Stage 6 Syllabus

Hospitality
Curriculum Framework

based on the SIT12 Tourism, Travel and Hospitality Training Package (version 2)

for implementation from 2014
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1 Introduction to the Hospitality Curriculum Framework

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

HSC courses within industry curriculum frameworks count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

1.1 AQF VET qualifications available in the Hospitality Curriculum Framework

The Hospitality Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed SIT12 Tourism, Travel and Hospitality Training Package.

The AQF VET qualifications available in the Hospitality Curriculum Framework are:

- SIT20213 Certificate II in Hospitality
- SIT20312 Certificate II in Kitchen Operations
- SIT30813 Certificate III in Commercial Cookery – Statement of Attainment only

1.2 Industry context – hospitality

The hospitality industry is one of the largest in Australia, predominately made up of small to medium businesses that provide a range of accommodation, food and beverage services. The inter-related nature of hospitality means that many businesses operate across sectors within the industry and across complementary industries such as tourism, travel and events. The restaurant and catering sector of the industry continues to experience growth with our increasingly time constrained society seeking the convenience of eating out.

Services industries are a major employer, supporting the skill development of younger workers who are central to Australia’s economic and social development. For businesses in the service industries, employees are the most important asset. Recruiting and retaining skilled staff is fundamental for businesses. Occupations within the hospitality industry are diverse and include barista, chef, cook, front office clerk, housekeeping attendant, kitchen hand, manager, marketing and promotion officer and waiter.

Training needs to keep up with current practice, responding to changing technologies, emerging new markets and different business models. Currency of skills and knowledge provided to students is crucial to the success of the hospitality industry.¹

¹ www.serviceskills.com.au
1.3 **HSC VET course and AQF VET qualification completion requirements**

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

### 1.3.1 HSC VET course requirements

HSC VET courses in the Hospitality Curriculum Framework are made up of:

- units of competency
  - associated HSC **mandatory** units of competency
  - associated HSC **stream** units of competency
  - HSC **elective** units of competency
- **HSC outcomes and content**
- mandatory HSC work placement requirements.

For a student to be considered to have satisfactorily completed a course within the Hospitality Curriculum Framework they must meet the:

- HSC VET course requirements (refer to Sections 2.2–2.5 of this Syllabus)
- requirements for satisfactory course completion (refer to the Board’s Assessment Certification Examination (ACE) website) – there must be sufficient evidence that the student has:
  - followed the course developed by the Board
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - achieved some or all of the course outcomes
  - undertaken the mandatory work placement.

### 1.3.2 AQF VET qualification requirements

To receive AQF VET qualifications, students must meet the assessment requirements of the SIT12 Tourism, Travel and Hospitality Training Package ([http://training.gov.au](http://training.gov.au)).

AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as qualification packaging rules. The qualification packaging rules describe the number and range of core and elective units of competency required for eligibility for an AQF VET qualification.

Units of competency should be selected to meet qualification packaging rules for the intended qualification pathway. Selection of units of competency should also be guided by the job outcome sought and local industry requirements.

Qualification packaging rules for each AQF VET qualification available through the Hospitality Curriculum Framework are contained in the SIT12 Tourism, Travel and Hospitality Training Package. Associated documents have been developed to describe how qualifications can be achieved through the Framework. These are available on the Board’s website at [www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html).
1.4 HSC VET course delivery

HSC VET courses can only be delivered by a Registered Training Organisation (RTO) with the relevant qualification and units of competency on their scope of registration. Scope of registration can be checked at [http://training.gov.au](http://training.gov.au).

RTOs offering training programs for the delivery and assessment of the Hospitality HSC VET courses must meet the requirements of the VET Quality Framework, the SIT12 Tourism, Travel and Hospitality Training Package and the HSC course.

Information about the delivery of HSC VET courses by RTOs other than school system RTOs or TAFE NSW institutes is contained on the Board’s Assessment Certification Examination (ACE) website.

Non-government schools outsourcing delivery of HSC VET courses to external providers also need to refer to the Registered and Accredited Individual Non-government Schools (NSW) Manual or Registration Systems and Member Non-government Schools (NSW) Manual which are available on the Board’s website at [www.boardofstudies.nsw.edu.au/manuals/#regaccredsystemsmanuals](http://www.boardofstudies.nsw.edu.au/manuals/#regaccredsystemsmanuals).

1.5 Outcomes and content

The HSC outcomes and content for this industry curriculum framework are defined in:
- the units of competency (refer to Section 2.5 of this Syllabus)
- HSC Content focus areas (refer to Section 3 of this Syllabus).

1.6 Assessment requirements and advice

The HSC VET courses are competency-based. The Board of Studies and the VET Quality Framework require that a competency-based approach to assessment is used. Advice on appropriate assessment practice in relation to the Hospitality Curriculum Framework is contained in the Assessment and Reporting in Hospitality Stage 6 document.

An integrated or holistic approach to course delivery and assessment should be adopted.
2 Course structures and requirements

2.1 Hospitality HSC VET courses

This Framework specifies the range of industry-developed units of competency from the SIT12 Tourism, Travel and Hospitality Training Package for inclusion in the HSC. It describes how these units of competency are arranged in HSC VET courses to gain unit credit for the HSC.

The Hospitality Curriculum Framework contains the following courses:

- Hospitality (120 indicative hours) – see Section 2.2 of this Syllabus
- Hospitality (240 indicative hours) – see Section 2.3 of this Syllabus
- Hospitality Specialisation Study (60 or 120 indicative hours) – see Section 2.4 of this Syllabus.

2.1.1 Unit credit for the Higher School Certificate

To facilitate flexibility of VET in the HSC, courses within the Hospitality Curriculum Framework may be delivered as Preliminary, as HSC or as a combination of Preliminary and HSC units.

The HSC credit units will be allocated to students’ Preliminary and/or HSC patterns of study as required.

The pattern of study (BOS course number) entered on Schools Online (Administration) should reflect the delivery of the HSC VET course over successive years. For example, delivery of the 240 HSC indicative hour course over two years should be entered as 2 units x 2 years. Students will be credentialled for the HSC credit units entered each calendar year, provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.

Table 1 HSC credit units for Hospitality HSC courses

<table>
<thead>
<tr>
<th>HSC VET course</th>
<th>HSC credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality (120 indicative hours)</td>
<td>2</td>
</tr>
<tr>
<td>Hospitality (240 indicative hours)</td>
<td>4</td>
</tr>
<tr>
<td>Hospitality Specialisation Study (60 indicative hours)</td>
<td>1</td>
</tr>
<tr>
<td>Hospitality Specialisation Study (120 indicative hours)</td>
<td>2</td>
</tr>
</tbody>
</table>
### 2.1.2 Board of Studies course numbers

<table>
<thead>
<tr>
<th>BOS course name</th>
<th>Pattern of study</th>
<th>BOS course number</th>
<th>Schools Online (Administration) entry advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality (120 hours)</td>
<td>2 units x 1 year</td>
<td>26500</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Hospitality (240 hours)</td>
<td>2 units x 2 years</td>
<td>26501</td>
<td>Enter this course number for both Preliminary (Year 11) and HSC (Year 12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>or</strong></td>
</tr>
<tr>
<td></td>
<td>4 units x 1 year</td>
<td>26502</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Hospitality Specialisation Study (60 hours)</td>
<td>1 unit x 1 year</td>
<td>26503</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Hospitality Specialisation Study (120 hours)</td>
<td>2 units x 1 year</td>
<td>26504</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Hospitality HSC Examination</td>
<td>n/a</td>
<td>26599</td>
<td>Enter this course number as an HSC (Year 12) entry in the year the examination is undertaken</td>
</tr>
</tbody>
</table>
2.1.3 Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, VET courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the HSC indicative hours allocated, only the delivery hours.

Students may need to spend additional time practising skills in a work environment and completing projects and assignments, in order to fulfil Training Package assessment requirements.

The HSC indicative hours assigned to each unit of competency are listed in Section 2.5 of this Syllabus.

2.1.4 Work placement requirements

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each HSC VET course.

Work placement is to be undertaken in an appropriate hospitality work environment. Students undertaking courses as part of a school-based apprenticeship or traineeship will meet the mandatory work placement hour requirements through the on-the-job training component of the apprenticeship or traineeship.

For units of competency that must be assessed in a hospitality work environment, work placement provides an opportunity to collect evidence required for a student to be deemed competent. Work placement also provides an opportunity for students to undertake ‘service periods’ for the collection of evidence of work performance required by the holistic units of competency.

Recognition of Prior Learning (RPL) may be granted for mandatory work placement requirements. Students’ outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course (ACE 8051 – Assessment Certification Examination (ACE) website).

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing ‘N’ determinations as outlined on the Board’s Assessment Certification Examination (ACE) website.
Students must complete the following work placement for Hospitality Curriculum Framework courses.

**Table 2  Minimum work placement hours for Hospitality HSC courses**

<table>
<thead>
<tr>
<th>Hospitality Framework course</th>
<th>Minimum work placement requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality (120 indicative hours)</td>
<td>35 hours</td>
</tr>
<tr>
<td>Hospitality (240 indicative hours)</td>
<td>70 hours *</td>
</tr>
<tr>
<td>Hospitality Specialisation Study (60 indicative hours)</td>
<td>additional 14 hours</td>
</tr>
<tr>
<td>Hospitality Specialisation Study (120 indicative hours)</td>
<td>additional 35 hours</td>
</tr>
</tbody>
</table>

* For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

The ‘work environment’ of the functions should be authentic and as far as possible reproduce and replicate a hospitality workplace or work environment. Tasks, activities and conditions need to be as close as possible to real-life situations. There should be industry-realistic ratios of staff to customers, as well as sufficient customer traffic that allows students to deal with a range of customers with varying needs and multiple hospitality service or operational tasks simultaneously. The speed, timing and productivity for tasks should be typical of a commercial operation.

Refer to the *Work Placement in Hospitality* document for further information.
2.2  **Hospitality (120 indicative hours)**

**AQF VET qualifications**

The Hospitality (120 indicative hours) course provides a pathway to the following qualifications:

Statement of Attainment towards:
- SIT20213 Certificate II in Hospitality

**Course structure**

This course consists of a selection of units of competency from the HSC mandatory, streams and/or elective pool to a minimum of 120 HSC indicative hours.

(See Section 2.5, Tables 3–6 of this Syllabus.)

**Course requirements – Hospitality (120 indicative hours)**

Students **must** attempt:

- a selection of units of competency from the **HSC mandatory, streams and/or elective pool** to a minimum of **120 HSC indicative hours**
  
  *(Section 2.5, Tables 3–6)*

- a minimum of **35 hours of work placement**
  
  *(Section 2.1.4)*


2.3 Hospitality (240 indicative hours)

AQF VET qualifications

The Hospitality (240 indicative hours) course provides a pathway to the following qualifications:

- SIT20213 Certificate II in Hospitality

Statement of Attainment towards:


Course structure

This course consists of:

- three mandatory focus areas (containing four associated units of competency)
- two stream focus areas:
  - Food and Beverage (containing four associated units of competency)
  - Kitchen Operations and Cookery (containing four associated units of competency)
- a range of elective units of competency which can be selected from the stream not already undertaken and/or the HSC elective pool
- HSC Content – for the mandatory and stream focus areas.

(See Section 2.5, Tables 3–6 and Section 3 of this Syllabus.)

For students undertaking a school-based apprenticeship in Commercial Cookery, additional elective units of competency are available. These are listed in Section 2.5, Table 7 of this Syllabus.

Hospitality HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour course (refer to Section 4 of this Syllabus).

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.

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2 A Statement of Attainment will be issued if a student successfully completes one or more units of competency but does not meet the requirements for a qualification (as specified in the Training Package). The Statement of Attainment will list all of the units of competency achieved.
Course requirements – Hospitality (240 indicative hours) – students attempt ONE of the following:

Pathway to SIT20213 Certificate II in Hospitality

- **FOUR associated mandatory** units of competency (Section 2.5, Table 3)
- with the following focus areas
  - Hygiene
  - Safety
  - Working in the hospitality industry and workplace (Section 3)

- **FOUR associated stream** units of competency (Section 2.5, Table 4)
  - with the Food and Beverage focus area (Section 3)

- HSC elective units of competency to a minimum of **95 HSC indicative hours** from the stream not already undertaken and/or the HSC elective pool (Section 2.5, Tables 5 & 6)

- a minimum of **70 hours of work placement** (Section 2.1.4)

Pathway to SIT20312 Certificate II in Kitchen Operations

- **FOUR associated mandatory** units of competency (Section 2.5, Table 3)
  - with the following focus areas
    - Hygiene
    - Safety
    - Working in the hospitality industry and workplace (Section 3)

- **FOUR associated stream** units of competency (Section 2.5, Table 5)
  - with the Kitchen Operations and Cookery focus area (Section 3)

- HSC elective units of competency to a minimum of **95 HSC indicative hours** from the stream not already undertaken and/or the elective pool (Section 2.5, Tables 4, 6 & 7)

- a minimum of **70 hours of work placement** (Section 2.1.4)

Pathway to SIT30813 Certificate III in Commercial Cookery (for school-based apprentices only)

- **FOUR associated mandatory** units of competency (Section 2.5, Table 3)
  - with the following focus areas
    - Hygiene
    - Safety
    - Working in the hospitality industry and workplace (Section 3)

- **FOUR associated stream** units of competency (Section 2.5, Table 5)
  - with the Kitchen Operations and Cookery focus area (Section 3)

- HSC elective units of competency to a minimum of **95 HSC indicative hours** from the stream not already undertaken and/or the elective pools (Section 2.5, Tables 4, 6 & 7)

- a minimum of **70 hours of work placement**

- work placement requirement met through the on-the-job training component of the SBA (Section 2.1.4)
2.4 Hospitality Specialisation Study (60 or 120 indicative hours)

Course eligibility

The Hospitality Specialisation Study is for students with particular interest in, and aptitude for, the industry. Students need to be currently entered in, or have completed, the Hospitality (240 indicative hours) course to undertake a Hospitality Specialisation Study course.

The Hospitality Specialisation Study:

- provides students who have achieved one Certificate II qualification through the 240-hour course with the opportunity to gain the other Certificate II qualification (120-hour Specialisation Study course only)
  
  or

- provides students who have achieved a Certificate II qualification through the 240-hour course to commence study towards Certificate III in Catering Operations (60 or 120-hour Specialisation Study course)
  
  or

- provides school-based apprentices (SBAs) with the opportunity to gain further credit towards their Certificate III in Commercial Cookery qualification (60-hour Specialisation Study course only).

AQF VET qualifications

The Hospitality Specialisation Study (60 indicative hours) course provides a pathway to the following qualifications:

Statement of Attainment towards:

- SIT30813 Certificate III in Commercial Cookery – school-based apprentices only
- SIT31013 Certificate III in Catering Operations

The Hospitality Specialisation Study (120 indicative hours) course provides a pathway to the following qualifications:

- SIT20213 Certificate II in Hospitality
- SIT20312 Certificate II in Kitchen Operations
- Statement of Attainment towards SIT31013 Certificate III in Catering Operations

Course structure

The Hospitality Specialisation Study consists of units of competency (not previously undertaken) drawn from the streams and/or HSC elective pool and/or additional pool of HSC electives.

(See Section 2.5, Tables 4–7 of this Syllabus.)

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3 Note, for Commercial Cookery school-based apprentices, a Specialisation Study course would be required only if Stage 1/Year 1 of the apprenticeship could not be completed within the 240-hour Hospitality course.
Course requirements – Hospitality Specialisation Study
(60 or 120 indicative hours)

Students must attempt:

- a minimum of 60 or 120 HSC indicative hours of units of competency not previously undertaken from the HSC streams and/or elective pools (Section 2.5, Tables 4–7)

- a minimum of 14 hours of work placement for the 60-hour course
- a minimum of 35 hours of work placement for the 120-hour course (Section 2.1.4)
2.5 Hospitality units of competency


Table 3 Associated mandatory units of competency for the 240-hour course

Attempt the following units of competency:

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hygiene</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFSA101 Use hygienic practices for food safety</td>
<td>10</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td>15</td>
</tr>
<tr>
<td><strong>Working in the hospitality industry and workplace</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHIND201 Source and use information on the hospitality industry</td>
<td>20</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for mandatory: 60
For the 240-hour course, attempt all units of competency from ONE of the following two streams:

Table 4  Associated units of competency – Food and Beverage stream

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB203  Prepare and serve non-alcoholic beverages</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHFAB204  Prepare and serve espresso coffee</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHFAB206  Serve food and beverage</td>
<td>40</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITXCCS202  Interact with customers</td>
<td>15</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for Food and Beverage: 85

OR

Table 5  Associated units of competency – Kitchen Operations and Cookery stream

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC101  Use food preparation equipment</td>
<td>20</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC201  Produce dishes using basic methods of cookery</td>
<td>40</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHKOP101  Clean kitchen premises and equipment</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITXFSA201  Participate in safe food handling practices</td>
<td>15</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for Kitchen Operations and Cookery: 85
PLUS a selection of unit/s of competency from the stream not already undertaken by students AND/OR the HSC elective pool to a minimum of 95 HSC indicative hours:

Table 6  HSC elective pool

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodation Services</strong></td>
<td></td>
</tr>
<tr>
<td>SITHACS101 Clean premises and equipment</td>
<td>10</td>
</tr>
<tr>
<td>SITHACS201 Provide housekeeping services to guests</td>
<td>5</td>
</tr>
<tr>
<td>SITHACS202 Prepare rooms for guests</td>
<td>20</td>
</tr>
<tr>
<td>SITHACS204 Provide porter services</td>
<td>10</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR202A Organise and complete daily work activities</td>
<td>15</td>
</tr>
<tr>
<td><strong>Client and Customer Service</strong></td>
<td></td>
</tr>
<tr>
<td>SITXCCS201 Provide visitor information</td>
<td>20</td>
</tr>
<tr>
<td><strong>Commercial Cookery and Catering</strong></td>
<td></td>
</tr>
<tr>
<td>SITHCCC102 Prepare simple dishes</td>
<td>20</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC103 Prepare sandwiches</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC104 Package prepared foodstuffs</td>
<td>5</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC202 Produce appetisers and salads</td>
<td>25</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC203 Produce stocks, sauces and soups</td>
<td>25</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes</td>
<td>35</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC207 Use cookery skills effectively</td>
<td>20</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td><strong>Communication and Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>BSBCCM201A Communicate in the workplace</td>
<td>15</td>
</tr>
<tr>
<td>SITXCOM101 Source and present information</td>
<td>10</td>
</tr>
<tr>
<td>SITXCOM201 Show social and cultural sensitivity</td>
<td>10</td>
</tr>
</tbody>
</table>

---

4 This is a holistic unit of competency and is core for SIT20312 Certificate II in Kitchen Operations.
### Table 6 cont/d

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Operations and ICT Management</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR204A Use business technology</td>
<td>15</td>
</tr>
<tr>
<td><strong>Environmental Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td>BSBSUS201A Participate in environmentally sustainable work practices</td>
<td>15</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFIN201 Process financial transactions</td>
<td>15</td>
</tr>
<tr>
<td><strong>First Aid</strong></td>
<td></td>
</tr>
<tr>
<td>HLTAID003 Provide first aid</td>
<td>20</td>
</tr>
<tr>
<td><strong>Inventory</strong></td>
<td></td>
</tr>
<tr>
<td>SITXINV201 Receive and store stock</td>
<td>10</td>
</tr>
<tr>
<td>SITXINV202 Maintain the quality of perishable items</td>
<td>5</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td><strong>Quality and Innovation</strong></td>
<td></td>
</tr>
<tr>
<td>BSBINN201A Contribute to workplace innovation</td>
<td>15</td>
</tr>
<tr>
<td><strong>Sales</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXSLS201 Sell products and services</td>
<td>15</td>
</tr>
<tr>
<td><strong>Tourism Sales and Operations</strong></td>
<td></td>
</tr>
<tr>
<td>SITTTSL305 Process reservations</td>
<td>25</td>
</tr>
<tr>
<td><strong>Working in Industry</strong></td>
<td></td>
</tr>
<tr>
<td>SITHIND101 Use hygienic practices for hospitality service</td>
<td>5</td>
</tr>
<tr>
<td>SITHIND202 Use hospitality skills effectively&lt;sup&gt;5&lt;/sup&gt;</td>
<td>20</td>
</tr>
<tr>
<td><strong>Imported</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXCCS201 Apply point-of-sale handling procedures</td>
<td>20</td>
</tr>
<tr>
<td>SIRXFIN201 Balance and secure point-of-sale terminal</td>
<td>15</td>
</tr>
</tbody>
</table>

<sup>5</sup> This is a holistic unit of competency and is core for SIT20213 Certificate II in Hospitality.
### Table 7  Additional HSC elective pool for school-based apprentices and specialisation study courses

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commercial Cookery and Catering</strong></td>
<td></td>
</tr>
<tr>
<td>SITHCCC301 Produce poultry dishes</td>
<td>35</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC302 Produce seafood dishes</td>
<td>35</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC303 Produce meat dishes</td>
<td>50</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC306 Handle and serve cheese</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC307 Prepare food to meet special dietary requirements</td>
<td>25</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHCCC308 Produce cakes, pastries and breads</td>
<td>35</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td><strong>Client and Customer Service</strong></td>
<td></td>
</tr>
<tr>
<td>SITXCCS303 Provide service to customers</td>
<td>20</td>
</tr>
<tr>
<td><strong>Kitchen Operations</strong></td>
<td></td>
</tr>
<tr>
<td>SITHKOP302 Plan and cost basic menus</td>
<td>25</td>
</tr>
<tr>
<td><strong>Patisserie</strong></td>
<td></td>
</tr>
<tr>
<td>SITHPAT306 Produce desserts</td>
<td>35</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
</tbody>
</table>
3 HSC Content

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Hospitality Curriculum Framework must address all of the mandatory focus areas plus one stream focus area.

The Hospitality Curriculum Framework mandatory focus areas are:
- Hygiene
- Safety
- Working in the hospitality industry and workplace.

The Hospitality Curriculum Framework stream focus areas are:
- Food and Beverage
- Kitchen Operations and Cookery.

The HSC examination in Hospitality is based on the HSC Content and employability skills for the Certificate II qualifications in this Framework (refer to Section 4 of this Syllabus).

Details of the employability skills for the AQF VET qualification pathways in this Framework are contained in the *SIT12 Tourism, Travel and Hospitality Training Package*. They are also available in the *Employability Skills in Hospitality* document.

The following table outlines the associated units of competency for each focus area.
<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>Safety</td>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>Working in the hospitality industry and workplace</td>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td></td>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td><strong>Stream</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and Beverage</td>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td></td>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td></td>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
</tr>
<tr>
<td></td>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>Kitchen Operations and Cookery</td>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td></td>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
</tr>
<tr>
<td></td>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td></td>
<td>SITXFSA201</td>
<td>Participate in safe food handling practices</td>
</tr>
</tbody>
</table>
3.1 **Hygiene – mandatory focus area**

3.1.1 **Outcomes**

The student:
- considers the importance of hygiene in the hospitality industry
- demonstrates an understanding of compliance with laws, standards and codes relevant to hygienic work practices and food safety for the hospitality workplace
- explains how to prevent food contamination that might cause food-borne illnesses
- proposes hygienic work procedures and practices for food safety in a hospitality work environment.

3.1.2 **Associated unit of competency**

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

- **SITXFSA101** Use hygienic practices for food safety

The unit descriptor, elements and critical aspects for assessment for the unit of competency are provided below.

**SITXFSA101 Use hygienic practices for food safety**

*Descriptor*

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.

*Elements*

1. Follow hygiene procedures and identify food hazards
2. Report any personal health issues
3. Prevent food contamination
4. Prevent cross contamination by washing hands.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

Evidence of the ability to:
- integrate the use of predetermined hygiene procedures and food safety practices within day-to-day food handling work functions
- integrate, into daily work activities, knowledge of the basic aspects of food safety standards and codes and the ramifications of disregarding this.

3.1.3 **Employability skills**

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- learning
- problem-solving
- self-management.
3.1.4 Scope of learning for the HSC

### hygienic work practices

- the importance of hygienic work practices
- consequences of poor hygienic work practices for the customer, worker, colleagues and workplace
- hygienic work practices and their purposes related to:
  - personal hygiene
  - food preparation and storage
  - ‘ready to eat’ food items
  - service of food and beverages
  - linen
  - cleaning and sanitising
  - waste disposal
  - pest control
- hand washing, including when it needs to occur (frequency), the facilities needed and procedure
- propose hygienic work practices for various job roles and responsibilities within the hospitality industry

### hazards impacting food safety

- food hazards that may affect the health and safety of customers, colleagues and the worker:
  - related to:
    - handling food and beverages
    - food contact surfaces
  - including:
    - personal hygiene
    - personal health issues
    - environmental hygiene
    - work practices
- assess associated hygiene risk(s)
- use appropriate control measures to eliminate or minimise the hazards and their associated risk(s)
- Hazard Analysis and Critical Control Points (HACCP):
  - as a method of controlling food safety
  - work practices associated with the HACCP approach to hygiene and food safety

### compliance

- difference between an act, regulation, code of practice and industry/workplace standard
- intent of national and state/territory food safety laws, standards and codes relevant to hygienic work practices and food safety:
## Compliance cont'd

- *Food Act 2003* (NSW) (as amended)
- *Food Regulation 2010* (NSW) (as amended)
- Australia New Zealand Food Standards (ANZFS) Code (‘the Code’)
- ramifications of failure to observe

- role of the NSW Food Authority and local government regulator in food safety
- overview of food safety program for the hospitality workplace including reasons for, essential components and basic content
- workplace policy and procedures related to hygiene, food safety and cleaning and the ramifications of failure to observe
- responsibilities of the food safety supervisor and food handler according to food safety laws, standards and codes
- apply workplace policy and procedures and regulatory requirements for food safety to a workplace and specific job role in the hospitality industry and integrate into daily work activities

### Food Contamination and Food-borne Illnesses

- signs of damaged, deteriorated, spoiled or out-of-date food
- meaning of contaminant, contamination, cross-contamination and potentially hazardous food
- causes of contamination:
  - common types of contaminants:
    - physical
    - chemical
    - microbiological
  - common food allergens
  - conditions conducive to food spoilage and contamination
- food allergies:
  - common symptoms of food allergies
  - emergency response to allergic reactions, including anaphylaxis
  - important consideration in the selection of foods to be handled and consumed
- meaning of food-borne illness (‘food poisoning’)
- causes of food-borne illness (‘food poisoning’):
  - bacterial, bacterial toxins and viral contamination of food through:
    - cross-contamination
    - incorrect storage and food handling
  - naturally poisonous foods
food contamination and food-borne illnesses cont’d

- bacterial, bacterial toxins and viral contaminants of food:
  - bacterial:
    - camphylobacter
    - escherichia coli (E. coli)
    - listeria
    - salmonella
  - toxins:
    - bacillus cereus
    - clostridium botulinum
    - clostridium perfringens
    - staphylococcus aureus
  - viral:
    - hepatitis A
    - rotavirus

and the associated food-borne illness(es) and its symptoms and examples of high-risk foods

- hygienic work practices to minimise and/or prevent contamination and illness:
  - food handler
  - workplace procedures

reporting

- purpose and importance of reporting hygiene and food safety-related issues

- describe what, how, when and to whom to report:
  - what to report:
    - food hazards and associated hygiene risks
    - poor hygiene work practices
    - unsafe work practices when working with food
    - personal health issues
    - incidents of food contamination
  - types of reports:
    - formal and informal
    - written
    - verbal
  - reporting to appropriate persons
3.2 Safety – mandatory focus area

3.2.1 Outcomes

The student:

- demonstrates an understanding of work health and safety (WHS) compliance, participation and consultation in the hospitality industry
- explains workplace policy, procedures and practices that ensure the safety of the hospitality worker and their colleagues and customers
- describes security policy and procedures for a hospitality work environment
- applies risk management in a hospitality workplace
- proposes appropriate responses to emergency situations.

3.2.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

- **SITXWHS101 Participate in safe work practices**

The unit descriptor, elements and critical aspects for assessment for the unit of competency are provided below.

**SITXWHS101 Participate in safe work practices**

*Descriptor*

This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into all work activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety management practices.

*Elements*

1. Work safely
2. Follow procedures for emergency situations
3. Participate in organisational work health and safety practices.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

Evidence of the ability to:

- integrate the use of predetermined health, safety and security procedures and safe work practices with day-to-day work functions
- participate in consultation activities
- integrate, into daily work activities, knowledge of the basic aspects of OHS or WHS legislation and the ramifications of disregarding this.

3.2.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- teamwork
- problem-solving
- planning and organising
- learning.
3.2.4 **Scope of learning for the HSC**

<table>
<thead>
<tr>
<th>work health and safety (WHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• meaning of health, safety and security</td>
</tr>
<tr>
<td>• implications of the cost of workplace injury:</td>
</tr>
<tr>
<td>– human</td>
</tr>
<tr>
<td>– social</td>
</tr>
<tr>
<td>– economic</td>
</tr>
<tr>
<td>– organisational</td>
</tr>
<tr>
<td>• acknowledge that WHS is everyone’s responsibility in the workplace and the implications of this responsibility</td>
</tr>
<tr>
<td>• concept of ‘participation’ and ‘consultation’ in relation to WHS</td>
</tr>
<tr>
<td>• primary role/function of key bodies involved in WHS:</td>
</tr>
<tr>
<td>– WorkCover NSW</td>
</tr>
<tr>
<td>– Safe Work Australia</td>
</tr>
<tr>
<td>– local councils</td>
</tr>
<tr>
<td>– unions</td>
</tr>
<tr>
<td>– professional associations</td>
</tr>
<tr>
<td>• identify internal and external sources of workplace WHS information</td>
</tr>
<tr>
<td>• importance of acting within the level of authority/scope of responsibility in relation to WHS in the workplace:</td>
</tr>
<tr>
<td>– taking initiative</td>
</tr>
<tr>
<td>– problem-solving</td>
</tr>
<tr>
<td>– decision-making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHS compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• difference between an act, regulation, code of practice and industry/workplace standard</td>
</tr>
<tr>
<td>• purpose and intent of WHS legislation and codes of practice and their application to the hospitality industry/workplace and a specific job role:</td>
</tr>
<tr>
<td>– WHS legislation:</td>
</tr>
<tr>
<td>▪ <em>Work Health and Safety Act 2011</em> (NSW) (as amended)</td>
</tr>
<tr>
<td>▪ <em>Work Health and Safety Regulation 2011</em> (NSW) (as amended)</td>
</tr>
<tr>
<td>– codes of practice related to:</td>
</tr>
<tr>
<td>▪ dangerous goods and substances</td>
</tr>
<tr>
<td>▪ manual handling</td>
</tr>
<tr>
<td>▪ risk management</td>
</tr>
<tr>
<td>▪ WHS consultation</td>
</tr>
<tr>
<td>• WHS rights, duties and responsibilities of the person conducting a business or undertaking (PCBU), officer and worker</td>
</tr>
</tbody>
</table>
WHS compliance cont/d

- ramifications of failure to observe (non-compliance) WHS workplace policy and procedures and legislative requirements

- safety signs, symbols and barricades used in the hospitality industry and their use in the workplace:
  - legislative requirements
  - meaning of colour and shape
  - placement and positioning

- hospitality industry and workplace requirements for monitoring and reporting in relation to workplace safety

- describe how, when and to whom to report:
  - types:
    - formal/informal
    - written
    - verbal
  - reporting to appropriate persons

- purpose and importance of monitoring and reporting

- apply workplace policy and protocols and regulatory requirements when recording and reporting in relation to WHS

WHS consultation and participation

- opportunities for workers to provide input into WHS consultation and participation processes:
  - WHS audit
  - formal and informal discussion
  - WHS inspection
  - meeting
  - training

- requirements (including election/formation) of a health and safety committee or health and safety representative (HSR) and their role and responsibilities in the workplace

- role and responsibilities of relevant personnel in WHS consultation and participation:
  - PCBU
  - manager/supervisor/team leader
  - self
  - other workers
  - union

- importance of identifying and reporting:
  - WHS issues and concerns
  - workplace hazards
  - unsafe work practices
  - breaches of health, safety and security
  and examples of each for the hospitality industry and workplace
## Risk Management

- difference between a hazard and a risk
- risk management and its application in the hospitality workplace:
  - hazard identification:
    - potential hazards to self, colleagues, customers and others typical to the industry
    - range of hazards:
      - biological
      - human factors (self and others)
      - manual handling
      - materials
      - tools and equipment
      - work environment
      - work processes and practices
      - working with electricity and gas
  - risk assessment
  - risk control (hierarchy):
    - eliminate the risk
    - minimise the risk:
      - substitution
      - modification
      - isolation
      - engineering control
    - other controls:
      - administration
      - safe work practices
      - personal protective equipment (PPE)
  - monitor and review

## Safe Work Practices and Procedures

- safe work procedures and practices and their purposes:
  - WHS induction training
  - adherence to work instructions, workplace policy and standard operating procedures (SOPs)
  - selection, use and maintenance of PPE
  - manual handling techniques:
    - when working individually, in pairs and with a team:
      - moving, lifting, carrying and placing items down
      - working with tools and equipment
      - bending and twisting
      - mechanical aids/lifting equipment
      - undertaking repetitious tasks
    - legal weight limits
  - ergonomics and posture:
    - correct placement of equipment
    - sitting and standing positions
    - task rotation
    - use of adjustable furniture
safe work practices and procedures cont/d

- hazardous substances:
  - correct handling, application, labelling, transport and storage
  - safety data sheet (SDS)
- tools and equipment:
  - appropriate selection, correct use, regular maintenance and correct storage
  - electrical tagging
- working with:
  - electricity
  - liquid petroleum gas (LPG)
  - inert gases
- housekeeping:
  - clean-up procedures
  - waste disposal
  - consideration of WHS and the environment

- importance of safe work procedures and practices
- propose safe work procedures and practices for a workplace and individual job role within the hospitality industry

security

- potential breaches in security in a hospitality workplace
- workplace security policy and procedures in relation to:
  - cash
  - documents
  - equipment
  - keys/access pass
  - people:
    - staff
    - customers
    - others
  - records
  - stock/supplies
  - workplace/building:
    - secure areas
    - general access areas

- strategies to deal with breaches in security
- reporting breaches in security to appropriate personnel

incidents, accidents and emergencies

- difference between an incident, accident and emergency
- a range of incidents, accidents and emergencies common to the hospitality industry
- distinguish between a manageable first aid situation and an emergency situation
<table>
<thead>
<tr>
<th>incidents, accidents and emergencies cont/d</th>
</tr>
</thead>
<tbody>
<tr>
<td>• range of potential injuries common to the hospitality workplace, their cause(s) and basic first aid for these injuries</td>
</tr>
<tr>
<td>• strategies to reduce workplace accidents, injury and impairment</td>
</tr>
<tr>
<td>• procedures for responding to incidents, accidents and emergencies:</td>
</tr>
<tr>
<td>– emergency situations</td>
</tr>
<tr>
<td>– seeking assistance</td>
</tr>
<tr>
<td>– emergency contact numbers</td>
</tr>
<tr>
<td>– emergency signals, alarms and exits:</td>
</tr>
<tr>
<td>• location</td>
</tr>
<tr>
<td>• use</td>
</tr>
<tr>
<td>– procedures to follow:</td>
</tr>
<tr>
<td>• notification</td>
</tr>
<tr>
<td>• workplace policy and procedures:</td>
</tr>
<tr>
<td>o evacuation</td>
</tr>
<tr>
<td>o security</td>
</tr>
<tr>
<td>• reporting</td>
</tr>
<tr>
<td>– basic process of fighting a fire</td>
</tr>
<tr>
<td>– use of firefighting equipment:</td>
</tr>
<tr>
<td>• fire blanket</td>
</tr>
<tr>
<td>• fire extinguishers</td>
</tr>
<tr>
<td>– role of personnel in an emergency</td>
</tr>
<tr>
<td>– first aid:</td>
</tr>
<tr>
<td>• basic principles</td>
</tr>
<tr>
<td>• personnel responsible</td>
</tr>
<tr>
<td>• apply workplace policy and protocols and regulatory requirements when recording and reporting in relation to incidents, accidents and emergencies</td>
</tr>
</tbody>
</table>
3.3 Working in the hospitality industry and workplace – mandatory focus area

3.3.1 Outcomes

The student:
- examines the nature of the hospitality industry
- demonstrates an understanding of working in the hospitality industry
- explains how to communicate and work effectively with others in a hospitality workplace
- applies hospitality industry and workplace standards to ensure quality work outcomes
- explores how misunderstandings and conflict may be avoided or effectively managed in a range of situations common to hospitality work environments.

3.3.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- **BSBWOR203B Work effectively with others**
- **SITHIND201 Source and use information on the hospitality industry**

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**BSBWOR203B Work effectively with others**

*Descriptor*  This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

*Elements* 1. Develop effective workplace relationships
2. Contribute to workgroup activities
3. Deal effectively with issues, problems and conflict.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

Evidence of the following is essential:
- providing support to team members to ensure goals are met
- seeking feedback from clients and/or colleagues and taking appropriate action
- knowledge of appropriate conflict resolution techniques.

**SITHIND201 Source and use information on the hospitality industry**

*Descriptor*  This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the hospitality industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the hospitality industry. Hospitality personnel integrate this essential knowledge on a daily basis to work effectively in the industry.
Elements 1. Source and use relevant industry information
2. Source and use compliance information in daily activities
3. Source and use information on hospitality technology
4. Update personal and organisational knowledge of the hospitality industry.

Critical aspects for assessment and evidence required to demonstrate competency in this unit
Evidence of the ability to:
• source current hospitality industry information and use this in day-to-day activities to maximise effective performance
• demonstrate knowledge of the hospitality industry, including main roles, functions and interrelationships of different sectors
• integrate knowledge of the basic aspects of key laws and ethical issues specifically relevant to the hospitality industry.

3.3.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication
• teamwork
• problem-solving
• initiative and enterprise
• planning and reporting
• self-management
• learning
• technology.
3.3.4 **Scope of learning for the HSC**

<table>
<thead>
<tr>
<th>information on the industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>• basic research skills in order to obtain and use information:</td>
</tr>
<tr>
<td>– identifying and accessing relevant information</td>
</tr>
<tr>
<td>– questioning techniques to obtain information</td>
</tr>
<tr>
<td>– validating information</td>
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<tr>
<td>– interpreting and using information</td>
</tr>
<tr>
<td>– sorting, summarising and presenting information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• sources of information that can be used when gathering current and emerging information on the hospitality industry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– colleagues and manager-supervisor/team leader</td>
</tr>
<tr>
<td>– experienced industry personnel</td>
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<tr>
<td>– industry bodies and professional associations</td>
</tr>
<tr>
<td>– internet</td>
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<tr>
<td>– journals</td>
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<tr>
<td>– libraries</td>
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<tr>
<td>– networks</td>
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<tr>
<td>– training courses</td>
</tr>
<tr>
<td>– unions</td>
</tr>
<tr>
<td>– workplace manuals</td>
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</tbody>
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<table>
<thead>
<tr>
<th>• opportunities to source and use a range of current and emerging information on the hospitality industry:</th>
</tr>
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<tbody>
<tr>
<td>– utilise online information systems and other information and communications technologies</td>
</tr>
<tr>
<td>– integrate into daily work activities and operational duties</td>
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<tr>
<td>– share researched information with colleagues</td>
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<table>
<thead>
<tr>
<th>nature of the industry</th>
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<tbody>
<tr>
<td>• general features of the hospitality industry</td>
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<table>
<thead>
<tr>
<th>• general nature of allied and related industries and their relationship to the hospitality industry:</th>
</tr>
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<tbody>
<tr>
<td>– entertainment</td>
</tr>
<tr>
<td>– food manufacture/production</td>
</tr>
<tr>
<td>– meetings, incentives, conferences and events (MICE)</td>
</tr>
<tr>
<td>– recreation</td>
</tr>
<tr>
<td>– retail</td>
</tr>
<tr>
<td>– tourism and travel</td>
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<tr>
<td>– wine production</td>
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<tr>
<th>• sectors within the hospitality industry, including:</th>
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<tr>
<td>– accommodation</td>
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<tr>
<td>– casinos</td>
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<tr>
<td>– clubs</td>
</tr>
<tr>
<td>– holiday parks and resorts</td>
</tr>
<tr>
<td>– hotels</td>
</tr>
<tr>
<td>– restaurants, cafes and catering</td>
</tr>
</tbody>
</table>
### nature of the industry cont/d

- for sectors within the hospitality industry:
  - primary role/function(s)
  - service(s) provided
  - examples of businesses
  - interrelationship between sectors

- departments/sections/work areas in a hospitality establishment:
  - accounts and finance
  - food and beverage
  - food production/kitchen
  - front office
  - housekeeping
  - human resources
  - gaming
  - maintenance
  - sales and marketing
  - security

- for departments/sections/work areas in a hospitality establishment:
  - primary role/function(s)
  - product(s) and/or service(s) provided
  - occupational areas

- interrelationship between departments/sections/work areas and effect on an individual’s work and customer outcomes

- primary role(s) and duties performed by a range of personnel across hospitality departments/sections/work areas

- customer service:
  - characteristics
  - industry approaches to service delivery:
    - underpinning principles
    - how work is organised and undertaken
    - strategies for establishing quality service

- features of current and in-trend products and services relevant to a range of hospitality job roles

- current issues and trends affecting the hospitality industry and implications for delivery of service

### working in the industry

- purpose and intent of legislative requirements relevant to the hospitality industry and a particular sector/department:
  - *Food Act 2003 (NSW)* (as amended)
  - *Food Regulation 2010 (NSW)* (as amended)
  - Food Safety Standards (Australia only) – Australia New Zealand Food Standards Code
working in the industry cont/d

- Responsible Service of Alcohol
- Responsible Conduct of Gaming/Gambling
- local council regulations
- local community protection including land ownership and access requirements
- Australian Consumer Law
- Fair Work System
- Privacy Act 1988 (Cth) (as amended)

- application of legislative requirements to a specific hospitality workplace and job role
- definition of quality assurance and an overview of the role of employees
- industry accreditation schemes:
  - purpose
  - examples
  - requirements
  - responsibilities of the participant
  - business benefits of participation
- purpose and value of a code of conduct for the hospitality industry and worker
- purpose of occupational licensing and examples of licensing for the hospitality industry and their requirements
- connection between quality assurance, work practices and customer service
- appreciate the value of work standards
- work standards for the hospitality industry and specific to a hospitality workplace and job role
- implications of non-adherence to work standards
- workplace policy, guidelines and procedures related to compliance when working in the hospitality industry
- ramifications of failure to observe (non-compliance) legislative requirements, quality assurance processes and workplace policy, guidelines and procedures
- the difference between legal and ethical
- legal and ethical issues affecting the hospitality industry
- legal and ethical obligations of the hospitality worker

employment

- career pathways across the hospitality industry and the knowledge and skills required for different job roles
- types of employment in the hospitality industry:
  - full-time
  - part-time
### employment cont/d

- casual
- contract

- the difference between an award, agreement and contract and how they apply to workers in the hospitality industry

- investigate the employment terms and conditions for a specific job role

- working knowledge of employer and employee rights and responsibilities in relation to employment and work

- equal employment opportunity (EEO):
  - principles
  - intent of EEO legislation
  - reciprocal rights and responsibilities of employers and employees
  - workplace policy and procedures relating to EEO

- primary role/function of a range of key cross-industry and sector-specific industry bodies for both employers and employees:
  - employer groups
  - professional associations
  - employee groups
  - unions

### anti-discrimination

- bullying and harassment in the workplace:
  - indirect
  - direct
  - types:
    - verbal
    - physical
    - psychological
    - sexual

- principles of anti-discrimination

- intent of anti-discrimination legislation

- reciprocal rights and responsibilities of employers and employees in relation to anti-discrimination

- workplace policy and procedures relating to anti-discrimination

- strategies to eliminate bias and harassment in the workplace

- consequences, including legal ramifications, of inappropriate workplace behaviour

- recourse available to individuals in the event of inappropriate workplace behaviour
### hospitality worker

- **hospitality worker:**
  - personal attributes and work ethic valued by the hospitality industry
  - interpersonal skills beneficial to an individual working in a hospitality workplace
  - importance of personal presentation and standards of personal hygiene
  - presentation standards for specific hospitality workplace and job role
  - behaviour to support a safe and sustainable hospitality work environment

- how personal values, opinions and ethics can affect everyday work

- **duties and responsibilities:**
  - for a specific job role within the hospitality industry
  - relationship between an individual worker and the team/work group
  - differences between individual and workplace goals and plans

- **industry currency:**
  - importance of maintaining currency
  - individual and workplace strategies to maintain currency, including training and professional development

- **feedback:**
  - value of feedback to an individual worker, the workplace and the industry
  - sources of feedback:
    - personal reflection
    - formal/informal
    - direct/indirect
  - strategies for obtaining and interpreting feedback from supervisor(s) and colleagues
  - dealing with positive feedback and negative feedback
  - responsibility of a worker to seek and provide feedback and improve

### work practices

- an understanding that work practices and experiences differ between workplaces

- how work practices are implemented and maintained in accordance with industry standards and workplace policy and procedures

- effect of poor work practices on colleagues, the workplace, the industry and customers

- **tasks typical to a hospitality workplace:**
  - routine
  - rostered
  - non-routine

- access and use a range of sources containing information relating to work responsibilities (work instructions)

- **strategies for understanding and clarifying work instructions**

- a range of opportunities to read, interpret and follow instructions for a range of work tasks of varying degrees of difficulty
<table>
<thead>
<tr>
<th>work practices cont/d</th>
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<td>• time and task management:</td>
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<td>– principles</td>
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<td>– techniques</td>
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<td>– prioritisation</td>
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<td>• planning, organising and preparation for a range of tasks/activities applicable to daily work routines in a hospitality workplace</td>
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<tr>
<td>• application of time-management techniques to work tasks/activities in a hospitality workplace</td>
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<td>• concept of sustainability in the workplace and environmentally sustainable work practice</td>
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<tr>
<td>• an awareness of current environmental issues affecting the hospitality industry</td>
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<tr>
<td>• strategies to work in an environmentally sustainable manner in a hospitality workplace</td>
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<tr>
<td>• quality improvement in hospitality:</td>
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<tr>
<td>– role of employees in improving skills and productivity</td>
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<tr>
<td>– connection between evaluating work performance and improving work practices</td>
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<tr>
<td>– strategies to improve work practices and customer outcomes</td>
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<tr>
<td>• recording and reporting in the hospitality industry:</td>
</tr>
<tr>
<td>– workplace policy and procedures applying to record-keeping and reporting</td>
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<tr>
<td>– legislative requirements for confidentiality and privacy</td>
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<tr>
<td>– lines of communication and reporting typical of a hospitality workplace</td>
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<th>technology</th>
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<tbody>
<tr>
<td>• current and emerging technologies in the hospitality industry and workplace, including e-business and social media</td>
</tr>
<tr>
<td>• impact of current and emerging technology on operational duties and service delivery</td>
</tr>
<tr>
<td>• role of current and emerging technology in development of new and improved work practices</td>
</tr>
<tr>
<td>• selection and use of technology appropriate to day-to-day work activities and work tasks in the hospitality industry</td>
</tr>
<tr>
<td>• range of technological skills required for working in the hospitality industry</td>
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<th>working with others</th>
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<tbody>
<tr>
<td>• importance of developing collegial work relationships</td>
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<tr>
<td>• communication in the workplace with colleagues and customers:</td>
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<tr>
<td>– communication process/cycle</td>
</tr>
<tr>
<td>– workplace examples of types of communication:</td>
</tr>
<tr>
<td>• verbal</td>
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</tbody>
</table>
### Working with Others Cont'd

- **Non-verbal**
- **Written**
  - effective verbal, non-verbal and written communication
  - effective questioning and listening techniques
  - barriers to effective communication and strategies to overcome them
  - a range of communication methods/equipment used in the hospitality industry:
    - general features
    - benefits
    - selection
    - use

- Workplace protocols in relation to working with others

- Importance of teamwork when working in the hospitality workplace:
  - meaning of ‘team’ and ‘teamwork’
  - characteristics of effective teamwork
  - benefits of teamwork to the hospitality workplace
  - examples of teams or work groups in a hospitality workplace and their area(s) of responsibility and duties

- Supporting others to achieve team/work group goals and tasks

- Delivering quality work outcomes through teamwork and work groups

### Cultural Diversity

- Concepts of cultural diversity, cultural awareness and inclusiveness

- Workplace diversity:
  - benefits
  - need for tolerance in the workplace
  - importance of respect and sensitivity
  - proactive strategies for promoting workplace diversity and accommodating individual differences
  - culturally appropriate work practices
  - effective cross-cultural communication skills

### Misunderstandings and Conflict

- The difference between being passive, aggressive and assertive

- Causes of misunderstandings and conflict when working with others and in the delivery of service

- The extent to which conflict can be a positive or negative experience

- Conflict management:
  - conflict-resolution techniques
  - different approaches to conflict management, including problem-solving, negotiation and mediation
  - workplace policy and procedures regarding management of conflict
<table>
<thead>
<tr>
<th>misunderstandings and conflict cont/d</th>
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</thead>
<tbody>
<tr>
<td>• identify own response to misunderstandings and conflict and evaluate personal approach to management and resolution of conflict</td>
</tr>
<tr>
<td>• identify when it is appropriate to seek assistance when misunderstandings or conflict arise and whose assistance should be sought when conflict escalates</td>
</tr>
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</table>
3.4 Food and Beverage – stream focus area

3.4.1 Outcomes

The student:
- explains the fundamental principles of quality customer service
- applies knowledge of workplace policy and procedures and industry standards to ensure quality customer service
- demonstrates an understanding of food and beverage service including preparation for service, provision of service and closing down after service
- proposes appropriate responses to customer inquiries, dissatisfaction, problems and complaints
- demonstrates knowledge of non-alcoholic beverages and espresso coffee, their preparation and service.

3.4.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB204 Prepare and serve espresso coffee
- SITHFAB206 Serve food and beverage
- SITXCCS202 Interact with customers

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

SITHFAB203 Prepare and serve non-alcoholic beverages

Descriptor
This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of teas, non-espresso coffees and other non-alcoholic beverages. It requires the ability to select ingredients and equipment and to use a range of methods to make and present drinks.

Elements
1. Select ingredients
2. Select, prepare and use equipment
3. Prepare and serve non-alcoholic drinks.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- prepare and present a diverse range of non-alcoholic beverages, over multiple service periods, to meet different customer requests
- present multiple non-alcoholic beverages that are attractive and consistent in quality, volume and appearance
- use the correct equipment, ingredients and standard measures
- work with speed and efficiency to deal with numerous service tasks simultaneously
- integrate knowledge of:
  - major types of teas, non-espresso coffees, other non-alcoholic beverages and their characteristics
  - preparation methods for popular non-alcoholic beverages
  - organisational and traditional presentation standards.
Hospitality Curriculum Framework Stage 6 Syllabus

SITHFAB204 Prepare and serve espresso coffee

Descriptor This unit describes the performance outcomes, skills and knowledge required to extract and serve espresso coffee beverages using commercial espresso machines. It requires the ability to advise customers on coffee beverages, select and grind coffee beans, prepare and assess espresso coffee beverages and to use, maintain and clean espresso machines. Complex repairs of equipment would be referred to specialist service technicians.

Elements
1. Organise coffee workstation
2. Select and grind coffee beans
3. Advise customers on espresso coffee beverages
4. Extract and monitor quality of espresso
5. Texture milk
6. Serve espresso coffee beverages
7. Clean espresso equipment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
• prepare and present a diverse range of espresso coffee beverages, over multiple service periods, to meet different customer requests, including:
  – caffe latte
  – cappuccino
  – espresso (short black)
  – flat white
  – long black
  – piccolo latte
  – mocha
  – ristretto
  – short and long macchiato
• present multiple espresso coffee beverages and accompaniments that are attractive and consistent in quality, volume and appearance
• use the correct equipment, ingredients and measures to prepare espresso coffee beverages
• work with speed and efficiency to deal with numerous service and operational tasks simultaneously
• integrate knowledge of:
  – major types of espresso coffee beverages and their characteristics
  – types of bean, blends and roasts
  – preparation methods for espresso coffee beverages
  – basic maintenance and cleaning methods for espresso grinders and machines.

SITHFAB206 Serve food and beverage

Descriptor This unit describes the performance outcomes, skills and knowledge required to serve food and beverage to customers in a casual dining setting. It covers fundamental technical skills required to prepare the outlet for the service period, interact with customers to take orders, serve and clear food and beverage and to complete end of service tasks.
Elements
1. Prepare for food and beverage service
2. Welcome and advise customers
3. Take and process orders
4. Serve food and drinks
5. Clear food and drinks
6. Complete end of shift duties.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
• prepare for and provide effective food and beverage service for multiple service periods
• interact with and positively respond to the diverse demands and requests of multiple customers
• work with speed and efficiency to deal with numerous service and operational tasks simultaneously
• integrate knowledge of:
  – set up, service and end of shift procedures
  – ordering systems and procedures
  – key features of food and beverage items on menus.

SITXCCS202 Interact with customers

Descriptor
This unit prescribes the performance outcomes, skills and knowledge required to deliver fundamental customer service to both internal and external customers. It requires the ability to greet and serve customers and cover a range of customer service enquiries including routine customer problems.

Elements
1. Greet and serve customers
2. Work with others to deliver service
3. Provide feedback on customer service.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
• greet and serve customers on multiple occasions and cover a range of customer service enquiries including customer problems
• demonstrate knowledge of customer service standards expected by the service industries
• serve customers within designated response times.

3.4.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication
• initiative and enterprise
• learning
• planning and organising
• problem-solving
• self-management
• teamwork
• technology.
### 3.4.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>customers</th>
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</table>
| - types of customers:  
  - internal  
  - external  
  - new  
  - repeat  
- customers with special needs  
- a range of customers with different service requirements  
- difference between customer needs, preferences and expectations  
- establishing customer needs, preferences and expectations through:  
  - active listening  
  - open, closed and reflective questions  
  - observation and recognition of non-verbal cues  
- communicating effectively with customers:  
  - verbal, written and non-verbal communication  
  - face-to-face, over the telephone and electronically  |

<table>
<thead>
<tr>
<th>quality customer service</th>
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</table>
| - industry approaches to service delivery:  
  - underpinning principles  
  - standards of customer service for industry personnel  
  - how work is organised and undertaken  
- the relationship between customer service and business success  
- concept of a ‘customer focused’ workplace  
- characteristics and benefits of quality customer service  
- role of communication in provision of quality customer service  
- strategies for establishing quality customer service  
- detailed knowledge of a range of products and services offered at a hospitality workplace  
- matching customer needs, preferences and expectations to appropriate product(s) and/or service(s):  
  - meet the customer need, preference and/or expectation  
  - seek assistance from others as necessary in order to meet the customer need, preference and/or expectation  
  - refer to appropriate person where unable to meet the customer need, preference and/or expectation |
### quality customer service cont/d

- opportunities to deliver additional level of service beyond customer’s immediate request or expectation
- timing and designated response times for quality customer service to workplace and industry standard
- importance of developing collegial working relationships with others involved in the provision of customer service
- how optimal customer service can be delivered through the implementation of teamwork
- importance of seeking assistance to improve customer service
- value of staff and customer feedback on customer service practices
- importance of feedback to improving/enhancing service delivery

### workplace policy and procedures for customer interaction

- workplace policy and procedures for establishing contact with customers:
  - approaching a customer
  - developing rapport
- workplace policy and procedures for dealing with:
  - customers from diverse backgrounds
  - customers with special needs
  - difficult and abusive customers
- workplace policy and procedures for directing customers to more experienced staff

### customer inquiries

- a range of customer inquiries common to the hospitality workplace
- establishing the details of the inquiry by questioning, summarising and reiterating
- methods for recording customer inquiries:
  - paper-based
  - electronic
- sources of information that can be used when handling customer inquiries
- effective responses to a range of customer inquiries common to hospitality within appropriate time frames

### customer dissatisfaction, problems and complaints

- causes of/reasons for customer dissatisfaction, problems and complaints
- examples of routine problems and complaints common to hospitality
### Customer Dissatisfaction, Problems and Complaints Cont'd

- Problem and complaints-handling policy and procedures
- Skills required for handling complaints, including problem-solving, decision-making and negotiating
- Using conflict-resolution techniques when handling customer dissatisfaction, problems and complaints
- Effective responses to a range of instances of customer dissatisfaction, problems and complaints
- The importance of:
  - Hospitality staff and the customer agreeing on what is to be done in regard to the problem or complaint
  - Implementing solution(s) within acceptable time frames and according to workplace policy
  - Acting within scope of responsibility and individual empowerment to act when handling customer dissatisfaction, problems and complaints
- Identify when it is appropriate to seek assistance and/or refer customer to other appropriate personnel for issues that cannot be resolved effectively
- An awareness of the importance of recording and/or reporting instances of customer dissatisfaction, problems and complaints
- Workplace practices for recording and reporting:
  - Formal and informal
  - Verbal and written
- Recognition of the value of customer complaints and feedback

### Casual Dining

- Meaning of casual dining, cover, service period and style of service
- Food and beverage outlets offering casual dining:
  - Cafes
  - Cafeterias
  - Catering operations
  - Clubs
  - Coffee shops
  - Hotels or pubs
  - Restaurants
- Styles of service and their characteristics:
  - Bar
  - Bistro
  - Cafeteria
  - Counter
  - Family
**casual dining cont/d**

- plate
- smorgasbord/buffet
- table

- service requirements for service periods including breakfast, lunch, dinner and morning and afternoon teas

- key features of a range of menu types:
  - à la carte
  - blackboard
  - cyclic
  - function
  - set
  - table d’hôte

- commercial food and beverage menus typical to a range of food and beverage outlets

- role and responsibilities of a range of food and beverage personnel

**policy, procedures and standards for food and beverage service**

- industry and workplace standards and workplace policy and procedures for:
  - preparing for food and beverage service
  - providing food and beverage service to customers
  - closing down after food and beverage service:
    - end of service
    - end of shift

**preparation for food and beverage service**

- check reservations

- furniture and fittings:
  - checks for cleanliness, stability and condition
  - placement for optimum service efficiency

- for a range of food and beverage outlets, service styles and service periods:
  - set up of dining area, tables and waiter/service station(s)
  - selection, check and preparation of equipment:
    - crockery
    - cutlery
    - glassware
    - linen
    - service utensils
    - serviceware
    - table items
    - tableware
  - ensure an environment that will provide comfort and ambience for the customer:
    - background noise
    - decor
### preparation for food and beverage service cont/d

- lighting
- music
- privacy
- room temperature

- essential components of a pre-service briefing

### customer

- customer interaction:
  - greeting and seating
  - during service
  - thanking and farewelling

- establishing customer needs, preferences and expectations through probe questioning and active listening

- dealing with diverse demands and requests of multiple customers during food and beverage service

### providing food and beverage service to customers

- safe and hygienic work practices for service of food and beverages

- food and beverage service:
  - sequence
  - timing
  - procedures
  - teamwork

- work flow:
  - typical to food and beverage service
  - between kitchen and front-of-house areas

- provide information at various stages of food and beverage service:
  - menu choices, options, specials and availability
  - key features of food and beverage menu items:
    - describing and recommending menu items
    - details of ingredients and preparation techniques
    - recommendations for complementary selections
  - location of customer facilities
  - local/surrounding area

- importance of accuracy and legibility when taking customer food and beverage orders

- consequences for the customer and business if food and beverage orders are not correct or are mismanaged

- taking and processing food and beverage orders:
  - equipment and technology
providing food and beverage service to customers cont/d

- systems:
  - manual
  - electronic
- workplace procedures:
  - general
  - special requests:
    - allergies and intolerances
    - religious or cultural beliefs
    - special occasions
    - individual preferences
- industry and workplace acceptable abbreviations for:
  - menu items
  - special requests
  - variations

- select/adjust glassware, serviceware and cutlery appropriate to customer menu choices

- tailoring food and beverage service to a range of customers and their requirements

- techniques for serving and clearing:
  - beverage service
  - collection of food and beverage from kitchen and/or bar
  - carrying and placing plates containing meals
  - clearing and carrying multiple used plates and serviceware
  - clearing tables

- dealing with:
  - numerous service tasks simultaneously
  - delays and deficiencies in service:
    - reasons for
    - problem-solving
    - follow-up
    - rectify to customer satisfaction

- environmentally friendly work practices:
  - efficient use of resources, water and energy
  - management of food and beverage waste:
    - sorting of recyclables
    - disposal of waste

- customer accounts:
  - calculations
  - timing and presentation
  - processing:
    - equipment:
      - point-of-sale (POS)
      - electronic funds transfer at point-of-sale (EFTPOS)
    - cash transactions and giving change
    - credit cards
<table>
<thead>
<tr>
<th>closing down after food and beverage service</th>
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<tr>
<td>• difference between end of service and end of shift</td>
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<td>• workplace tasks and procedures for:</td>
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<td>– end of service</td>
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<td>– preparation for next service period</td>
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<td>• service review:</td>
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<td>– debriefing session</td>
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<td>– customer feedback</td>
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<td>• handover to colleagues for next shift</td>
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<th>non-alcoholic beverages</th>
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<td>• range of non-alcoholic beverages typically found in commercial beverage menus</td>
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<td>• major types/styles of non-alcoholic beverages and their characteristics:</td>
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<td>– carbonated</td>
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<td>– coffees (non-espresso)</td>
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<td>– fruit-based</td>
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<td>– milk-based</td>
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<td>– mocktails</td>
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<td>– teas</td>
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<td>– waters</td>
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<td>• standard recipes for a range of non-alcoholic beverages</td>
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<td>• for a range of non-alcoholic beverages, industry standards for:</td>
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<td>– strength</td>
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<td>– taste</td>
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<td>– temperature</td>
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<thead>
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<td>• culinary terms associated with espresso coffee:</td>
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<tr>
<td>– barista</td>
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<td>– espresso:</td>
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<tr>
<td>■ coffee-making equipment and method</td>
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<td>■ type of roast</td>
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<td>■ a drink</td>
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<td>– extraction</td>
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<td>– group head</td>
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<td>– tamping</td>
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<td>• different types of coffee beans, blends and roasts and their characteristics</td>
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| • major styles of espresso coffee typically found in commercial beverage menus and their characteristics:
### espresso coffee cont/d

- caffè latte
- cappuccino
- espresso (short black)
- flat white
- long black
- macchiato:
  - short
  - long
- mocha
- piccolo latte
- ristretto

- Different types of milk and their characteristics

- Milk in different coffee styles:
  - Steamed milk
  - Foamed/frothed (textured) milk
  - Cold milk

- Standard recipes for a range of espresso coffee styles

- Criteria used to evaluate the quality of coffee:
  - Aroma
  - Body
  - Flavour:
    - Acidity
    - Bitterness
    - Sweetness
  - Quality of the crema
  - Volume of the espresso

- To produce quality coffee, importance of correct:
  - Grind
  - Dose
  - Tamp
  - Extraction

- For a range of espresso coffee styles, industry standards for:
  - Strength
  - Taste
  - Temperature
  - Appearance

### equipment – non-alcoholic beverages

- Industry-standard equipment used to prepare different types/styles of non-alcoholic beverages

- For a range of equipment:
  - Name and general features
  - Purpose and limitations
### equipment – non-alcoholic beverages cont/d

- selection for task (functions)
- assembly (if appropriate)
- safe and hygienic use/operation:
  - pre-operational and safety checks
  - according to manufacturer’s instructions
- cleaning and sanitising
- maintenance
- storage

- when working with post-mix dispensing systems:
  - dangers associated with inert gases
  - appropriate measures to ensure safety of the hospitality worker and customer

### equipment – espresso coffee

- industry-standard equipment used to prepare different styles of espresso coffee:
  - name and general features
  - selection for task (functions)
  - safe and hygienic use
  - cleaning and storage

- range of different commercial espresso machines and grinders:
  - features, parts and functions
  - assembly (if appropriate)
  - safe and hygienic use/operation:
    - pre-operational and safety checks
    - according to manufacturer’s instructions
    - preparation for service
  - cleaning and maintenance:
    - during service
    - post service
  - problems with equipment:
    - indicators of unsafe and/or faulty equipment
    - solution(s) to common problems
    - respond within scope of responsibility:
      - rectify (minor adjustments)
      - refer to manager/supervisor, trained service technician, licensed electrician and/or plumber

- function of filter baskets and tampers, including size and types

- when working with steam:
  - potential dangers
  - safe operational practices

### customer service of non-alcoholic beverages and espresso coffee

- establishing customer needs, preferences and expectations through probe questioning and active listening
### Customer Service of Non-Alcoholic Beverages and Espresso Coffee Cont’d

- Matching needs, preferences and expectations with the most suitable non-alcoholic beverage and espresso coffee
- Workplace procedures for non-alcoholic beverage and espresso coffee service:
  - Taking order (manual and electronic)
  - Calling of order
  - Delivery to table
  - Presentation to customer
- Standard turnaround times for non-alcoholic beverage and espresso coffee service
- Dealing with numerous service and operational tasks simultaneously during preparation of non-alcoholic beverages and espresso coffee

### Preparation of Non-Alcoholic Beverages and Espresso Coffee

- Safe and hygienic work practices for preparation and service of non-alcoholic beverages and espresso coffee
- Time and task management:
  - Efficiently sequence beverage order and preparation
  - Prepare and serve within commercially realistic time frames
- Environmentally friendly work practices:
  - Efficient use of resources, water and energy
  - Management of waste:
    - Sorting of recyclables
    - Disposal of waste

### Preparation Specific to Non-Alcoholic Beverages

- Mise en place for non-alcoholic beverages:
  - Workstation
  - Preparation of beverage
  - Service of beverage
- Ingredients for a range of non-alcoholic beverages:
  - Associated culinary terms
  - Characteristics
  - Handling and storage
- Range of preparation methods for non-alcoholic beverages:
  - Blending
  - Brewing
  - Juicing
  - Mixing
  - Plunging
  - Shaking
**preparation specific to non-alcoholic beverages cont/d**

- measuring ingredients and calculating quantities

- deficiencies in beverage quality:
  - evaluation:
    - causes
    - indicators
  - adjustments

**preparation specific to espresso coffee**

- mise en place for espresso coffee:
  - work station
  - preparation of coffee beverage
  - service of coffee beverage
  - test extractions

- ingredients:
  - including:
    - coffee beans
    - ground coffee
    - milks
    - flavourings and toppings
  - storage:
    - environmental conditions to ensure food safety
    - methods to optimise shelf life

- methods and techniques for:
  - grinding coffee beans
  - dosing:
    - manual
    - electronic
    - mechanical
  - tamping
  - extraction of espresso:
    - flushing the group head
    - appropriate pour rate for espresso coffee beverages
  - texturising milk:
    - milk selection and temperature
    - purging the steam wand
    - foaming/frothing
    - swirling

- sensory analysis of quality:
  - olfactory
  - tactile
  - tasting
  - visual

- monitoring quality of espresso during the service period
### preparation specific to espresso coffee cont/d

- deficiencies in espresso extraction:
  - evaluation:
    - causes
    - indicators
  - adjustment(s)

### service of non-alcoholic beverages and espresso coffee

- traditional and workplace-specific standards for presentation of quality non-alcoholic beverages and espresso coffee
- serviceware for non-alcoholic beverages and espresso coffee:
  - glassware
  - crockery
  - takeaway cups and lids
- garnishes and accompaniments for non-alcoholic beverages
- sugar, sweeteners and accompaniments for espresso coffee
- current industry trends and techniques for coffee art and use in the service of espresso coffee
- importance of consistency in quality, volume and appearance
3.5 Kitchen Operations and Cookery – stream focus area

3.5.1 Outcomes

The student:

- justifies the selection of appropriate utensils, equipment and ingredients for food preparation and cookery tasks in a commercial kitchen
- explains a range of cookery methods and their application
- understands the importance and application of legislative requirements, industry standards and workplace policy and procedures for preparation, cooking, presentation and service of food
- describes a food safety program and applies it in a hospitality workplace
- proposes cleaning procedures for a commercial kitchen to ensure the safety of food
- proposes improvements for resource efficiency and sustainability in a commercial kitchen work environment.

3.5.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

- SITHCCC101 Use food preparation equipment
- SITHCCC201 Produce dishes using basic methods of cookery
- SITHKOP101 Clean kitchen premises and equipment
- SITXFSA201 Participate in safe food handling practices.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**SITHCCC101 Use food preparation equipment**

*Descriptor*

This unit describes the performance outcomes, skills and knowledge required to safely use commercial kitchen equipment, including knives, to prepare a range of different food types.

*Elements*

1. Select food preparation equipment
2. Use equipment to prepare food
3. Clean and maintain food preparation equipment.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

Evidence of the ability to:

- safely use equipment to prepare food, including commercial:
  - blenders
  - food processors
  - mixers
  - graters
  - knife sharpening equipment
  - knives, cleavers and utensils:
    - butcher and boning knives
    - butter spreading knives
    - filleting knives
    - vegetable peeler or knives, slicers
- measures
- scales
- thermometers
- whisks
- make precision cuts on a range of food items
- use equipment to prepare a range of foods, including:
  - dairy products
  - dough
  - dry goods
  - fruit
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - sauces
  - meat
  - pastry
  - poultry
  - seafood
  - vegetables
- complete food preparation tasks within commercial time constraints
- integrate knowledge of:
  - food safety practices for handling and storing different food types.

**SITHCCC201 Produce dishes using basic methods of cookery**

*Descriptor*  
This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes.

*Elements*  
1. Select ingredients
2. Select, prepare and use equipment
3. Assemble and prepare ingredients
4. Cook dishes.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

Evidence of the ability to:
- follow standard recipes for dishes that together use all of the following ingredients:
  - dairy products
  - dry goods
  - fruit
  - general food items
  - meat
  - poultry
  - seafood
  - vegetables
- complete mise en place activities for different dishes
- use a range of cookery methods to prepare dishes including:
  - baking
  - blanching
- boiling
- braising
- deep-frying
- grilling
- poaching
- roasting
- shallow frying:
  - pan-frying
  - sauté
  - stir-frying
- steaming
- stewing
- microwaving

- produce food for multiple customers within commercial time constraints
- integrate knowledge of:
  - major food types, culinary terminology and equipment as they relate to the required methods of cookery
  - features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing different food types.

SITHKOP101 Clean kitchen premises and equipment

Descriptor This unit describes the performance outcomes, skills and knowledge required to clean food preparation, storage areas and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.

Elements
1. Clean and sanitise kitchen equipment
2. Clean serviceware and utensils
3. Clean and sanitise kitchen premises
4. Work safely and reduce negative environmental impacts.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- efficiently clean food preparation, storage areas, large and small equipment, serviceware and utensils in commercial kitchens on multiple occasions according to cleaning schedules
- work safely and use resources efficiently to reduce negative environmental impacts
- integrate knowledge of:
  - different types of cleaning agents and chemicals for kitchens and equipment
  - cleaning, sanitising and disinfecting methods for kitchens and equipment
  - correct and environmentally sound disposal methods for waste and hazardous substances
- complete cleaning tasks within commercial time constraints.

SITXFSA201 Participate in safe food handling practices

Descriptor This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food. It requires the ability to follow predetermined procedures as outlined in a food safety program.
Elements

1. Follow food safety program
2. Store food safely
3. Prepare food safely
4. Provide safe single use items
5. Maintain a clean environment
6. Dispose of food safely.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
• consistently use safe food handling practices in a range of different food handling circumstances
• demonstrate knowledge of food safety program and requirements, including critical control points and methods of food hazard control for each critical control point.

3.5.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication
• initiative and enterprise
• learning
• planning and organising
• problem-solving
• self-management
• teamwork
• technology.
### 3.5.4 Scope of learning for the HSC

**Knives**
- parts of a knife
- knife-handling techniques
- types of knives, their characteristics and use in preparation of a range of food types
- techniques to sharpen knives using a steel and a stone
- suitable cutting surfaces:
  - yielding
  - unyielding
- safe work practices when handling, using, cleaning and storing knives

**Equipment for food preparation and cookery**
- examples of equipment classified as utensils, mechanical and fixed
- equipment found in commercial kitchen work environments:
  - used to prepare different food types
  - used for different cookery methods
- for a range of equipment:
  - name and general features
  - purpose and limitations
  - selection for task (functions)
  - assembly (if appropriate)
  - safe and hygienic use/operation:
    - hazard(s) and risk(s) control
    - pre-operational and safety checks
    - according to manufacturer’s instructions
  - cleaning and sanitising
  - maintenance
  - storage
- problems with equipment:
  - indicators of unsafe and/or faulty equipment
  - solution(s) to common problems
  - respond within scope of responsibility:
    - rectify (minor adjustments)
    - refer to supervisor/manager
  - recording and reporting

**Food**
- types:
  - dairy products
  - dough
  - dry goods
  - fruit
food cont/d

- meat
- pastry
- poultry
- seafood
- vegetables
- general food items:
  - batters
  - coatings
  - condiments and flavourings
  - garnishes
  - oils
  - sauces

- for each food type:
  - examples
  - characteristics
  - indicators of freshness and quality
  - use in different recipes
  - preparation requirements
  - use in different dishes
  - effects of different cookery methods
  - handling and storage

- stock selection from stores:
  - data codes
  - stock rotation:
    - FIFO (first in, first out)
    - rotation labels

preparation

- safe and hygienic practices for food preparation in commercial kitchen work environments

- mise en place:
  - meaning
  - role in:
    - preparing food
    - cooking food
    - presenting food
  - for dishes:
    - incorporating a range of food types
    - produced by a range of cookery methods

- work instructions:
  - standard recipes:
    - dishes incorporating a range of food types
    - dishes produced by a range of cookery methods
  - task sheets
  - food preparation lists
preparation cont/d

- time and task management:
  - effect of poor work flow on:
    - colleagues
    - customers
    - business
  - features of effective work flow:
    - planning and organisation
    - logical sequencing of food preparation and cookery tasks
    - time efficiency
    - dealing with pressure and time constraints
    - clear communication
    - cooperation and teamwork
  - preparation, cooking and service within commercially realistic time frames

- preparation of a range of ingredients:
  - incorporating a range of food types
  - for a range of standard recipes
  - with consideration to portion control

- weighing and measuring dry and wet ingredients

- calculating and determining quantities and portions required

- washing, peeling and trimming of a range of foods

- precision cuts:
  - brunoise
  - chiffonnade
  - concasse
  - jardinière
  - julienne
  - macedoine
  - mirepoix
  - paysanne

- portioning and standard cuts of meat, poultry and seafood

- storage of food items to prevent spoilage

- waste-minimisation techniques for use during food preparation, cooking, presentation and service

- environmentally friendly work practices during food preparation:
  - efficient use of resources, water and energy
  - management of kitchen waste:
    - storage of re-useable by-products
    - sorting of recyclables
    - disposal of waste
<table>
<thead>
<tr>
<th>menu</th>
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<tr>
<td>• key features of a range of menu types and their application:</td>
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<td>– à la carte</td>
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<td>– cyclic</td>
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<td>– function</td>
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<td>– principles and practices</td>
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<td>– characteristics of food/dishes prepared using this method</td>
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<td>– effect(s) on the nutritional value of food</td>
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</table>
### cooking process cont/d

- causes
- indicators
- corrective action(s)

- environmentally friendly work practices in the cooking process:
  - efficient use of resources, water and energy
  - management of kitchen waste

### presentation of food

- importance of food presentation to the customer’s dining experience

- considerations when plating food:
  - appropriate crockery, serviceware and utensils
  - temperature of crockery and food
  - portion size
  - placement of food
  - presentation according to recipe
  - avoiding/removing grease marks, spills and drips
  - use of appropriate sauces and garnishes or decorations

- industry and workplace standards for food presentation

- current trends in the preparation, presentation and service of food

### commercial kitchen work environment

- potential variations in commercial kitchen work environments:
  - commercial kitchens within hospitality or catering organisations
  - permanent or temporary kitchens
  - food preparation areas

- hygiene and cross-contamination issues for commercial kitchens

- importance of cleaning services to food safety and hygiene and the overall quality of service provided

- industry and workplace standards for the presentation of kitchen premises

### cleaning regimes

- importance and purpose of cleaning regimes

- cleaning of kitchen premises and equipment as a component of food safety

- time and task management:
  - planning and organising
  - efficiently sequencing stages of cleaning kitchen premises and equipment
  - cleaning within commercially realistic time frames
### Cleaning Regimes Cont'd

- Cleaning schedules:
  - Frequency:
    - Daily
    - Weekly
    - Monthly
    - Other
  - Timing:
    - During service period
    - End of service period
    - End of shift
  - Tasks to be completed

### Kitchen Premises and Equipment

- Areas of a commercial kitchen work environment to be included in the cleaning regime and schedule:
  - Utensils
  - Equipment (small, large and fixed)
  - Serviceware
  - Linen
  - Premises:
    - Surfaces:
      - Floor
      - Walls
      - Windows
      - Shelves
    - Food preparation areas:
      - Benches
      - Work area/surfaces
    - Fittings and appliances:
      - Stove
      - Oven
      - Microwave
      - Dishwasher
      - Extraction fan
    - Storage areas:
      - Food storage areas (cupboards, freezer, fridge/cool room, storeroom)
      - Garbage/waste area

### Clean and Sanitise

- Safe and hygienic work practices when cleaning kitchen premises and equipment
- Difference between cleaning, sanitising and disinfecting and the importance and purpose of each
- For a range of cleaning and sanitising agents and chemicals (products) for kitchen premises and equipment:
  - Interpretation of instructions on the product label, safety data sheet (SDS) and associated workplace documents
clean and sanitise cont/d

- safe preparation and use:
  - directions and precautions
  - recommended dosage and dilution
  - calculating quantity required
  - first aid
  - storage
  - disposal

- safe work practices for the use and storage of hazardous substances

- dealing with chemical-related accidents:
  - first aid:
    - chemicals absorbed through the skin
    - chemical burns
    - chemicals ingested
    - inhaled chemical fumes
    - chemical splashes in the eye
  - workplace policy and procedures

- for a range of cleaning equipment required to clean kitchen premises and equipment:
  - name and general features
  - purpose and limitations
  - selection for task (functions)
  - assembly (if appropriate)
  - safe use/operation according to manufacturer's instructions
  - maintenance
  - storage

- disassembling kitchen equipment for cleaning and reassembling once complete

- cleaning, sanitising and disinfecting methods/techniques for cleaning commercial kitchen work environments:
  - utensils
  - equipment
  - serviceware
  - linen
  - premises

- workplace policy and procedures and industry and workplace standards for cleaning commercial kitchen premises and equipment

- pest control procedures for flies, cockroaches, rats and mice

- recording and reporting:
  - infestations
  - losses from damaged utensils, equipment and serviceware
## Environmentally Sustainable Work Practices When Cleaning

- Environmental impacts of cleaning commercial kitchen premises and equipment
- Workplace strategies to reduce negative environmental impact
- Environmentally responsible products and practices in relation to cleaning
- Efficient use of resources, water and energy
- Workplace systems to manage kitchen waste:
  - Storage of re-usable by-products
  - Sorting of recyclables
  - Disposal of waste:
    - Food waste
    - General waste
    - Damaged serviceware
    - Hazardous substances

## Safe Food Handling Work Practices

- The importance of safe work practices when handling food
- An understanding that food safety needs to be considered from ‘paddock to plate’
- Safe work practices and their purposes when handling food during:
  - Storage
  - Preparation
  - Display
  - Service
  - Disposal
- Vulnerable customer groups with a high risk of harm from food contamination

## Compliance for Food Businesses and Food Handlers

- Businesses involved in the preparation and service of food are required to:
  - Provide notification of the operation of a food business
  - Nominate a food safety supervisor
  - Implement a food safety program
  - Allow inspections of food and premises
- Intent and purpose of national and state/territory food safety laws, standards and codes relevant to food safety for workplaces and workers within the hospitality industry:
  - Food Act 2003 (NSW) (as amended)
  - Food Regulation 2010 (NSW) (as amended)
  - Food Amendment (Food Safety Supervisors) Act 2009 (NSW) (as amended)
  - Australia New Zealand Food Standards (ANZFS) Code (‘the Code’)
- Role of the NSW Food Authority in food safety
### Compliance for Food Businesses and Food Handlers cont'd

- local government food safety regulations and inspection regimes

- legislative and regulatory requirements:
  - impact on workers at operational level
  - responsibilities of the owner, manager/supervisor/team leader, kitchen staff and other staff
  - ramifications of failure to observe

### Food Safety Program

- reasons for a food safety program in the hospitality workplace

- essential elements of a food safety program:
  - identify potential food safety hazards
  - determine where each hazard can be controlled and the means of control
  - monitor the means of control
  - provide for corrective action when the hazard identified is not under control
  - regularly review the program
  - keep appropriate records

- main components of a food safety program common to the hospitality industry and workplaces:
  - Hazard Analysis and Critical Control Points (HACCP) plan
  - support programs

- documentation associated with food safety programs:
  - workplace policy, procedures and flowcharts
  - monitoring food safety
  - product specifications

### Hazard Analysis and Critical Control Points (HACCP)

- definition of HACCP

- key principles of HACCP:
  - hazard analysis
  - determine critical control points (CCPs)
  - establish critical limits of CCPs
  - monitoring
  - taking corrective actions
  - verification
  - documentation/keeping records

- high-risk and potentially hazardous foods

- food hazards that may affect the health and safety of customers, colleagues and the worker:
  - actual and potential
  - types:
    - biological
Hazards Analysis and Critical Control Points (HACCP) cont/d

- chemical
- physical
  - causes of contamination

- critical control points where there is a high risk to food spoilage and contamination (food safety):
  - purchasing and taking delivery of food stock
  - food storage and stock control
  - food and beverage preparation
  - cooking or processing of food
  - cooling and reheating of food
  - holding or displaying food
  - packaging food
  - transporting food
  - service of food and beverages
  - disposal of food

- implementing HACCP through operational policy and procedures

- apply HACCP practices for food safety to a workplace in the hospitality industry and integrate into daily work activities

Preparation, Storage and Service

- environmental conditions for preparation, storage and service of food:
  - to protect against contamination
  - to maximise freshness, quality and appearance
  - for a range of food types:
    - fresh, frozen, preserved and cooked
    - dry, cold and frozen storage

- optimum storage times for a range of food types

- stock rotation as it relates to food safety

- time and temperature controls:
  - to ensure microbiological safety
  - temperature danger zone
  - 'two-hour' and 'four-hour' rule
  - appropriate temperatures at various stages:
    - storage
    - production
    - heating and cooling
    - display
    - service
  - temperature probe:
    - calibration
    - use
    - cleaning
### preparation, storage and service cont/d

- identifying faults
  - monitoring

- storage and display of single-use items to protect from damage and contamination

### workplace policy and procedures for food safety

- based on workplace food safety program

- workplace policy and procedures related to food safety:
  - purchasing, delivery and storage of food
  - preparation of food and beverages
  - cooking, cooling and heating food
  - displaying or holding food
  - service of food and beverages

- consequences of failure to observe workplace food safety policy and procedures

- monitoring, reporting and recording related to food safety

### support programs

- support programs for a hospitality workplace that contribute to food safety:
  - approved suppliers
  - calibration of equipment
  - kitchen premises and equipment:
    - cleaning and sanitising schedules
    - pest control
    - maintenance
  - personal presentation, health and hygiene of workers
  - staff training
  - waste management:
    - general waste
    - food waste
    - food identified for disposal
    - recyclables
    - damaged serviceware
  - workplace records and documents
4 HSC examination

The Hospitality Curriculum Framework includes an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

The Hospitality HSC examination can contribute up to two units towards the calculation of a student’s ATAR.

Students who have completed the Hospitality (240 indicative hours) course are eligible to sit for the Hospitality HSC examination.

Students who want to sit for the Hospitality HSC examination must be entered for both the Hospitality (240 indicative hours) course and the Hospitality examination on Schools Online (Administration).

The HSC examination specifications, which describe the format of the external HSC examination, are contained in the Assessment and Reporting in Hospitality Stage 6 document.

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

4.1 Examinable outcomes and content

The HSC examination in Hospitality is based on the HSC Content and employability skills for the Certificate II qualifications in this Framework (refer to the Employability Skills in Hospitality document).

The HSC Content is detailed in Section 3 of this Syllabus.

4.2 Relationship of the Hospitality (240 indicative hours) course structure to the HSC examination

The relationship between the Hospitality (240 indicative hours) course structure, the HSC Content and the HSC examination is described in the Assessment and Reporting in Hospitality Stage 6 document.
5 Other important information

5.1 Exclusions

Where there is significant overlap between an HSC VET course and other HSC VET or general education courses, the Board has an exclusion between the courses. Exclusions are applied at a course level rather than at the unit of competency level.

In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

Schools should check all course exclusions when determining an appropriate pattern of study for their students.

VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

5.2 Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students who have current knowledge, skills or experience relevant to a VET course may be granted credit towards the course requirements.

Arrangements for RPL and credit transfer within VET courses, including processes, application forms and examples of possible scenarios, are detailed on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html.

5.3 School-based apprentices and trainees

Information regarding provision for school-based apprentices and trainees within the HSC is available on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html.


5.4 Students with special education needs

Students with special education needs may access a VET course in one of two ways:

- by undertaking the course under regular course arrangements, or
- by undertaking selected units of competency within the course that have been identified through the collaborative curriculum planning process.

For more information, see the VET Courses and Students with Special Education Needs fact sheet on the Board’s website.
5.5 Access by students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 (Stage 5) may access Stage 6 VET courses. Further information is available on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html.
### Glossary

**AQF**  
**Australian Qualifications Framework**  
The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

**Australian Apprenticeships**  
They combine time at work with training and can be full-time, part-time or school-based ([www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)).

**competency**  
The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

**core units of competency**  
Units of competency required by the Training Package to be eligible for an AQF VET qualification.

**elements of competency**  
The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.

**focus areas**  
HSC Content is organised into focus areas. HSC Content prescribes the scope of learning for the HSC.

**mandatory units of competency**  
Units of competency that must be studied for an HSC VET course.

**recognition of prior learning (RPL)**  
The result of an assessment of an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

**RTO**  
**Registered Training Organisation**  
A training organisation registered by a registering body in accordance with the VET Quality Framework, within a defined scope of registration (include TAFE NSW institutes, private providers and school system RTOs).

**scope of registration**  
The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF VET qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:
- both training delivery and assessment services, and to issue the relevant AQF VET qualifications and statements of attainment, or
- only assessment services, and to issue the relevant AQF VET qualifications and statements of attainment.
| Stage 5 | In NSW, Stage 5 relates to Years 9 and 10 of schooling. |
| Stage 6 | In NSW, Stage 6 relates to Years 11 and 12 of schooling. |
| Statement of Attainment | May be issued in the vocational education and training sector by an RTO when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). |
| Training Package | A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF VET qualifications for a specific industry, industry sector or enterprise. |
| training plan | A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship. |
| unit of competency | Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. |
| VET | Vocational Education and Training |
| VET qualification | Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF VET qualification, as specified by: |
| | • a nationally endorsed Training Package, or |
| | • an accredited course that provides training for the qualification. |
| VET Quality Framework | The VET Quality Framework comprises: |
| | • the Standards for NVR Registered Training Organisations |
| | • the Fit and Proper Person Requirements |
| | • the Financial Viability Risk Assessment Requirements |
| | • the Data Provision Requirements, and |
| | • the Australian Qualifications Framework. |