, and internet</p> <p>4.2 Enterprise procedure on queries and information</p> <p>4.3 Types of customer queries</p> <p><b>Theory</b></p> <p>4.5 Selling/upselling techniques</p> <p>4.6 Interview techniques</p> <p>4.7 Conflict resolution</p> <p>4.8 Communication process</p> <p>4.9 Communication barriers</p>	<p>4.1 Using telephone, fax machine, and internet</p> <p>4.2 Recording queries and information</p> <p>4.3 Acting upon queries</p>



ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Handle complaints/conflict situations, evaluation and recommendations	5.1 Guests are greeted with a smile and eye-to-eye contact 5.2 Responsibility for resolving the <b>complaint</b> is taken within limit of responsibility and according to enterprise policy 5.3 Nature and details of complaint are established and agreed with the customer 5.4 <b>Threats to personal safety</b> are identified and managed to personal safety of customers or colleagues and appropriate assistance is organized 5.5 Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible 5.6 Conflict situations are resolved within scope of individual responsibility by applying effective communication skills and according to enterprise policy	5.1 Courtesy for customers 5.2 Responsibility and appropriate action on 5.3 complaint resolution 5.4 Nature and details of complaint  <b>Attitude</b> 5.5 Attentive, patient and cordial 5.6 Eye-to-eye contact 5.7 Maintain teamwork and cooperation	5.1 Greeting the Guests with a smile and eye to-eye contact 5.2 Taking the responsibility for giving appropriate action to and resolving the complaint 5.3 Establishing and agreeing to the nature and details of complaint

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Customer	May include: 1.1 Internal 1.2 External
2. Non-verbal communication	May include: 2.1 Body language 2.2 Dress and accessories 2.3 Gestures and mannerisms 2.4 Voice tonality and volume 2.5 Use of space 2.6 Culturally specific communication customs and practices
3. Cultural and social differences	May include: 3.1 Modes of greeting, farewell and conversation 3.2 Body language/ use of body gestures 3.3 Formality of language
4. Interpersonal skills	May include: 4.1 Interactive communication 4.2 Public relation 4.3 Good working attitude 4.4 Sincerity 4.5 Pleasant disposition 4.6 Effective communication skills
5. Customer and colleagues needs	May include: 5.1 Those with a disability 5.2 Those with special cultural or language needs 5.3 Unaccompanied children 5.4 Parents with young children 5.5 Pregnant women 5.6 Single women
6. Enterprise procedure	May include: 6.1 Modes of greeting and farewell 6.2 Addressing the person by name 6.3 Time-lapse before a response 6.4 Style manual requirements 6.5 Standard letters and format
7. Business tools and technology	May include: 7.1 Telephone 7.2 Fax machine 7.3 Computer equipment 7.4 Internet, email
8. Complaint	May include: 8.1 Level of service 8.2 Product standards 8.3 Processes 8.4 Information given 8.5 Charges and fees

VARIABLE	RANGE
9. Threats to personal safety	May include: 9.1 Violent customers 9.2 Drug and alcohol affected customers 9.3 Customers fighting amongst themselves

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate : 1.1 Complied with industry practices and procedures 1.2 Used interactive communication with others 1.3 Complied with occupational, health and safety practices 1.4 Promoted public relation among others 1.5 Complied with service manual standards 1.6 Demonstrated familiarity with company facilities, products and services 1.7 Applied company rules and standards 1.8 Applied telephone ethics 1.9 Applied correct procedure in using telephone, fax machine, internet 1.10 Handled customer complaints within limit of individual responsibility
2. Resource Implications	May include: 2.1 Availability of telephone, fax machine, internet, etc. 2.2 Availability of data on projects and services; tariff and rates, promotional activities in place etc. 2.3 Availability of office supplies
3. Method of Assessment	3.1 Written examination 3.2 Practical demonstration
4. Context of Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2 Assessment activities are carried out through TESDA's accredited assessment center

## CORE COMPETENCIES

**UNIT OF COMPETENCY : SELECT AND PREPARE HALAL INGREDIENTS FOR STORAGE**

**UNIT CODE : AB-TRS1130700512301**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to verify, store, and portion Halal ingredients.**

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Verify Halal ingredients	<p>1.1. <b>Verification</b> is performed according to Halal Ingredients Verification checklist.</p> <p>1.2. Ingredients are <b>inspected</b> according to <b>order specifications</b>.</p> <p>1.3. Ingredients are <b>segregated</b> according to industry standards.</p> <p>1.4. Verification processes are documented using the Halal Ingredients Verification checklist.</p>	<p><b>Science</b></p> <p>1.1 Food Safety and Hygiene</p> <p><b>Technology</b></p> <p>1.2 Porcine Test Awareness</p> <p><b>Mathematics</b></p> <p>1.3 Calculation</p> <p>1.4 Units of Measurement</p> <p><b>Communication</b></p> <p>1.5 Halal Awareness</p> <p>1.6 Logo of Halal Marks</p> <p>1.7 Halal-certifying bodies</p> <p>1.8 Packaging details (Expiration Dates)</p> <p>1.9 Verification Checklist</p> <p><b>Environment-related laws and ordinances</b></p> <p>1.10 Hazard Analysis Critical Control Point (HACCP)</p> <p>1.11 Philippine Halal Export Development and Promotion Act of 2016 (RA 10817)</p> <p>1.12 Food Safety Act of 2013 (RA 10611)</p>	<p>1.1 Halal Verification Skills</p> <p>1.2 Inspection and Quality Control Skills</p> <p>1.3 Segregation and Organization Skills</p> <p>1.4 Documentation Skills</p> <p>1.5 Attention to Detail</p> <p>1.6 Communication Skills</p> <p>1.7 Analytical and Decision-Making Skills</p> <p>1.8 Compliance and Regulatory Knowledge Application</p>
2. Portion Halal Ingredients	2.1. <b>Tools and equipment</b> are	<b>Science</b>	2.1 Tool and Equipment

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>prepared based on work requirements</p> <p>2.2. Ingredients are <b><i>prepared</i></b> according to the recipe requirement</p> <p>2.3. Portioned ingredients are stored with proper label according to recipe and storage requirements.</p>	<p>2.1 Microbiology (contamination and food spoilage)</p> <p><b>Technology</b></p> <p>2.2 Use of Kitchen Tools and Equipment</p> <p><b>Mathematics</b></p> <p>2.3 Metric Conversion system</p> <p>2.4 Weight and volume calculations</p> <p>2.5 Use of Weighing scale</p> <p><b>Communication</b></p> <p>2.6 Effective Instructions</p> <p>2.7 Recipe Interpretations</p> <p>2.8 Documentation and Recording</p> <p><b>Environment related laws and ordinances</b></p> <p>2.9 Ecological Solid Waste Management (RA 9003)</p> <p>2.10 Philippine Halal Export Development and Promotion Act of 2016 (RA 10817)</p> <p>2.11 Food Safety Act of 2013 (RA 10611)</p>	<p>Preparation Skills</p> <p>2.2 Portioning and Measuring Skills</p> <p>2.3 Recipe Interpretation Skills</p> <p>2.4 Labeling and Documentation Skills</p> <p>2.5 Storage and Handling Skills</p> <p>2.6 Time Management Skills</p> <p>2.7 Attention to Detail</p>
3. Store ingredients	Halal	<p>3.1. Ingredients are classified according to <b><i>storage requirements.</i></b></p> <p>3.2. Ingredients are labeled with <b><i>relevant information</i></b> according to industry standards.</p>	<p><b>Science</b></p> <p>3.1 Principles of Microbial growth and spoilage.</p> <p>3.2 Shelf-life extension</p> <p>3.3 Cross-contamination risks</p> <p><b>Technology</b></p> <p>3.3 Classification Skills</p> <p>3.4 Labeling Skills</p> <p>3.5 Temperature Monitoring Skills</p> <p>3.6 Food Safety Compliance</p> <p>3.7 Documentation and Recording Skills</p> <p>3.8 Attention to Detail</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	3.3. Temperatures are monitored and recorded according to food safety standards.	3.4 Storage equipment tools 3.5 Labeling Systems 3.6 Temperature control systems  <b>Mathematics</b> 3.7 Calculation 3.8 Units of Measurement 3.9 Ratio and Proportion  <b>Communication</b> 3.10 Basic 3.11 Logo of Halal Marks 3.12 Halal-certifying bodies 3.13 Packaging details (Expiration Dates) 3.14 Standard Operating Procedures for Halal Storage  <b>Environment related laws and ordinances</b> 3.15 Hazard Analysis Critical Control Point (HACCP) 3.16 Philippine Halal Export Development and Promotion Act of 2016 (RA 10817) 3.17 Food Safety Act of 2013 (RA 10611) 3.18 Philippine Clean Air Act of 1999 (RA 8749) 3.19 Halal Certification Guidelines (per NCMF)	3.9 Organizational Skills

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		3.20 Ecological Solid Waste Management Act of 2000 (RA 9003)	



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Verification	Verification may include: <ol style="list-style-type: none"> <li>1.1. Halal-certified Suppliers</li> <li>1.2. Ingredients Labels (Quantity, Type and Expiration)</li> <li>1.3. Halal Logo or Certifications</li> <li>1.4. Verification Checklist for Halal-ready products (Production Area, Processing Area, Farm, Slaughterhouse, Abattoir, Market, etc.)</li> <li>1.5. Traceability</li> </ol>
2. Inspection of Ingredients	Inspection of Ingredients may include: <ol style="list-style-type: none"> <li>2.1. Weighing</li> <li>2.2. Visual</li> <li>2.3. Labeling</li> </ol>
3. Order specifications	Order specifications may include: <ol style="list-style-type: none"> <li>3.1. Size</li> <li>3.2. Weight</li> <li>3.3. Quality</li> <li>3.4. Quantity</li> <li>3.5. Temperature</li> </ol>
4. Segregation of ingredients	Segregation of ingredients may include: <ol style="list-style-type: none"> <li>4.1. Wet</li> <li>4.2. Dry</li> <li>4.3. Raw</li> <li>4.4. Cooked</li> </ol>
5. Tools	Tools may include: <ol style="list-style-type: none"> <li>5.1. Knives</li> <li>5.2. Chopping Boards</li> <li>5.3. Scoops</li> <li>5.4. Spatulas</li> <li>5.5. Rubber scraper</li> <li>5.6. Containers</li> <li>5.7. Funnels</li> <li>5.8. Gloves</li> <li>5.9. Labelers</li> <li>5.10. Meat Thermometers</li> </ol>
6. Equipment	Equipment may include: <ol style="list-style-type: none"> <li>6.1 Weighing Scale</li> <li>6.2 Measuring spoon</li> <li>6.3 Measuring cups</li> </ol>
7. Preparation of Ingredients	Preparation of Ingredients may include: <ol style="list-style-type: none"> <li>7.1 Gathered</li> <li>7.2 Measured</li> <li>7.3 Weighed</li> <li>7.4 Sealed</li> <li>7.5 Labeled</li> </ol>

<b>VARIABLE</b>	<b>RANGE</b>
8. Storage requirements	Storage requirements may include: 8.1. First in First out (FIFO) 8.2. First Expired First Out (FEFO) 8.3. Last in First Out (LIFO) 8.4. Temperature 8.5. Humidity
9. Relevant information	Relevant information may include: 9.1 Production date 9.2 Acquisition date 9.3 Expiration date 9.4 Weight 9.5 Quantity

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1. Verified Halal ingredients <ol style="list-style-type: none"> <li>1.1 Verified Halal ingredients.</li> <li>1.2 Inspected ingredients.</li> <li>1.3 Segregated ingredients.</li> <li>1.4 Documented verification processes.</li> </ol> </li> <li>2. Portioned Halal Ingredients <ol style="list-style-type: none"> <li>2.1 Prepared tools and equipment.</li> <li>2.2 Prepared ingredients.</li> <li>2.3 Stored portioned ingredients with proper labels.</li> </ol> </li> <li>3. Stored Halal Ingredients <ol style="list-style-type: none"> <li>3.1 Classified ingredients.</li> <li>3.2 Labeled ingredients with relevant information.</li> <li>3.3 Monitored and recorded temperatures.</li> </ol> </li> </ol>
2. Resource Implications	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>1. Halal Standards reference.</li> <li>2. Fully equipped storage areas.</li> <li>3. Required forms and templates.</li> <li>4. Tools, equipment, supplies and materials</li> <li>5. Fully-equipped operational commercial/ institutional kitchen</li> </ol>
3. Methods of Assessment	<p>Competency in this unit must be assessed through</p> <ol style="list-style-type: none"> <li>1. Direct observation</li> <li>2. Written Test</li> <li>3. Oral Questioning</li> <li>4. Demonstration</li> <li>5. Third party report</li> </ol>
4. Context for Assessment	<p>4.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

**UNIT OF COMPETENCY : MAINTAIN FOOD SAFETY AND HYGIENE STANDARDS**

**UNIT CODE : AB-TRS1130700512302**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to identify potential hazards in food handling, implement preventive measures, and clean and maintain kitchen equipment and facilities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify potential hazards in food handling	<p>1.1. Types of different <b>food hazards</b> are identified <i>in accordance with food safety standards</i>.</p> <p>1.2. <b>Potentially hazardous foods</b> in the kitchen environment are identified in accordance with food safety standards.</p> <p>1.3. Risk assessment is performed based on identified food hazards.</p>	<p><b>Science</b></p> <p>1.1 Food Safety and Hygiene</p> <p>1.2 Principles of Food Preservation</p> <p><b>Technology</b></p> <p>1.3 Detection tools/technology</p> <p>1.4 Porcine Test</p> <p><b>Mathematics</b></p> <p>1.5 Calculation</p> <p>1.6 Units of Measurement</p> <p>1.7 Ratio and Proportion</p> <p>1.8 Risk probability assessment scoring</p> <p><b>Communication</b></p> <p>1.9 Halal Awareness</p> <p>1.10 Packaging details (Expiration Dates)</p> <p>1.11 Hazard Analysis and Risk Assessment Reports</p> <p><b>Environment related laws and ordinances</b></p> <p>1.12 Hazard Analysis Critical Control Point (HACCP)</p> <p>1.13 Philippine Halal Export</p>	<p>1.1. Hazard Identification Skills</p> <p>1.2. Environmental Assessment Skills</p> <p>1.3. Risk Assessment Skills</p> <p>1.4. Application of Food Safety Standards</p> <p>1.5. Analytical and Decision-Making Skills</p> <p>1.6. Communication and Reporting Skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Development and Promotion Act of 2016 (RA 10817) 1.14 Food Safety Act of 2013 (RA 10611) 1.15 Sanitation Code of the Philippines (PD 856)	
2. Implement preventive measures	<p>2.1. Food handling practices are <b><i>monitored</i></b> according to food safety procedures.</p> <p>2.2. The <b><i>severity</i></b> of potential impact on food safety is determined based on hazard analysis</p> <p>2.3. <b><i>Corrective Actions</i></b> are implemented to prevent further non-conformance in accordance with the standards.</p> <p>2.4. Effectiveness of the revised procedures is verified through monitoring activities in accordance with the standards.</p> <p>2.5. <b><i>Reporting system</i></b> is implemented for documentation and communication of food safety issues in accordance with the standards.</p>	<p><b>Science</b> 2.1 Microbiology 2.2 HACCP Principles</p> <p><b>Technology</b> 2.3 Food Handling Equipment 2.4 Food Safety Monitoring 2.5 Sanitation Technology 2.6 Personal Protective Equipment (PPE)</p> <p><b>Mathematics</b> 2.7 Calculation 2.8 Units of Measurement 2.9 Ratio and Proportion 2.10 Temperature Conversions 2.11 Data Analysis</p> <p><b>Communication</b> 2.12 Documentation 2.13 Verbal 2.14 Feedbacking 2.15 Customer Interaction 2.16 Environment related laws and ordinances 2.17 Hazard Analysis Critical Control Point (HACCP)</p>	<p>2.1 Monitoring Skills 2.2 Hazard Analysis Skills 2.3 Corrective Action Implementation 2.4 Verification and Validation Skills 2.5 Reporting and Documentation Skills 2.6 Communication Skills 2.7 Problem-Solving Skills 2.8 Attention to Detail</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.18 Ecological Solid Waste Management Act (RA 9003) 2.19 Philippine Clean Water Act (RA 9275) 2.20 Food Safety Act of 2013 (Republic Act No. 10611)	
3. Clean and maintain kitchen equipment and facilities	3.1. Wet and dry-cleaning agents are prepared according to Halal and food safety standards.  3.2. Cleaning schedules are followed and <b>recorded</b> as in accordance with establishment procedures.  3.3. <b>Waste</b> management and disposal procedures are performed according to organizational and Halal waste management standards.	<b>Science</b> 3.1 Basic Chemistry of Cleaning Agents 3.2 Biological Principles in Food Safety 3.3 Hazardous Materials  <b>Technology</b> 3.4 Cleaning technologies 3.5 Waste Management Systems 3.6 Personal Protective Equipment (PPE)  <b>Mathematics</b> 3.7 Units of Measurement 3.8 Ratio and Proportion 3.9 Inventory and Supply Management 3.10 Scheduling and Time Management  <b>Communication</b> 3.11 Written 3.12 Verbal 3.13 Documentation and Feedbacking	3.1 Application of Halal Cleaning Practices 3.2 Safe Handling and Use of Cleaning Chemicals 3.3 Implementation of Cleaning Schedules 3.4 Proper Waste Segregation and Disposal 3.5 Attention to Detail 3.6 Organizational Skills 3.7 Compliance and Record-Keeping

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<b>Environment related laws and ordinances</b> 3.14 Hazard Analysis Critical Control Point (HACCP)  3.15 Ecological Solid Waste Management Act (RA 9003)  3.16 Philippine Clean Water Act (RA 9275)  3.17 Food Safety Act of 2013 (Republic Act No. 10611)	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Food hazards	Food hazards May include: 1.1 Biological 1.2 Chemical 1.3 Physical 1.4 Allergens
2. Potentially Hazardous Foods	Potentially Hazardous Foods May include but not limited to the following: 2.1 Meat 2.2 Eggs 2.3 Fish 2.4 Milk
3. Monitoring tools and techniques	Monitoring tools and techniques may include: 3.1 Temperature probes 3.2 Visual inspections 3.3 Hygiene Checks
4. Severity	Severity May include: 4.1 Minor Contamination 4.2 Major Outbreak
5. Corrective Actions	Corrective Actions may include: 5.1 Retraining 5.2 Equipment upgrades 5.3 Better storage practices
6. Reporting System	Reporting System may include: 6.1 Digital 6.2 Paper Logs 6.3 Dashboards
7. Records	Records may include: 7.1 Checklists 7.2 Logs
8. Waste	Waste may include: 8.1 Organic 8.2 Recyclable 8.3 Hazardous



## EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1. Identified potential hazards in food handling <ol style="list-style-type: none"> <li>1.1 Identified different types of food hazards.</li> <li>1.2 Identified potentially hazardous foods in the kitchen environment.</li> <li>1.3 Performed risk assessment.</li> </ol> </li> <li>2. Implemented preventive measures <ol style="list-style-type: none"> <li>2.1 Monitored food handling practices.</li> <li>2.2 Determined the severity of potential impact on food safety.</li> <li>2.3 Implemented corrective actions to prevent further non-conformance.</li> <li>2.4 Verified the effectiveness of revised procedures through monitoring activities.</li> <li>2.5 Implemented reporting systems for documentation and communication of food safety issues.</li> </ol> </li> <li>3. Cleaned and maintained kitchen equipment and facilities <ol style="list-style-type: none"> <li>3.1 Prepared wet and dry-cleaning agents.</li> <li>3.2 Followed and recorded cleaning schedules.</li> <li>3.3 Performed waste management and disposal procedures.</li> </ol> </li> </ol>
2. Resource Implications	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>1. Halal Standards reference.</li> <li>2. Fully equipped storage areas.</li> <li>3. Required forms and templates.</li> <li>4. Tools, equipment, supplies and materials</li> <li>5. Fully-equipped operational commercial/ institutional kitchen</li> </ol>
3. Methods of Assessment	<p>Competency in this unit must be assessed through</p> <ol style="list-style-type: none"> <li>3.1 Direct observation</li> <li>3.2 Written Test</li> <li>3.3 Oral Questioning</li> <li>3.4 Demonstration</li> <li>3.5 Third party report</li> </ol>
4. Context for Assessment	<p>4.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

**UNIT OF COMPETENCY : PREPARE COLD HALAL DISHES**

**UNIT CODE : AB-TRS1130700512303**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to perform mise en place, prepare COLD Halal Dishes, plate and present.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Perform mise en place	<p>1.1 Workstations are cleaned and sanitized before and after food preparation in accordance with food safety standards.</p> <p>1.2 <b>Tools and equipment</b> are organized according to designated storage areas and standard operating procedures.</p> <p>1.3 <b>Ingredients</b> are prepared based on recipe requirements and production schedule in accordance with food safety standards.</p> <p>1.4 Tools and equipment are checked for cleanliness and functionality prior to use in accordance with food safety standards.</p> <p>1.5 <b>Cleaning and sanitizing materials</b> are selected and used based on surface</p>	<p><b>Science</b></p> <p>1.1 Food Safety and Sanitation</p> <p>1.2 Food Chemistry</p> <p><b>Technology</b></p> <p>1.3 Tools and Equipment handling</p> <p><b>Mathematics</b></p> <p>1.4 Calculation</p> <p>1.5 Units of Measurement</p> <p>1.6 Ratio and Proportion</p> <p>1.7 Recipe Scaling</p> <p>1.8 Time Management</p> <p>1.9 Inventory Control</p> <p><b>Communication</b></p> <p>1.10 Instructional Communication</p> <p>1.11 Interpersonal Skills</p> <p>1.12 Health and Safety</p> <p>1.13 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>1.14 Hazard Analysis Critical Control Point (HACCP)</p> <p>1.15 Ecological Solid Waste</p>	<p>1.1 Cleaning and Sanitizing Skills</p> <p>1.2 Organizational Skills</p> <p>1.3 Ingredient Preparation Skills</p> <p>1.4 Knife Skills</p> <p>1.5 Tool and Equipment Handling Skills</p> <p>1.6 Knowledge and Application of Food Safety Standards</p> <p>1.7 Waste Management Skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>type and food safety standards.</p> <p>1.6 Used materials and waste are disposed following kitchen waste segregation and disposal procedures.</p>	<p>Management Act (RA 9003)</p> <p>1.16 Food Safety Act of 2013 (RA 10611)</p> <p>1.17 Halal Laws and Regulation (NCMF)</p>	
2. Prepare appetizer Halal	<p>2.1 Correct equipment is selected and used in the production of appetizers according to recipe and enterprise standards.</p> <p>2.2 <b>Appetizers</b> are produced in accordance with enterprise standards and recipe specifications.</p> <p>2.3 Glazes are selected and prepared correctly as required by the recipe.</p> <p>2.4 Quality trimmings and leftovers are utilized where and when appropriate, in line with minimizing waste practices.</p> <p>2.5 Appetizers are prepared using appropriate sanitary practices and food safety standards.</p> <p>2.6 Appetizers are tasted and seasoned in accordance with the required flavor profile and recipe standards.</p>	<p><b>Science</b></p> <p>2.1 Food Chemistry</p> <p>2.2 Microbiology</p> <p>2.3 Sanitation and Hygiene</p> <p><b>Technology</b></p> <p>2.4 Historical development and current trends in the preparation and presentation of appetizers</p> <p>2.5 Common cooking terms on appetizers which are used in the industry</p> <p>2.6 Cheese variety, storing and handling</p> <p><b>Mathematics</b></p> <p>2.7 Calculation</p> <p>2.8 Units of Measurement</p> <p>2.9 Ratio and Proportion</p> <p>2.10 Product Costing</p> <p><b>Communication</b></p> <p>2.11 Instructional Communication</p> <p>2.12 Interpersonal Skills</p> <p>2.13 Health and Safety</p> <p>2.14 Documentations</p>	<p>2.1 Proper use of kitchen tools and equipment</p> <p>2.2 Food preparation techniques</p> <p>2.3 Glazing techniques</p> <p>2.4 Cheese handling and presentation</p> <p>2.5 Sanitary food handling</p> <p>2.6 Utilization of trimmings and leftovers</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.7 Workplace safety and hygienic procedures are followed according to enterprise policies and legal requirements.</p> <p>2.8 Variety of cheeses are presented and stored according to enterprise standards and recommended storage temperatures.</p>	<p><b>Environment related laws and ordinances</b></p> <p>2.15 Hazard Analysis Critical Control Point (HACCP)</p> <p>2.16 Ecological Solid Waste Management Act (RA 9003)</p> <p>2.17 Food Safety Act of 2013 (RA 10611)</p> <p>2.18 Halal Laws and Regulation (NCMF)</p>	
3. Prepare salads dressings Halal and	<p>3.1 Variety of <b>salads</b> are prepared using fresh and seasonal ingredients in accordance with enterprise standards to enhance eating qualities, characteristics, and taste.</p> <p>3.2 <b>Dressings</b> are prepared to either be incorporated into or served alongside salads in line with recipe requirements and flavor balance.</p> <p>3.3 Saladas and dressings are tasted and seasoned to achieve the desired flavor profile and quality in accordance with the required taste.</p> <p>3.4 Workplace safety and hygiene procedures are followed in</p>	<p><b>Science</b></p> <p>3.1 Suitable commodities and food combinations for use in salads and dressings</p> <p>3.2 Compatible dressings for incorporating into or accompanying salads</p> <p>3.3 Nutritional values of salads ingredients and the effects of cooking on nutrients</p> <p><b>Technology</b></p> <p>3.4 Historical development and current trends in salads and dressings</p> <p>3.5 Common cooking terms on salads and dressings which are used in the industry</p> <p><b>Mathematics</b></p> <p>3.6 Calculation</p>	<p>3.1 Salad Preparation Skills</p> <p>3.2 Dressing Preparation Skills</p> <p>3.3 Sensory Evaluation and Seasoning Skills</p> <p>3.4 Food Safety and Hygiene Practices</p> <p>3.5 Time Management and Workflow Skills</p> <p>3.6 Attention to Detail</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	compliance with enterprise policies and legal regulations.	3.7 Units of Measurement 3.8 Ratio and Proportion  <b>Communication</b> 3.9 Instructional Communication 3.10 Interpersonal Skills 3.11 Health and Safety 3.12 Documentations  <b>Environment related laws and ordinances</b> 3.13 Hazard Analysis Critical Control Point (HACCP) 3.14 Ecological Solid Waste Management Act (RA 9003) 3.15 Food Safety Act of 2013 (RA 10611) 3.16 Halal Laws and Regulation (NCMF)	
4. Prepare sandwiches Halal	4.1 Variety of sandwiches are prepared using appropriate techniques according to standard procedures.  4.2 Suitable bread bases are selected from a range of bread types based on sandwich requirements.	<b>Science</b> 4.1 Common cooking terms related to sandwiches that are used in the industry 4.2 Basic food information on special dietary needs and customer  <b>Technology</b> 4.3 Appropriate food combinations for sandwiches	4.1 Sandwich Preparation Skills 4.2 Bread and Ingredient Selection 4.3 Use of Tools and Equipment 4.4 Time Management 4.5 Food Safety and Hygiene 4.6 Taste Evaluation 4.7 Attention to Detail

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>4.3 Sandwiches are produced using correct ingredients in accordance with acceptable enterprise standards.</p> <p>4.4 Appropriate equipment is selected and used for toasting and heating following enterprise procedures and manufacturer's instructions.</p> <p>4.5 Sandwiches are assembled logically and sequentially within the required time frame and/or based on customer's request.</p> <p>4.6 Workplace safety and hygiene procedures are observed consistently in compliance with enterprise and legal requirements.</p> <p>4.7 Prepared salads and dressings are tasted and seasoned according to the required flavor profile.</p>	<p>4.4 Suitable breads, fillings, and ingredients</p> <p><b>Mathematics</b></p> <p>4.5 Calculation</p> <p>4.6 Units of Measurement</p> <p>4.7 Ratio and Proportion</p> <p><b>Communication</b></p> <p>4.8 Instructional Communication</p> <p>4.9 Interpersonal Skills</p> <p>4.10 Health and Safety</p> <p>4.11 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>4.12 Hazard Analysis Critical Control Point (HACCP)</p> <p>4.13 Ecological Solid Waste Management Act (RA 9003)</p> <p>4.14 Food Safety Act of 2013 (RA 10611)</p> <p>4.15 Halal Laws and Regulation (NCMF)</p>	
5. Plate and present Cold Halal dishes	<p>6.1 Garnishes and side dishes are prepared according to the desired plating design.</p> <p>6.2 Sauces are prepared in</p>	<p><b>Science</b></p> <p>5.1 Food Safety and Hygiene Principles.</p> <p>5.2 Food Chemistry</p> <p><b>Technology</b></p> <p>5.3 Food Plating Techniques.</p> <p><b>Mathematics</b></p>	<p>5.1 Plating and Presentation Skills</p> <p>5.2 Recipe Interpretation and Execution</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>accordance with recipe specifications.</p> <p>6.3 Dish is plated according to the desired plating style.</p> <p>6.4 Dish is presented following sanitary and hygienic practices.</p>	<p>5.4 Measurement and Proportions</p> <p>5.5 Time Management and Temperature Control</p> <p><b>Communication</b></p> <p>5.6 Instructional Communication</p> <p>5.7 Interpersonal Skills</p> <p>5.8 Health and Safety</p> <p>5.9 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>5.10 Hazard Analysis Critical Control Point (HACCP)</p> <p>5.11 Ecological Solid Waste Management Act (RA 9003)</p> <p>5.12 Food Safety Act of 2013 (RA 10611)</p> <p>5.13 Halal Laws and Regulation (NCMF)</p>	<p>5.3 Sanitation and Hygiene Practices</p> <p>5.4 Attention to Detail</p> <p>5.5 Time Management</p> <p>5.6 Coordination and Dexterity</p>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Cleaning and sanitizing supplies	Cleaning and sanitizing supplies may include but not limited to: 1.1 Chemical dispensers 1.2 Paper towels 1.3 Cleaning agents 1.4 Sanitizers
2. Tools and Equipment	Tools and Equipment may include but not limited to: 2.1 Kitchen Utensils 2.2 Pots, pans, dishes 2.3 Food storage containers 2.4 Chopping boards 2.5 Garbage bins
3. Halal Appetizers	Halal Appetizers may include but not limited to: 3.1 Canapés 3.2 Antipasto 3.3 Relish 3.4 Pates 3.5 Terrines 3.6 Cocktails 3.7 Hors d' oeuvres' 3.8 Cheeses
4. Variety of Salads	Variety of Salads may include but are not limited to: 4.1 Leafy 4.2 Non-leafy 4.3 Protein 4.4 Combination 4.5 Congealed 4.6 Fruit 4.7 Cooked
5. Dressings	Dressings may include but are not limited to: 5.1 Temporary emulsions 5.2 Permanent emulsions
6. Sandwiches	Sandwiches may include but are not limited to: 6.1 Regular 6.2 Baked 6.3 Grilled 6.4 Fried 6.5 Open faced 6.6 Specialty 6.7 Multi-decker Wraps 6.8 Pinwheel, domino or checkerboard sandwiches



## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1. Performed mise en place               <ol style="list-style-type: none"> <li>1.1 Cleaned and sanitized workstations before and after food preparation</li> <li>1.2 Organized tools and equipment in designated storage areas</li> <li>1.3 Prepared ingredients based on recipe requirements and production schedule</li> <li>1.4 Checked tools and equipment for cleanliness and functionality</li> <li>1.5 Selected and used appropriate cleaning and sanitizing materials</li> <li>1.6 Disposed of used materials and waste properly</li> </ol> </li> <li>2. Prepared Halal Appetizer               <ol style="list-style-type: none"> <li>2.1 Selected and used correct equipment for appetizer production</li> <li>2.2 Produced appetizers</li> <li>2.3 Prepared glazes correctly</li> <li>2.4 Utilized quality trimmings and leftovers</li> <li>2.5 Applied sanitary practices in preparing appetizers</li> <li>2.6 Tasted and seasoned appetizers</li> <li>2.7 Followed workplace safety and hygienic procedures</li> <li>2.8 Presented and stored variety of cheeses properly</li> </ol> </li> <li>3. Prepared Halal salads and dressings               <ol style="list-style-type: none"> <li>3.1 Prepared variety of salads using fresh and seasonal ingredients</li> <li>3.2 Prepared dressings for salads</li> <li>3.3 Tasted and seasoned prepared salads and dressings</li> </ol> </li> <li>4. Prepared Halal Sandwiches               <ol style="list-style-type: none"> <li>4.1 Prepared variety of sandwiches using appropriate techniques</li> <li>4.2 Selected suitable bread bases for sandwiches</li> <li>4.3 Produced sandwiches using correct ingredients</li> <li>4.4 Selected and used appropriate equipment for toasting and heating</li> <li>4.5 Assembled sandwiches logically and sequentially</li> <li>4.6 Observed workplace safety and hygiene procedures</li> <li>4.7 Tasted and seasoned salads and dressings</li> </ol> </li> <li>5. Plated and presented Cold Halal Dishes               <ol style="list-style-type: none"> <li>5.1 Prepared garnishes and side dishes</li> <li>5.2 Prepared sauces</li> <li>5.3 Plated dish appropriately</li> <li>5.4 Presented dish hygienically</li> </ol> </li> </ol>
<p>2. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>1. Halal Standards reference.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Fully equipped storage areas.</li> <li>3. Required forms and templates.</li> <li>4. Tools, equipment, supplies and materials</li> <li>5. Fully-equipped operational commercial/ institutional kitchen</li> </ol>
3. Methods of Assessment	<p>Competency in this unit must be assessed through</p> <ol style="list-style-type: none"> <li>1. Direct observation</li> <li>2. Written Test</li> <li>3. Oral Questioning</li> <li>4. Demonstration</li> <li>5. Third party report</li> </ol>
4. Context for Assessment	<ol style="list-style-type: none"> <li>1. Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</li> </ol>

**UNIT OF COMPETENCY : PREPARE HOT HALAL DISHES**

**UNIT CODE : AB-TRS1130700512304**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to perform mise en place, prepare HOT Halal Dishes, plate and present.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Perform mise en place	<p>1.1 Workstations are cleaned and sanitized before and after food preparation in accordance with food safety standards.</p> <p>1.2 <b>Tools and equipment</b> are organized according to designated storage areas and standard operating procedures.</p> <p>1.3 <b>Ingredients</b> are prepared based on recipe requirements and in accordance with the production schedule.</p> <p>1.4 Tools and equipment are checked for cleanliness and functionality prior to use in accordance with food safety standards.</p> <p>1.5 <b>Cleaning and sanitizing materials</b> are selected and used based on surface</p>	<p><b>Science</b></p> <p>1.1 Food Safety and Sanitation</p> <p>1.2 Food Chemistry</p> <p><b>Technology</b></p> <p>1.3 Tools and Equipment handling</p> <p><b>Mathematics</b></p> <p>1.4 Calculation</p> <p>1.5 Units of Measurement</p> <p>1.6 Ratio and Proportion</p> <p>1.7 Recipe Scaling</p> <p>1.8 Time Management</p> <p>1.9 Inventory Control</p> <p><b>Communication</b></p> <p>1.10 Instructional Communication</p> <p>1.11 Interpersonal Skills</p> <p>1.12 Health and Safety</p> <p>1.13 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>1.14 Hazard Analysis Critical Control Point (HACCP)</p> <p>1.15 Ecological Solid Waste</p>	<p>1.1 Cleaning and Sanitizing Skills</p> <p>1.2 Organizational Skills</p> <p>1.3 Ingredient Preparation Skills</p> <p>1.4 Knife Skills</p> <p>1.5 Tool and Equipment Handling Skills</p> <p>1.6 Knowledge and Application of Food Safety Standards</p> <p>1.7 Waste Management Skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>type and food safety standards.</p> <p>1.6 Used materials and waste are disposed of following kitchen waste segregation and disposal procedures.</p>	<p>Management Act (RA 9003)</p> <p>1.16 Food Safety Act of 2013 (RA 10611)</p> <p>1.17 Halal Laws and Regulation (NCMF)</p>	
2. Prepare Halal stocks, soups and sauces	<p>2.1 Ingredients and flavoring agents are used in accordance with standard recipes defined by the enterprise.</p> <p>2.2 Variety of <b>stocks, sauces, flavorings, and seasonings</b> are produced in accordance with enterprise standards.</p> <p>2.3 Correct ingredients are selected and assembled to prepare soups, including stocks and prepared garnishes according to the recipe.</p> <p>2.4 Variety of <b>soups</b> are prepared in accordance with enterprise standards.</p> <p>2.5 Clarifying, thickening agents, and convenience products are used appropriately, where applicable, according to the recipe.</p>	<p><b>Science</b></p> <p>2.1 Common problems on stocks, sauces and soups and how to identify and rectify them</p> <p><b>Technology</b></p> <p>2.2 Common cooking terms on stocks, soups and sauces which are used in the industry</p> <p>2.3 Appropriate substitute ingredients and food components</p> <p>2.4 Use of various stocks, bases, flavoring and seasoning agents for a variety of soups and sauces</p> <p><b>Communication</b></p> <p>2.5 Instructional Communication</p> <p>2.6 Interpersonal Skills</p> <p>2.7 Health and Safety</p> <p>2.8 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>2.9 Hazard Analysis Critical Control Point (HACCP)</p>	<p>2.1 Cleaning and Sanitizing Skills</p> <p>2.2 Organizational Skills</p> <p>2.3 Ingredient Preparation Skills</p> <p>2.4 Knife Skills</p> <p>2.5 Tool and Equipment Handling Skills</p> <p>2.6 Knowledge and Application of Food Safety Standards</p> <p>2.7 Waste Management Skills</p> <p>2.8 Ingredient Identification and Handling</p> <p>2.9 Stock, Glaze, and Seasoning Preparation</p> <p>2.10 Soup Preparation Skills</p> <p>2.11 Sensory Evaluation</p> <p>2.12 Presentation and Plating</p> <p>2.13 Sauce Making and Derivative Preparation</p> <p>2.14 Storage and Reconstitution Techniques</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.6 Soups are evaluated for flavor, color, consistency, and temperature, and related issues are identified and addressed according to the required flavor, consistency, and temperature.</p> <p>2.7 Soups are presented with the right flavor, color, consistency, and temperature, in clean service ware, without drips, and with suitable garnishes and accompaniments, following sanitary and hygienic practices.</p> <p>2.8 Derivatives are made from mother sauces as per established standards.</p> <p>2.9 Variety of thickening agents, seasonings, and flavorings are used appropriately, as required by the recipe.</p> <p>2.10 <b>Sauces</b> are evaluated for flavor, color, and consistency, and related issues are identified and addressed, according to the required flavor, color and consistency.</p>	<p>2.10 Ecological Solid Waste Management Act (RA 9003)</p> <p>2.11 Food Safety Act of 2013 (RA 10611)</p> <p>2.12 Halal Laws and Regulation (NCMF)</p>	<p>2.15 Time and Temperature Control</p> <p>2.16 Attention to Detail</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.11 Stocks, sauces, and soups are stored correctly at the appropriate temperature to maintain optimum freshness and quality, following sanitary and hygienic practices.</p> <p>2.12 Stocks, sauces, and soups are re-heated or reconstituted when needed for service, to meet the appropriate standards of consistency.</p>		
3. Prepare Halal meat dishes	<p>3.1 Appropriate <b>cooking methods</b> are identified and applied based on the requirements of the dish.</p> <p>3.2 Variety of portioned meat cuts are cooked in accordance with standard recipe specifications.</p> <p>3.3 Meats are carved using appropriate tools and techniques, as required by the recipe or service standard.</p> <p>3.4 Ingredients are adjusted to meet the specific dietary or special requests of customers.</p>	<p><b>Science</b></p> <p>3.3 Different classifications of meats</p> <p>3.4 Characteristics of meats including type, cut, quality and fat content</p> <p>3.5 Nutrition content and food values of meat</p> <p><b>Technology</b></p> <p>3.6 Historical development and current trends in the preparation and presentation of meat</p> <p>3.7 Classification of culinary methods</p> <p>3.8 Characteristics of different meat cuts including primary, secondary and portioned cuts</p> <p>3.9 Appropriate trade names and cooking terms in</p>	<p>3.1 Use of Ingredients and Flavoring Agents</p> <p>3.2 Application of Cooking Methods</p> <p>3.3 Meat Cooking and Preparation</p> <p>3.4 Meat Carving Techniques</p> <p>3.5 Workplace Safety and Hygiene</p> <p>3.6 Time and Temperature Control</p> <p>3.7 Presentation and Plating</p> <p>3.8 Organizational Skills</p> <p>3.9 Ingredient Preparation Skills</p> <p>3.10 Knife Skills</p> <p>3.11 Tool and Equipment Handling Skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.5 Dishes are tasted and seasoned according to the required flavor profile and dish specifications.</p> <p>3.6 Workplace safety and hygienic procedures are followed in compliance with enterprise policies and legal requirements.</p>	<p>accordance with standard meat cuts</p> <p>3.10 Principles and practices of storing, freezing and aging of meats</p> <p>3.11 Cooking terms related to handling and storage of meat commonly used in the enterprise and industry</p> <p>3.12 Uses and characteristics of various knives and equipment</p> <p><b>Communication</b></p> <p>3.13 Instructional Communication</p> <p>3.14 Interpersonal Skills</p> <p>3.15 Health and Safety</p> <p>3.16 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>3.17 Hazard Analysis Critical Control Point (HACCP)</p> <p>3.18 Ecological Solid Waste Management Act (RA 9003)</p> <p>3.19 Food Safety Act of 2013 (RA 10611)</p> <p>3.20 Halal Laws and Regulation (NCMF)</p>	
4. Prepare Halal vegetable dishes	4.1 <b>Vegetables</b> are selected based on quality standards.	<p><b>Science</b></p> <p>4.1 Nutrition related to vegetables, in particular the food</p>	4.1 Quality Assessment Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>4.2 Vegetable accompaniments are selected to complement and enhance menu items.</p> <p>4.3 Vegetable accompaniments are selected based on menu requirements to complement and enhance menu items.</p> <p>4.4 Suitable sauces and accompaniments are selected and served with vegetable dishes, in accordance with the recipe.</p> <p>4.5 Vegetable dishes are tasted and seasoned according to required flavor profiles.</p> <p>4.6 Workplace safety and hygienic procedures are followed in accordance with enterprise and legal requirements.</p>	<p>values of commodities and the effects of cooking on the nutritional value of food.</p> <p><b>Technology</b></p> <p>4.2 Varieties and characteristics of vegetables</p> <p>4.3 Common cooking terms related to vegetables dishes that are used in the industry.</p> <p>4.4 Packaging details (Expiration Dates)</p> <p>4.5 Logical and time efficient work flow</p> <p><b>Communication</b></p> <p>4.6 Instructional Communication</p> <p>4.7 Interpersonal Skills</p> <p>4.8 Health and Safety</p> <p>4.9 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>4.10 Hazard Analysis Critical Control Point (HACCP)</p> <p>4.11 Ecological Solid Waste Management Act (RA 9003)</p> <p>4.12 Food Safety Act of 2013 (RA 10611)</p> <p>4.13 Halal Laws and Regulation (NCMF)</p>	<p>4.2 Menu Planning and Pairing Skills</p> <p>4.3 Vegetable Preparation and Cooking Skills</p> <p>4.4 Sauce and Accompaniment Selection Skills</p> <p>4.5 Seasoning and Tasting Skills</p> <p>4.6 Food Safety and Hygiene Practices</p> <p>4.7 Time and Temperature Control</p> <p>4.8 Presentation and Plating</p> <p>4.9 Organizational Skills</p> <p>4.10 Ingredient Preparation Skills</p> <p>4.11 Knife Skills</p> <p>4.12 Tool and Equipment Handling Skills</p>
5. Prepare Halal egg dishes	5.1 <b>Egg dishes</b> are prepared according to standard recipes	<p><b>Science</b></p> <p>5.1 Nutrition related to eggs in particular</p>	5.1 Menu Planning and Pairing Skills



ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>using a variety of cooking methods.</p> <p>5.2 Eggs are cooked based on client requirements.</p> <p>5.3 Sauces and accompaniments specific to egg preparations are selected and prepared according to standard recipes or dish requirements.</p> <p>5.4 Egg dishes are tasted and seasoned to meet the required flavor profile or taste standard.</p> <p>5.5 Workplace safety and hygiene procedures are followed in accordance with enterprise policies and legal requirements.</p>	<p>the food values of commodities and the effects of cooking on the nutritional value of food.</p> <p><b>Technology</b></p> <p>5.2 Varieties and characteristics of eggs.</p> <p>5.3 Past and current trends in culinary uses and dishes of eggs.</p> <p>5.4 Common cooking terms related to egg dishes and culinary uses that are used in the industry.</p> <p><b>Communication</b></p> <p>5.5 Instructional Communication</p> <p>5.6 Interpersonal Skills</p> <p>5.7 Health and Safety</p> <p>5.8 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>5.9 Hazard Analysis Critical Control Point (HACCP)</p> <p>5.10 Ecological Solid Waste Management Act (RA 9003)</p> <p>5.11 Food Safety Act of 2013 (RA 10611)</p> <p>5.12 Halal Laws and Regulation (NCMF)</p>	<p>5.2 Ingredients Preparation and Cooking Skills</p> <p>5.3 Sauce and Accompaniment Selection Skills</p> <p>5.4 Seasoning and Tasting Skills</p> <p>5.5 Food Safety and Hygiene Practices</p> <p>5.6 Time and Temperature Control</p> <p>5.7 Presentation and Plating</p> <p>5.8 Organizational Skills</p> <p>5.9 Ingredient Preparation Skills</p> <p>5.10 Knife Skills</p> <p>5.11 Tool and Equipment Handling Skills</p>
6. Prepare Halal starch dishes	6.1 Variety of <b>starch products</b> are selected and prepared according to enterprise recipes.	<p><b>Science</b></p> <p>6.1 Nutrition related to starch dishes in particular the food values of commodities and the effects of cooking on</p>	<p>6.1 Menu Planning and Pairing Skills</p> <p>6.2 Starch product Preparation and Cooking Skills</p> <p>6.3 Sauce and Accompaniment</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>6.2 Starch products are cooked using appropriate cooking methods to ensure optimum quality.</p> <p>6.3 Sauces and accompaniments appropriate to starch products are selected according to recipe or dish requirements.</p> <p>6.4 Cooked starch dishes are tasted and seasoned in accordance with the required flavor or taste standards.</p> <p>6.5 Workplace safety and hygiene procedures are followed in accordance with enterprise policies and legal requirements.</p>	<p>the nutritional value of food.</p> <p><b>Technology</b></p> <p>6.2 Historical development and current trends in the preparation and presentation of starch dishes</p> <p>6.3 Varieties and characteristics of starch foods</p> <p>6.4 Past and current trends in culinary uses and dishes starch foods.</p> <p>6.5 Common cooking terms related to starch dishes that are used in the industry.</p> <p><b>Communication</b></p> <p>6.6 Basic</p> <p>6.7 Logo of Halal Marks</p> <p>6.8 Halal-certifying bodies</p> <p>6.9 Packaging details (Expiration Dates)</p> <p>6.10 Logical and time efficient work flow</p> <p><b>Environment related laws and ordinances</b></p> <p>6.11 HACCP</p> <p>6.12 RA 10817 (Philippine Halal Export Development and Promotion</p>	<p>t Selection Skills</p> <p>6.4 Seasoning and Tasting Skills</p> <p>6.5 Food Safety and Hygiene Practices</p> <p>6.6 Time and Temperature Control</p> <p>6.7 Presentation and Plating</p> <p>6.8 Organizational Skills</p> <p>6.9 Ingredient Preparation Skills</p> <p>6.10 Knife Skills</p> <p>6.11 Tool and Equipment Handling Skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Program Act of 2016) 6.13 RA 10611 or (Food Safety Act of 2013)	
7. Prepare Halal poultry dishes	<p>7.1 Frozen poultry and game are thawed in accordance with enterprise thawing procedures.</p> <p>7.2 Raw ingredients are washed using clean, potable water in accordance with food safety standards.</p> <p>7.3 Poultry and game are handled efficiently and hygienically to minimize the risk of food spoilage and cross-contamination following sanitary and hygienic practices.</p> <p>7.4 Poultry and game dishes are cooked according to enterprise standard recipes and appropriate cooking methods.</p> <p>7.5 Cooked poultry and game dishes are tasted and seasoned to meet the required flavor profile or taste standard.</p>	<p><b>Science</b></p> <p>7.1 Nutrition related to poultry and game, including food</p> <p>7.2 values and any specific issues like salmonella</p> <p>7.3 contaminations, etc.</p> <p>7.4 Common cooking terms related to poultry and game which are used in the industry.</p> <p><b>Technology</b></p> <p>7.5 Classification of varieties of poultry and game items</p> <p>7.6 Quality criteria for poultry and game</p> <p>7.7 Appropriate cookery methods for poultry and game dishes</p> <p>7.8 Past and current trends in poultry and game dishes.</p> <p><b>Communication</b></p> <p>7.9 Basic</p> <p>7.10 Logo of Halal Marks</p> <p>7.11 Halal-certifying bodies</p> <p>7.12 Packaging details (Expiration Dates)</p> <p>7.13 Logical and time efficient work flow</p>	<p>7.1 Menu Planning and Pairing Skills</p> <p>7.2 Poultry and Game Preparation and Cooking Skills</p> <p>7.3 Sauce and Accompaniment Selection Skills</p> <p>7.4 Seasoning and Tasting Skills</p> <p>7.5 Food Safety and Hygiene Practices</p> <p>7.6 Time and Temperature Control</p> <p>7.7 Presentation and Plating</p> <p>7.8 Organizational Skills</p> <p>7.9 Ingredient Preparation Skills</p> <p>7.10 Knife Skills</p> <p>7.11 Tool and Equipment Handling Skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<b>Environment related laws and ordinances</b> 7.14 HACCP 7.15 RA 10817 (Philippine Halal Export Development and Promotion Program Act of 2016) 7.16 RA 10611 or (Food Safety Act of 2013)	
8. Prepare Halal seafood dishes	8.1 Seafood is selected according to quality standards.  8.2 Seafood is handled hygienically in accordance with enterprise handling and storage procedures.  8.3 Frozen seafood is thawed correctly to ensure maximum quality and nutrient retention.  8.4 <b>Fish</b> is cleaned, gutted, and filleted efficiently and correctly according to enterprise standards.  8.5 Shellfish and other types of seafood are cleaned and prepared correctly in accordance with enterprise standards.  8.6 Seafood dishes are cooked according to enterprise standards using a variety of	<b>Science</b> 8.1 Classification and varieties of fish and shellfish 8.2 Criteria for judging the quality of fresh seafood 8.3 Nutrition related to seafood, particularly the nutritional value of seafood 8.4 Specific dietary issues including allergies and intolerances.  <b>Technology</b> 8.5 Historical development and current trends in the preparation and presentation of seafood 8.6 Storage requirements for seafood 8.7 Common cooking terms related to seafood that are used in the industry.  <b>Communication</b> 8.8 Basic	8.1 Menu Planning and Pairing Skills 8.2 Fish, Shellfish and other types of seafoods Preparation 8.3 Cooking Skills 8.4 Sauce and Accompaniment Selection Skills 8.5 Seasoning and Tasting Skills 8.6 Food Safety and Hygiene Practices 8.7 Time and Temperature Control 8.8 Presentation and Plating 8.9 Organizational Skills 8.10 Ingredient Preparation Skills 8.11 Knife Skills 8.12 Tool and Equipment Handling Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>cooking methods.</p> <p>8.7 Fish and shellfish by-products are utilized appropriately in a variety of dishes and menu items, as required by the recipe.</p> <p>8.8 Cooked dishes are tasted and seasoned in accordance with required flavor profiles.</p> <p>8.9 Workplace safety and hygiene procedures are followed in compliance with enterprise and legislative requirements.</p>	<p>8.9 Logo of Halal Marks</p> <p>8.10 Halal-certifying bodies</p> <p>8.11 Packaging details (Expiration Dates)</p> <p>8.12 Logical and time efficient work flow</p> <p><b>Environment related laws and ordinances</b></p> <p>8.13 HACCP</p> <p>8.14 RA 10817 (Philippine Halal Export Development and Promotion Program Act of 2016)</p> <p>8.15 RA 10611 or (Food Safety Act of 2013)</p>	
9. Plate and present hot Halal dishes	<p>9.1 <b>Garnishes and side dishes</b> are prepared according to desired plating requirements.</p> <p>9.2 Sauces are prepared based on recipe specifications.</p> <p>9.3 Dishes are plated according to desired plating design.</p> <p>9.4 Dishes are presented in accordance with proper sanitary and hygienic practices.</p>	<p><b>Science</b></p> <p>9.1 Food Safety and Hygiene Principles.</p> <p>9.2 Food Chemistry</p> <p><b>Technology</b></p> <p>9.3 Food Plating Techniques.</p> <p><b>Mathematics</b></p> <p>9.4 Measurement and Proportions</p> <p>9.5 Time Management and Temperature Control</p> <p><b>Communication</b></p> <p>9.6 Instructional Communication</p> <p>9.7 Interpersonal Skills</p> <p>9.8 Health and Safety</p> <p>9.9 Documentations</p>	<p>9.1 Garnishing techniques</p> <p>9.2 Knowledge of plating requirements</p> <p>9.3 Sauce preparation skills</p> <p>9.4 Recipe interpretation</p> <p>9.5 Plating design skills</p> <p>9.6 Attention to presentation details</p> <p>9.7 Sanitation and hygiene</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<b>Environment related laws and ordinances</b> 9.10 Hazard Analysis Critical Control Point (HACCP) 9.11 Ecological Solid Waste Management Act (RA 9003) 9.12 Food Safety Act of 2013 (RA 10611) 9.13 Halal Laws and Regulation (NCMF)	practices 9.8 Food handling safety

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and equipment	<p>Tools and equipment May include:</p> <p>1.1 Tools:</p> <ul style="list-style-type: none"> <li>1.1.1 Kitchen Tools and Utensils</li> <li>1.1.2 Cookware</li> <li>1.1.3</li> </ul> <p>1.2 Equipment:</p> <ul style="list-style-type: none"> <li>1.2.1 Cooking Equipment</li> <li>1.2.2 Food Preparation Equipment</li> <li>1.2.3 Storage and Sanitation</li> <li>1.2.4 Serving Equipment</li> </ul>
2. Ingredients	<p>Ingredients may include:</p> <ul style="list-style-type: none"> <li>2.1 Proteins</li> <li>2.2 Grains and Starches</li> <li>2.3 Fruits and Vegetables</li> <li>2.4 Dairy and Alternatives</li> <li>2.5 Fats and Oils</li> <li>2.6 Spices and Condiments</li> <li>2.7 Sweeteners</li> <li>2.8 Beverages</li> </ul>
3. Cleaning and sanitizing materials	<p>Cleaning and sanitizing materials may include:</p> <ul style="list-style-type: none"> <li>3.1 Cleaning Materials</li> <li>3.2 Sanitizing Agents</li> <li>3.3 Personal Protective Equipment (PPE)</li> <li>3.4 Other Tools and Equipment</li> </ul>
4. Stocks, Sauces , flavorings, and Seasonings	<p>Stocks, Sauces, flavorings, and Seasonings may include</p> <p>4.1 Stocks:</p> <ul style="list-style-type: none"> <li>4.1.1 White Stock</li> <li>4.1.2 Brown Stock</li> <li>4.1.3 Chicken Stock</li> <li>4.1.4 Fish Stock (Fumet)</li> <li>4.1.5 Vegetable Stock</li> </ul> <p>4.2 Sauces;</p> <ul style="list-style-type: none"> <li>4.2.1 Béchamel</li> <li>4.2.2 Velouté</li> <li>4.2.3 Espagnole (Brown Sauce)</li> <li>4.2.4 Tomato Sauce</li> <li>4.2.5 Hollandaise</li> </ul> <p>4.3 Flavorings and Seasonings:</p> <ul style="list-style-type: none"> <li>4.3.1 Salt and Salty Seasonings</li> <li>4.3.2 Herbs (Fresh or Dried)</li> <li>4.3.3 Spices</li> <li>4.3.4 Aromatics</li> <li>4.3.5 Sour and Acidic Agents.</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
5. Soups	Soups may include: 5.1 Clear Soups 5.2 Creamy Soups 5.3 Thick Soups
6. Cooking methods	Cooking methods may include: 7.1 Dry-Heat Cooking Methods 7.2 Moist-Heat Cooking Methods 7.3 Combination Cooking Methods
7. Vegetables	Vegetables may include: 7.1 Leafy Greens 7.2 Root Vegetables 7.3 Fruiting Vegetables 7.4 Cruciferous Vegetables 7.5 Legumes and Pods 7.6 Others
8. Egg Dishes	Egg Dishes may include: 8.1 Basic Egg Dishes 8.1.1 Boiled eggs (soft or hard) 8.1.2 Fried eggs 8.1.3 Scrambled eggs 8.1.4 Poached eggs 8.1.5 Omelette 8.1.6 Cooked Egg Dishes 8.1.7 Egg in Breads and Snacks 8.1.8 Eggs in Other Preparations
9. Garnishes and side dishes	Garnishes and side dishes may include;  9.1 Garnish: 9.1.1 Fresh herbs 9.1.2 Microgreens 9.1.3 Edible flowers 9.1.4 Drizzle of Halal sauces  9.2 Side dishes: 9.2.1 Starch-Based 9.2.2 Vegetable-Based 9.2.3 Protein-Based



## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>Performed mise en place               <ul style="list-style-type: none"> <li>1.1 Cleaned and sanitized workstations before and after food preparation</li> <li>1.2 Organized tools and equipment</li> <li>1.3 Prepared ingredients</li> <li>1.4 Checked tools and equipment for cleanliness and functionality</li> <li>1.5 Selected cleaning and sanitizing materials</li> <li>1.6 Disposed used materials and waste</li> </ul> </li> <li>Prepared Halal stocks, soups and sauces               <ul style="list-style-type: none"> <li>2.1 Used proper ingredients and flavoring agents</li> <li>2.2 Produced variety of stocks, sauces, and flavorings</li> <li>2.3 Selected and assembled correct ingredients</li> <li>2.4 Prepared variety of soups</li> <li>2.5 Evaluated soups</li> <li>2.6 Presented soups</li> <li>2.7 Made derivatives from mother sauces</li> <li>2.8 Evaluated sauces</li> <li>2.9 Stored stocks, sauces and soups</li> <li>2.10 Re-heated or reconstituted stocks, sauces, and soups</li> </ul> </li> <li>Prepared Halal meat dishes               <ul style="list-style-type: none"> <li>3.1 Identified appropriate cooking methods</li> <li>3.2 Cooked variety of portioned meat cuts</li> <li>3.3 Carved meats</li> <li>3.4 Adjusted ingredients</li> <li>3.5 Tasted and seasoned dishes</li> <li>3.6 Followed workplace safety and hygiene procedures</li> </ul> </li> <li>Prepared Halal vegetable dishes               <ul style="list-style-type: none"> <li>4.1 Selected vegetables and accompaniments</li> <li>4.2 Prepared variety of vegetable dishes</li> <li>4.3 Selected suitable sauces and accompaniments</li> <li>4.4 Tasted and seasoned vegetable dishes</li> <li>4.5 Followed workplace safety and hygiene procedures</li> </ul> </li> <li>Prepared Halal egg dishes               <ul style="list-style-type: none"> <li>5.1 Prepared egg dishes</li> <li>5.2 Cooked eggs</li> <li>5.3 Selected sauces and accompaniments specific to egg preparations</li> <li>5.4 Tasted and seasoned egg dishes</li> <li>5.5 Followed workplace safety and hygiene procedures</li> </ul> </li> <li>Prepared Halal starch dishes               <ul style="list-style-type: none"> <li>6.1 Selected and prepared variety of starch products</li> <li>6.2 Cooked starch products</li> </ul> </li> </ul>
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	<p>6.3 Selected sauces and accompaniments appropriate to starch products</p> <p>6.4 Tasted and seasoned starch dishes</p> <p>6.5 Followed workplace safety and hygiene procedures</p> <p>Prepared Halal poultry dishes</p> <p>7.1 Thawed frozen poultry and game</p> <p>7.2 Washed raw ingredients</p> <p>7.3 Handled poultry and game efficiently and hygienically</p> <p>7.4 Cooked poultry and game</p> <p>7.5 Tasted and seasoned poultry and game</p> <p>Prepared Halal seafood dishes</p> <p>8.1 Selected seafood</p> <p>8.2 Handled seafood hygienically</p> <p>8.3 Thawed frozen seafood</p> <p>8.4 Cleaned, gutted and filleted fish</p> <p>8.5 Cleaned and prepared shellfish and other types of seafood</p> <p>8.6 Cooked seafood dishes</p> <p>8.7 Utilized fish and shellfish by-products</p> <p>8.8 Tasted and seasoned cooked dishes</p> <p>8.9 Followed workplace safety and hygiene procedures</p> <p>Plated and presented hot Halal dishes</p> <p>9.1 Prepared garnishes and side dishes</p> <p>9.2 Prepared sauces</p> <p>9.3 Plated dishes</p> <p>9.4 Presented dishes</p>
2. Resource Implications	<p>The following resources <b>MUST</b> be provided:</p> <p>Halal Standards reference.</p> <p>Fully equipped storage areas.</p> <p>Required forms and templates.</p> <p>Tools, equipment, supplies and materials</p> <p>Fully-equipped operational commercial/ institutional kitchen</p>
3. Methods of Assessment	<p>Competency in this unit must be assessed through</p> <p>Direct observation</p> <p>Written Test</p> <p>Oral Questioning</p> <p>Demonstration</p> <p>Third party report</p>
4. Context for Assessment	<p>Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

**UNIT OF COMPETENCY : PREPARE HALAL DESSERTS**

**UNIT CODE : AB-TRS1130700512305**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to perform mise en place, prepare Halal Desserts, plate and present.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Perform mise en place	<p>1.1 Ingredients are measured, prepared, and organized according to the dessert recipe.</p> <p>1.2 <b>Equipment</b> are set up and checked for cleanliness and functionality before use and only if found in safe, working condition.</p> <p>1.3 Work area is organized and sanitized according to hygiene standards, provided that area has been cleared of any waste or hazards.</p> <p>1.4 Utensils and tools are selected and arranged to facilitate efficient dessert preparation, only after verifying their cleanliness and suitability for the task.</p> <p>1.5 Portion sizes are determined and adjusted according to recipe specifications.</p>	<p><b>Science</b></p> <p>1.1 Food Safety and Sanitation</p> <p>1.2 Food Chemistry</p> <p><b>Technology</b></p> <p>1.3 Tools and Equipment handling</p> <p><b>Mathematics</b></p> <p>1.4 Calculation</p> <p>1.5 Units of Measurement</p> <p>1.6 Ratio and Proportion</p> <p>1.7 Recipe Scaling</p> <p>1.8 Time Management</p> <p>1.9 Inventory Control</p> <p><b>Communication</b></p> <p>1.10 Instructional Communication</p> <p>1.11 Interpersonal Skills</p> <p>1.12 Health and Safety</p> <p>1.13 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>1.14 Hazard Analysis Critical Control Point (HACCP)</p> <p>1.15 Ecological Solid Waste</p>	<p>1.1 Ingredient Identification and Preparation</p> <p>1.2 Organization and Setup</p> <p>1.3 Attention to Detail</p> <p>1.4 Hygiene and Food Safety</p> <p>1.5 Halal Ingredient Verification</p> <p>1.6 Time Management</p> <p>1.7 Equipment Handling and Maintenance</p> <p>1.8 Precision in Portioning</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.6 Halal ingredients are verified and sourced before preparation to ensure compliance with Halal standards.	Management Act (RA 9003) 1.16 Food Safety Act of 2013 (RA 10611) 1.17 Halal Laws and Regulation (NCFM)	
2. Prepare Halal cold desserts	<p>2.1 Recipes are followed to produce a variety of cold and frozen desserts according to standard or enterprise specifications.</p> <p>2.2 <b>Desserts</b> are produced using appropriate methods to suit a variety of menus.</p> <p>2.3 <b>Sweet sauces</b> are prepared to a desired consistency and flavor based on recipe requirements.</p> <p>2.4 Sauces are adjusted as needed to meet specified texture and taste.</p> <p>2.5 Prepared Desserts and sweets are tasted to ensure they meet the required taste profiles.</p> <p>2.6 Taste testing is performed to verify consistency and flavor alignment with standards.</p> <p>2.7 Workplace safety and hygiene procedures are followed in</p>	<p><b>Science</b> 2.1 Nutrition related to desserts and sweets including food values of common desserts, low fat or low calorie alternatives and substituted ingredients.</p> <p><b>Technology</b> 2.2 Historical development and current trends in the preparation and presentation of desserts 2.3 Details and characteristics of different types of desserts and sweets 2.4 Varieties of suitable ingredients for desserts and sweets 2.5 Common cooking terms related to desserts and sweets that are used in the industry 2.6 Past and current trends in desserts and sweets.</p> <p><b>Mathematics</b> 2.7 Calculation</p>	<p>2.1 Recipe Interpretation and Application 2.2 Dessert and Sweet Preparation 2.3 Consistency and Flavor Control 2.4 Food Safety and Hygiene Practices 2.5 Quality Control and Presentation 2.6 Time Management and Efficiency 2.7 Problem-Solving and Adaptability</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>compliance with enterprise and legislated requirements.</p> <p>2.8 Hygienic practices are maintained throughout the preparation and service of desserts to ensure food safety and compliance with standard health regulations.</p>	<p>2.8 Units of Measurement</p> <p>2.9 Ratio and Proportion</p> <p><b>Communication</b></p> <p>2.10 Instructional Communication</p> <p>2.11 Interpersonal Skills</p> <p>2.12 Health and Safety</p> <p>2.13 Documentations</p> <p><b>Environment related laws and ordinances</b></p> <p>2.14 Hazard Analysis Critical Control Point (HACCP)</p> <p>2.15 Ecological Solid Waste Management Act (RA 9003)</p> <p>2.16 Food Safety Act of 2013 (RA 10611)</p> <p>2.17 Halal Laws and Regulation (NCMF)</p> <p>2.18 Safe work practices particularly on handling frozen products and equipment.</p>	
3. Prepare Halal hot desserts	3.1 Dessert recipes are accurately followed at all stages of preparation to prepare hot Halal desserts according to the given specifications and enterprise standards.	<p><b>Science</b></p> <p>3.1 Nutrition related to desserts and sweets including food values of common desserts, low fat or low calorie alternatives and substituted ingredients.</p>	<p>3.1 Recipe Interpretation and Application</p> <p>3.2 Hot Dessert Preparation</p> <p>3.3 Quality Control</p> <p>3.4 Garnishing and Presentation</p> <p>3.5 Food Safety and Hygiene Practices</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.2 Hot desserts are prepared using only verified Halal-certified ingredients and correct, culturally appropriate cooking techniques to ensure consistent flavor and texture.</p> <p>3.3 Prepared hot desserts are thoroughly checked immediately before serving for the correct temperature, texture, and consistency as per quality standards.</p> <p>3.4 Desserts are garnished and presented neatly and attractively, in accordance with Halal plating guidelines and enterprise standards to enhance visual appeal.</p> <p>3.5 Tasting and adjustments are made prior to final serving, to ensure the hot desserts meet the required flavor profiles and desired consistency.</p> <p>3.6 Hygiene and safety procedures are strictly followed at every stage of preparation and service, in compliance with enterprise protocols</p>	<p><b>Technology</b></p> <p>3.2 Historical development and current trends in the preparation and presentation of desserts</p> <p>3.3 Details and characteristics of different types of desserts and sweets</p> <p>3.4 Varieties of suitable ingredients for desserts and sweets</p> <p>3.5 Common cooking terms related to desserts and sweets that are used in the industry</p> <p>3.6 Past and current trends in desserts and sweets.</p> <p><b>Mathematics</b></p> <p>3.7 Calculation</p> <p>3.8 Units of Measurement</p> <p>3.9 Ratio and Proportion</p> <p><b>Communication</b></p> <p>3.10 Basic</p> <p>3.11 Logo of Halal Marks</p> <p>3.12 Halal-certifying bodies</p> <p>3.13 Packaging details (Expiration Dates)</p> <p>3.14 Logical and time efficient work flow</p> <p><b>Environment related laws and ordinances</b></p> <p>3.15 HACCP</p>	<p>3.6 Attention to Detail</p> <p>3.7 Communication and Teamwork</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and legislated food safety requirements.  3.7 Hot dessert items are portioned and served promptly and evenly, within the appropriate time frame to maintain optimal temperature, quality, and Halal integrity.	3.16 RA 10817 (Philippine Halal Export Development and Promotion Program Act of 2016) 3.17 RA 10611 or (Food Safety Act of 2013) 3.18 Principles and practices of sanitary on handling and storage of dairy products 3.19 Safe work practices particularly on handling hot products and equipment.	
4. Plate and present Halal Desserts	4.1 Halal desserts are plated using appropriate dishware and utensils to enhance visual appeal.  4.2 Portion sizes are measured and presented according to recipe or enterprise standards.  4.3 Garnishes and accompaniments are added to complement the dessert and meet Halal standards.  4.4 Dessert components are arranged attractively to suit the type and style of the menu.	<b>Science</b> 4.1 Food Safety and Hygiene Principles. 4.2 Food Chemistry  <b>Technology</b> 4.3 Food Plating Techniques.  <b>Mathematics</b> 4.4 Measurement and Proportions 4.5 Time Management and Temperature Control  <b>Communication</b> 4.6 Instructional Communication 4.7 Interpersonal Skills 4.8 Health and Safety 4.9 Documentations	4.1 Garnishing Techniques 4.2 Knife Skills 4.3 Plating Styles 4.4 Side Dish Preparation 4.5 Sauce Preparation 4.6 Consistency and Texture Control 4.7 Portion Control 4.8 Safe Plating Techniques

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>4.5 Plated desserts are presented in accordance with food safety and hygiene requirements.</p> <p>4.6 Serving temperatures are maintained throughout plating and service to preserve dessert quality and ensure food safety.</p> <p>4.7 Final presentation is checked thoroughly before service to ensure consistency, cleanliness, and alignment with enterprise plating guidelines.</p>	<p><b>Environment related laws and ordinances</b></p> <p>4.10 Hazard Analysis Critical Control Point (HACCP)</p> <p>4.11 Ecological Solid Waste Management Act (RA 9003)</p> <p>4.12 Food Safety Act of 2013 (RA 10611)</p> <p>4.13 Halal Laws and Regulation (NCMF)</p>	



**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Cleaning and sanitizing supplies	Cleaning and sanitizing supplies may include but not limited to: 1.1 Chemical dispensers 1.2 Paper towels 1.3 Cleaning agents 1.4 Sanitizers
2. Equipment	Equipment may include but not limited to: 2.1 Kitchen Utensils 2.2 Pots, pans, dishes 2.3 Food storage containers 2.4 Chopping boards 2.5 Garbage bins
3. Desserts	Desserts may include but are not limited to: 3.1 Custard, creams 3.2 Prepared fruit 3.3 Mousse 3.4 Sorbet, ice cream, parfait,
4. Sweet Sauces	Sweet sauces may include but are not limited to: 4.1 Sugar syrups 4.2 Fruit syrups 4.3 Fruit purees, sauces and coulis 4.4 Chocolate-based sauces 4.5 Custards and Crèmes 4.6 Flavored butters and creams

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1. Performed mise en place               <ol style="list-style-type: none"> <li>1.1 Measured, prepared and organized ingredients</li> <li>1.2 Set up and checked equipment</li> <li>1.3 Organized and sanitized work area</li> <li>1.4 Selected and arranged utensils and tools</li> <li>1.5 Determined and adjusted portion sizes</li> <li>1.6 Verified and sources Halal ingredients</li> </ol> </li> <li>2. Prepared Halal cold desserts               <ol style="list-style-type: none"> <li>2.1 Followed recipes to produce a variety of cold and frozen desserts</li> <li>2.2 Produced desserts</li> <li>2.3 Prepared sweet sauces</li> <li>2.4 Adjusted sauces</li> <li>2.5 Tasted desserts and sweets</li> <li>2.6 Performed taste testing</li> <li>2.7 Followed workplace safety and hygiene procedures</li> <li>2.8 Maintained hygienic practices</li> </ol> </li> <li>3. Prepared Halal hot desserts               <ol style="list-style-type: none"> <li>3.1 Followed dessert recipes to prepare hot Halal desserts</li> <li>3.2 Prepared hot desserts</li> <li>3.3 Checked the temperature, texture and consistency of hot desserts</li> <li>3.4 Garnished and presented desserts</li> <li>3.5 Made adjustments</li> <li>3.6 Followed hygiene and safety procedures</li> <li>3.7 Portioned and served hot dessert items</li> </ol> </li> <li>4. Plated and presented Halal desserts               <ol style="list-style-type: none"> <li>4.1 Plated Halal desserts</li> <li>4.2 Measured and presented portion sizes</li> <li>4.3 Added garnish and accompaniments</li> <li>4.4 Arranged dessert components</li> <li>4.5 Presented plated desserts</li> <li>4.6 Maintained serving temperatures</li> <li>4.7 Checked consistency, cleanliness and alignment for final presentation</li> </ol> </li> </ol>
<p>5. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>5.1 Halal Standards reference.</li> <li>5.2 Fully equipped storage areas.</li> <li>5.3 Required forms and templates.</li> <li>5.4 Tools, equipment, supplies and materials</li> <li>5.5 Fully-equipped operational commercial/ institutional kitchen</li> </ol>

6. Methods Assessment	of	Competency in this unit must be assessed through 6.1 Direct observation 6.2 Written Test 6.3 Oral Questioning 6.4 Demonstration 6.5 Third party report
7. Context Assessment	for	7.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.

## GLOSSARY OF TERMS

<b>Cleaning Agents</b>	Chemicals or substances are used to clean food-contact surfaces, equipment, and tools, ensuring compliance with food safety and Halal standards.
<b>Cross-Contamination</b>	The transfer of harmful microorganisms, allergens, or substances from one surface, food, or equipment to another.
<b>Ecological Solid Waste Management Act of 2000 (RA 9003)</b>	A law mandating proper waste management, including segregation, recycling, and disposal of organic and non-organic waste.
<b>Emulsions</b>	Mixtures of two immiscible liquids (e.g., oil and water) are stabilized using emulsifying agents, often seen in dressings and sauces.
<b>First Expired, First Out (FEFO)</b>	A stock management system prioritizing items with the closest expiration dates for use or sale.
<b>First In, First Out (FIFO)</b>	A stock rotation method ensures that older products are used before newer ones to maintain freshness and reduce spoilage.
<b>Food Safety Act of 2013 (RA 10611)</b>	Legislation establishing food safety standards to protect consumer health and ensure fair food trade practices.
<b>Food Spoilage</b>	Food that has deteriorated due to microbial growth, enzymatic activity, or chemical reactions is unsafe or undesirable for consumption.
<b>Garnishing</b>	Adding decorative elements to dishes to enhance their visual appearance and sometimes their flavor.
<b>HACCP (Hazard Analysis and Critical Control Points)</b>	A systematic approach to food safety that identifies, evaluates, and controls hazards that pose risks to food safety.
<b>Halal</b>	Permissible or lawful under Islamic law, particularly regarding food preparation, ingredients, and handling processes.
<b>Halal Ingredients Verification</b>	A systematic process of confirming that ingredients comply with Halal standards through documentation, inspection, and certifications.

<b>Hazard Identification</b>	The process of recognizing potential biological, chemical, or physical hazards in food preparation that may compromise safety.
<b>Labeling Systems</b>	Methods used to identify ingredients, production dates, expiration dates, and Halal certifications on food products.
<b>Microbiology</b>	The study of microorganisms such as bacteria, fungi, and viruses, particularly their role in food spoilage, contamination, and safety.
<b>Mise en Place</b>	A French culinary term meaning "everything in its place," referring to preparing and organizing tools, ingredients, and equipment before cooking.
<b>Personal Protective Equipment (PPE)</b>	Gear such as gloves, aprons, and masks are used to protect food handlers and maintain hygiene standards.
<b>Philippine Halal Export Development and Promotion Act of 2016 (RA 10817)</b>	A law supporting the development, promotion, and certification of Halal products in the Philippines.
<b>Plating</b>	The art and technique of arranging food on a dish to enhance visual appeal and presentation.
<b>Porcine Test</b>	A test detects the presence of porcine (pork) products in food or ingredients to ensure Halal compliance.
<b>Portioning</b>	Dividing food ingredients into specific quantities for use in recipes or servings to maintain consistency.
<b>Sanitation Code of the Philippines (PD 856)</b>	Legislation regulating food safety and hygiene standards to ensure public health protection.
<b>Sanitizing</b>	The process of reducing harmful microorganisms to safe levels on surfaces, equipment, or utensils.
<b>Shelf-Life Extension</b>	Techniques and processes that prolong the freshness and safety of food products.
<b>Standard Recipes</b>	Fixed guidelines for preparing food items, ensuring consistency in taste, quality, and presentation.
<b>Thawing</b>	The process of defrosting frozen food under controlled conditions to preserve quality and safety.

**Traceability**

The ability to trace the origin, production, and distribution of food products to ensure compliance with Halal standards.

**Visual Inspection**

The process of evaluating food or ingredients for quality, defects, or contamination by sight.

**Weight and Volume Calculations**

The measurement of food ingredients using metric or standard units to ensure recipe accuracy.

**Yield Testing**

The process of measuring the usable portions of ingredients after preparation (e.g., trimming, cutting) to determine portion costs.

## ACKNOWLEDGEMENTS

The Technical Education and Skills Development Authority (TESDA) would like to recognize the commitment of industry stakeholders who provided their time and expertise for the development of this Competency Standards.

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