

CORE COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Clean and maintain kitchen premises	1.1 Clean, sanitize and store equipment 1.2 Clean and sanitize premises 1.3 Dispose of waste	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written Examination • Demonstration • Observation in workplace OJT
2. Prepare stocks, sauces and soups	2.1 Prepare stocks, glazes and essences required for menu items 2.2 Prepare soups required for menu items 2.3 Prepare sauces required for menu items 2.4 Store and reconstitute stocks, sauces and soups	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
3. Prepare appetizers	3.1 Perform Mise' en place 3.2 Prepare a range of appetizers 3.3 Present a range of appetizers 3.4 Store appetizers	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
4. Prepare salads and dressings	4.1 Perform Mise en place 4.2 Prepare a variety of salads and dressings 4.3 Present a variety of salads and dressings 4.4 Store salads and dressings	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
5. Prepare sandwiches	5.1 Perform Mise en place 5.2 Prepare a variety of sandwiches 5.3 Present a variety of sandwiches 5.4 Store sandwiches	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT

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6. Prepare meat dishes	6.1 Perform Mise en place 6.2 Cook meat cuts for service 6.3 Present meat cuts for service 6.4 Store meat	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
7. Prepare vegetables dishes	7.1 Perform Mise en place 7.2 Prepare vegetable dishes 7.3 Present vegetable dishes 7.4 Store vegetables dishes	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
8. Prepare egg dishes	8.1 Perform Mise en place 8.2 Prepare and cook egg dishes 8.3 Present egg dishes 8.4 Store egg dishes	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
9. Prepare starch dishes	9.1 Perform Mise en place 9.2 Prepare starch dishes 9.3 Present Starch dishes 9.4 Store Starch dishes	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
10. Prepare poultry and game dishes	10.1 Perform mise en place 10.2 Cook poultry and game dishes 10.3 Plate/present poultry and game dishes 10.4 Store poultry and game	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
11. Prepare seafood dishes	11.1 Perform mise en place 11.2 Handle fish and seafood 11.3 Cook fish and shellfish 11.4 Plate/Present fish and seafood 11.5 Store fish and seafood	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
12. Prepare desserts	12.1 Perform mise en place 12.2 Prepare desserts and sweet sauces 12.3 Plate/Present desserts 12.4 Store desserts	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT
13. Package prepared food	13.1 Select packaging materials 13.2 Package food	Discussion/ Demonstration Video viewing	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation in workplace OJT

3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners