

CULINARY ART

LEVEL – I



CURRICULUM

**Based on September, 2021 (V- II) Occupational
Standard (OS)**

Addis Ababa, Ethiopia

Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for Culinary Art Level I.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**.

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| | | | March, 2022 |

1. TVET-Program Design

1.1. TVET-Program Title: Culinary Art Level I

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as an **assistant cook** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Culture, Sport and Tourism** sector in the field of **Culinary Art**.

The prime objective of this training program is to equip the trainees with the identified competences specified in the OS. Graduates are therefore expected to understand hospitality and tourism industry service, use basic methods of cookery, apply basic menu, apply safety and sanitation, provide first aid, prepare vegetable, prepare salad and sandwiches, prepare eggs dishes, prepare Ethiopian cereal and vegetable dishes, select and prepare bread items and transport and store food in accordance with the performance criteria and evidence guide described in the OS.

1.3. TVET-Program Structure

| Unit of Competence | | Module Code & Title | | Module Units | Duration (In Hours) |
|-------------------------|--------------------------------------------------------------|--------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| CST CUA1 01 1021 | Understand Hospitality and Tourism Industry Service | CST CUA1 M01 0322 | Understanding Hospitality and Tourism Industry Service | <ul style="list-style-type: none"> • Acquiring information on the hospitality and tourism industry • Applying legal and ethical issues for the hospitality industry • Applying information on hospitality and tourism industry technology • Updating personal and organizational knowledge of the tourism industry | 40 |
| CST CUA1 04 1021 | Apply Safety and Sanitation | CST CUA1 M02 0322 | Applying Safety and Sanitation | <ul style="list-style-type: none"> • Workplace procedures for health, safety and security • Procedures for emergency situations • Hygiene procedures and identify hygiene hazards • Preventing food and other items from any cross-contamination • Cleaning and sanitizing premise and equipment • Reducing negative environmental impacts | 60 |

| | | | | | |
|-------------------------|------------------------------|--------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| | | | <ul style="list-style-type: none"> • Reporting any personal health issues | | |
| CST CUA1 05 1021 | Provide First Aid | CST CUA1 M03 0322 | Providing First Aid | <ul style="list-style-type: none"> • Assessing the situation • Applying basic first aid techniques • Communicating details of the incident | 40 |
| CST CUA1 11 1021 | Transport and Store Food | CST CUA1 M04 0322 | Transporting and Storing Food | <ul style="list-style-type: none"> • Taking delivery of supplies • Identifying appropriate food transportation • Transporting food safely and hygienically • Storing food safely and hygienically | 60 |
| CST CUA1 02 1021 | Use Basic Methods of Cookery | CST CUA1 M05 0322 | Using Basic Methods of Cookery | <ul style="list-style-type: none"> • Selecting and organizing cooking equipment • Using basic methods of cookery • Effect of heat on nutritional values of ingredients | 40 |
| CST CUA1 03 1021 | Apply Basic Menu | CST CUA1 M06 0322 | Applying Basic Menu | <ul style="list-style-type: none"> • Identify different types of menus • menu items for breakfast, lunch and dinner • Evaluating compiled menu | 48 |
| CST CUA1 06 1021 | Prepare Vegetable | CST CUA1 M07 0322 | Preparing Vegetable | <ul style="list-style-type: none"> • Preparing vegetable • Preparing potatoes • Storing vegetable foodstuffs | 70 |

| | | | | | |
|-------------------------|-----------------------------------------------|--------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| CST CUA1 07 1021 | Prepare salad and Sandwiches | CST CUA1 M08 0322 | Preparing salad and Sandwiches | <ul style="list-style-type: none"> • Preparing and presenting a variety of salads and dressings • Preparing and presenting a variety of sandwiches • Storing sandwiches and salads | 80 |
| CST CUA1 08 1021 | Prepare Eggs Dishes | CST CUA1 M09 0322 | Preparing Eggs Dishes | <ul style="list-style-type: none"> • Ingredients for egg dishes • Preparing and cooking egg dishes • Accompaniment and sauces for egg dishes • Holding cooked eggs dishes • Portioning and presenting egg dishes | 70 |
| CST CUA1 09 1021 | Prepare Ethiopian Cereal and Vegetable Dishes | CST CUA1 M10 0322 | Preparing Ethiopian Cereal and Vegetable Dishes | <ul style="list-style-type: none"> • Preparing cultural food ingredient • Preparing vegetable dishes • preparing cereal and legumes dishes • Working in a team | 120 |
| CST CUA1 10 1021 | Select and Prepare Bakery Items | CST CUA1 M11 0322 | Selecting and Preparing Bread Items | <ul style="list-style-type: none"> • Preparing and presenting yeast-based foods • Preparing and displaying bread • Portioning and storing yeast goods | 60 |

*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.

1.4. Duration of the TVET-Program

The Program will have duration of **688 hours** including on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

| s.no | Unit competency | TVET Institution training | | Cooperative training | Total hours | Remarks |
|------|-----------------------------------------------------|---------------------------|-----------|----------------------|----------------|---------|
| | | Theory | Practical | | | |
| 1. | Understand Hospitality and Tourism Industry Service | 30 | - | 10 | 40 | |
| 2. | Use Basic Methods of Cookery | 20 | 10 | 10 | 40 | |
| 3. | Apply Basic Menu | 30 | 8 | 10 | 48 | |
| 4. | Apply Safety and Sanitation | 40 | 10 | 10 | 60 | |
| 5. | Provide First Aid | 12 | 10 | 18 | 40 | |
| 6. | Prepare Vegetable | 20 | 20 | 30 | 70 | |
| 7. | Prepare salad and Sandwiches | 24 | 30 | 36 | 80 | |
| 8. | Prepare Eggs Dishes | 20 | 20 | 30 | 70 | |
| 9. | Prepare Ethiopian Cereal and Vegetable Dishes | 30 | 40 | 50 | 120 | |
| 10. | Select and Prepare Bread Items | 15 | 20 | 25 | 60 | |
| 11. | Transport and Store Food | 15 | 20 | 25 | 60 | |
| | Total | | | | 688 hrs | |

1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is **Level I**.

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

1.6. Target Groups

Any citizen **with or without disability** who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the **Ministry of Labor and Skills**.

1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies have forged an agreement to co-operate with regard to the implementation of this program.

1.9. Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The **formative assessment** is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

1.10. TVET Teachers Profile

The teachers conducting this particular TVET Program are **B- Level** and above who have satisfactory practical experiences or equivalent qualifications.

1.11. Training and Assessment methodology

The program is delivered using a variety of training methods. The table below shows training and assessment methodology for non-impaired trainees and with reasonable adjustment for impaired trainees. In addition, as per the nature of the module title the trainer can use recommended and possible training and assessment methodology.

| Learning Methods: | | | | |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| For none impaired trainees | Reasonable Adjustment for Trainees with Disability (TWD) | | | |
| | Low Vision | Deaf | Hard of hearing | Physical impairment |
| Lecture-discussion | <ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points | <ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points | <ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees | <ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop |
| Demonstration | <ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation | <ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support | <ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support | <ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ provide tutorial support |

| | | (if necessary) | (if necessary) | (if necessary) |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Group discussion | <ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work | <ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member | <ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly | <ul style="list-style-type: none"> ❖ Introduce the trainees with their peers |
| Exercise | <ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process | <ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies | <ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training | <ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary |
| Individual assignment | <ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy | <ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material | <ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material | |

| Assessment Methods: | | | | |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interview | | <ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension | <ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary | <ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges |
| Written test | <ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension | <ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension | <ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. | <ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment |
| Demonstration/Observation | <ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension | <ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension | <ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension | <ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension |

2. Learning Module Design

| LEARNING MODULE 01 | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------|----------------------------|
| TVET-PROGRAMME TITLE: Culinary Art Level I | | | |
| MODULE TITLE: Understanding Hospitality and Tourism Industry Service | | | |
| MODULE CODE: CST CUA1 M01 0322 | | | |
| NOMINAL DURATION: 40 Hours | | | |
| MODULE DESCRIPTION: This module describes knowledge, skills and attitude required to perform hospitality and tourism industry basic activities, including the role of different industry sectors and key legal and ethical issues that must be considered by hospitality and tourism industry personnel in their day-to-day work. | | | |
| LEARNING OUTCOMES | | | |
| At the end of the module the trainee will be able to: | | | |
| <ul style="list-style-type: none"> • Acquire information on the hospitality and tourism industry • Apply legal and ethical issues for the hospitality • Apply information on hospitality and tourism industry technology • Update personal and organizational knowledge of the tourism industry | | | |
| MODULE CONTENTS: | | | |
| Unit One: Acquiring information on the hospitality and tourism industry | | | |
| <ol style="list-style-type: none"> 1.1. Source of information on the hospitality and tourism industry 1.2. Historical background of hospitality and tourism industries 1.3. Effective work performance within the industry 1.4. knowledge of the hospitality and tourism industry | | | |
| Unit Two: Applying legal and ethical issues for the hospitality industry | | | |
| <ol style="list-style-type: none"> 2.1 legal and ethical issues in the hospitality and tourism industry 2.2 Ethical industry practices | | | |
| Unit Three: Applying information on hospitality and tourism industry technology | | | |
| <ol style="list-style-type: none"> 3.1 Accessing technologies in the hospitality and tourism industry 3.2 Identifying the Potential effects of different technologies 3.3 Using technology in hospitality and tourism industry | | | |
| Unit Four: Updating personal and organizational knowledge of the tourism industry | | | |
| <ol style="list-style-type: none"> 4.1.Updating general knowledge of the hospitality industry | | | |
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4.2. Monitoring current issues of concern to the industry

4.3. Sharing updated knowledge with customers and colleagues

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit one: Acquire information on the hospitality and tourism industry

- Identify information sources on the hospitality and tourism industry
- Identify information on the historical background of hospitality and tourism industries.
- Obtain information to assist effective work performance within the industry.
- Access and update specific information sources on relevant sectors of work.
- Use knowledge of the hospitality and tourism industry in the correct context.

Unit two: Applying legal and ethical issues for the hospitality industry

- Obtain information on legal and ethical issues
- Conduct day-to-day hospitality and tourism industry activities

Unit three: Applying information on hospitality and tourism industry technology

- Access information on current and emerging technologies
- Identify the potential effects of different technologies on the hospitality and tourism organization process.
- Use technology in hospitality and tourism industry

Unit four: Updating personal and organizational knowledge of the tourism industry

- Updating general knowledge of the hospitality industry
- Monitor Current issues of concern to the industry.
- Share knowledge with customers and colleagues as appropriate and incorporate into day-to-day work activities.

LEARNING MODULE 02

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Applying Safety and Sanitation

MODULE CODE: CST CUA1 M02 0322

NOMINAL DURATION: 60 Hours

MODULE DESCRIPTION: This module describes the knowledge, skills and attitude required to clean and maintain kitchens, and food preparation and storage areas in commercial cookery or catering operations. It requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Follow workplace procedures for health, safety and security
- Follow procedures for emergency situations
- Follow hygiene procedures and identify hygiene hazards
- Prevent food and other items from any cross-contamination
- Clean and sanitize premise and equipment
- Reduce negative environmental impacts
- Report any personal health issues

MODULE CONTENTS:

Unit one: workplace procedures for health, safety and security

- 1.1 organizational health, safety and security procedures
- 1.2 safe and unsafe work practices
- 1.3 Using personal protective equipment
- 1.4 Reporting hazard and any suspicious behavior or unusual occurrences

Unit two: Procedures for emergency situations

- 2.1. Identifying potential emergency situations
- 2.2. Organizational emergency procedures
- 2.3. Requesting assistance

Unit three: Hygiene procedures and hygiene hazards

- 3.1 Hygiene procedures and policies
- 3.2 Poor organization hygiene practices
- 3.3 Types of hygiene hazards

Unit Four: Preventing food and other items from any cross contamination

- 4.1. Identifying Food borne illness, danger zone and potentially hazardous foods (PHFs)
- 4.2. Maintaining clean clothes, bandages, dressings and wearing PPE
- 4.3. Avoiding bad habits

Unit Five: Cleaning and sanitizing premise and equipment

- 5.1. cleaning agents and sanitizing chemicals
- 5.2. Kitchen Cleaning and sanitizing
- 5.3. Storing/stacking cleaned equipment and utensils

Unit Six: Reducing negative environmental impacts

- 6.1 Conserving resources
- 6.2 Segregating and Disposing all wastes using color coded bins

Unit Seven: Reporting any personal health issues

- 7.1 Reporting personal health issues that cause a hygiene risk
- 7.2 Reporting incidents of food contamination

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit one: workplace procedures for health, safety and security

- Understand and maintain organization's health, safety and security procedures
- Identify safe and unsafe work practices
- Use personal protective equipment
- Report hazards
- Identify any suspicious behavior or unusual occurrences

Unit two : Procedures for emergency situations

- Identify potential emergency situations
- Follow organizational emergency procedures.
- Request assistance
- Report details of emergency situations

Unit three: Hygiene procedures and identify hygiene hazards

- Follow Hygiene procedures and policies.
- Identify and report Poor organization hygiene practices
- Identify types of hygiene hazards.

Unit Four: Preventing food and other items from any cross contamination

- 4.1. Identify Food borne illness, danger zone and potentially hazardous foods (PHFs)
- 4.2. Maintain clean clothes, bandages, dressings and wearing PPE
- 4.3. Avoid bad habits

Unit Five: Cleaning and sanitizing premise and equipment

- 5.1. Select cleaning agents and sanitizing chemicals
- 5.2. Maintain Kitchen Cleaning and sanitizing
- 5.3. Store/stack cleaned equipment and utensils

Unit Six Reducing negative environmental impacts

- 6.1. Conserve resources effectively
- 6.2 Segregate and Dispose all wastes using color coded bins

Unit Seven: Reporting any personal health issues

7.1 Report personal health issues that cause a hygiene risk

7.2 Report incidents of food contamination

LEARNING MODULE 03

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Providing First Aid

MODULE CODE: CST CUA1 M03 0322

NOMINAL DURATION: 40 Hours

MODULE DESCRIPTION: This module describes the knowledge, skills and attitude required to provide an initial response where First Aid is required. In this unit it is assumed that the First Aider is working under the supervision according to the established workplace First Aid procedures and policies.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Assess the situation
- Apply basic first aid techniques
- Communicate details of the incident

MODULE CONTENTS:

Unit One: Assessing the situation

- 1.1. Identifying Physical hazards to self and casualty's health
- 1.2. Minimizing hazard in accordance with OSH requirements
- 1.3. Assessing casualty's vital signs and physical condition

Unit Two: Applying basic first aid techniques

- 2.1 Providing first aid management
- 2.2 Reassuring casualty in a caring and calm manner
- 2.3 Seeking First Aid assistance
- 2.4 Monitoring and responding Casualty's condition
- 2.5 Recording Details of casualty's physical condition
- 2.6 Finalizing Casualty management

Unit Three: Communicating details of the incident

- 2.1 Using the relevant communication media and equipment
- 2.2 Conveying casualty's condition and management activities
- 2.3 preparing reports to supervisors

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit One: Assessing the situation

- Physical hazards to self and casualty's health and safety are identified.
- Immediate risks to self and casualty's occupational health safety (OSH) are minimized by controlling the hazard in accordance with OSH requirements.
- Casualty's vital signs and physical condition are assessed in accordance with the workplace procedures.

Unit Two: Applying basic first aid techniques

- First Aid management is provided in accordance with the established First Aid procedures.
- Casualty is reassured in a caring and calm manner and made comfortable using the available resources.
- First Aid assistance is sought from others in a timely manner and as appropriate.
- Casualty's condition is monitored and responded to in accordance with the effective First Aid principles and workplace procedures.
- Details of casualty's physical condition, changes in conditions, management and response are accurately recorded in line with the organizational procedures.
- Casualty management is finalized according to his/her needs and First aid principles.

Unit Three: Communicating details of the incident

- Appropriate medical assistance is requested using the relevant communication media and equipment.
- Details of casualty's condition and management activities are accurately conveyed to the emergency services/relieving personnel.
- Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to the established company procedures.

LEARNING MODULE 04

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Transporting and Storing Food

MODULE CODE: CST CUA1 M04 0322

NOMINAL DURATION: 60 Hours

MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storage on its arrival. The module applies to all catering operations but is particularly relevant to external catering and events. Transportation refers to the moving of food and food items from one location to another. For example, transporting food from a kitchen to a school or hospital or providing event catering. It does not refer to the transport of food from the kitchen to the dining room or as part of room service. The person transporting the food may or may not be driving the vehicle.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Take delivery of supplies
- Identify appropriate food transportation
- Transport food safely and hygienically
- Store food safely and hygienically

MODULE CONTENTS:

Unit one: Taking delivery of supplies

- 1.1 Selecting tools and equipment's
- 1.2 Calibrating receiving areas and measuring units
- 1.3 Verifying all incoming supplies
- 1.4 Recording and reporting of the supplier
- 1.5 Inspecting supplied items
- 1.6 Managing stock

Unit two: Identifying appropriate food transportation

- 2.1 Selecting suitable food transportation vehicles
- 2.2 Ensuring food safety for transport and storage

Unit three Transporting food safely and hygienically

- 3.1. Selecting Packaging, loading, restraining and unloading food
- 3.2. Maintaining and accurate records of food transportation

Unit Four: Storing food safely and hygienically

- 4.1. Selecting food storage conditions appropriate to specific food types
- 4.2. Maintaining appropriate environmental conditions
- 4.3. Keeping storage areas free from contaminants and pests

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit one: Taking delivery of supplies

- Select tools and equipment's
- Calibrate receiving areas and measuring units
- Verify all incoming supplies
- Record and report of the supplier
- Inspect supplied items
- Manage stock

Unit two: Identifying appropriate food transportation

- Select suitable food transportation vehicles according to legislative requirements.
- Ensure food safety during transport and storage.

Unit three: Transporting food safely and hygienically

- Package, load, restrain and unload food appropriately.
- Employ hygienic work practices and observe OHS regulations.
- Maintain appropriate and accurate records are of food transportation

Unit Four: Store food safely and hygienically

- Select food storage conditions appropriate to specific food types
- Maintain appropriate environmental conditions
- Keep storage areas free from contaminants and pests

LEARNING MODULE 05

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Using Basic Methods of Cookery

MODULE CODE: CST CUA1 M05 0322

NOMINAL DURATION: 40 Hours

MODULE DESCRIPTION: This module describes the knowledge, skills and attitude required to use a range of basic cookery methods to prepare menu items for the kitchen of a hospitality or catering operation.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Select and organize cooking equipment
- Use basic methods of cookery
- Understand effect of heat on nutritional values of ingredients

MODULE CONTENTS:

Unit one: Selecting and organizing cooking equipment

- 1.1 Tools and equipment for cooking methods
- 1.2 Using equipment hygienically and safely

Unit two: Using basic methods of cookery

- 2.1 Basic categories of cooking methods
- 2.2 Safety concerns
- 2.3 Preparing Dishes using a range of methods of cooking
- 2.4 Seasoning and flavoring ingredients

Unit three: Effect of heat on nutritional values of ingredients

- 3.1 Heat transfer methods
- 3.2 Nutritional values of ingredients
- 3.3 Effects of heat on nutrients

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit one: Select and organize cooking equipment

- Select appropriate tools and equipment for cooking methods.
- Use equipment hygienically and safely.

Unit two: Basic methods of cookery

- Understand basic categories of cooking methods.
- Understand Safety concerns.
- Prepare Dishes using a range of methods of cooking.
- Apply Seasoning and flavoring ingredients.

Unit three: Effect of heat on nutritional values of ingredients

- Understand various heat transfer methods.
- Identify nutritional values of ingredients.
- Understand effects of heat on nutrients.

LEARNING MODULE 06

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Applying Basic Menu

MODULE CODE: CST CUA1 M06 0322

NOMINAL DURATION: 48 Hours

MODULE DESCRIPTION: This module describes the knowledge, skills and attitude required to identify several menu items and utilize the basic principles of menu to compose and develop appropriate breakfast, lunch and dinner menu items for established enterprise systems.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Identify different types of menus
- Compose menu items for breakfast, lunch and dinner
- Evaluate compiled menu

MODULE CONTENTS:

Unit one Identifying different types of menus

- 1.1. menus for enterprise and customer requirements
- 1.2. factors in determining types of menu
- 1.3. Selecting and using menu

Unit two: Menu items for breakfast, lunch and dinner

- 2.1. Understanding types of menus
- 2.2. Composing a la carte menu items
- 2.3. Composing table d'hôte menu items

Unit three: Evaluating compiled menu

- 3.1 Collecting menu items from the existing industry
- 3.2 Evaluating Menu items

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit one: Identifying different types of menus

- Identify enterprise and customer requirements for menus
- Consider factors in determining types of menu to make the industry competitive in the market.
- Select and use menu according to enterprise requirements.

Unit two: Menu items for breakfast, lunch and dinner

- Compose a la carte menu items considering factors and customer preferences.
- Compose table d menu items considering factors, customer preferences and industry requirements.

Unit three: Evaluating compiled menu

- Collect menu items from the existing industry
- Evaluate Menu items

LEARNING MODULE 07

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Preparing Vegetable

MODULE CODE: CST CUA1 M07 0322

NOMINAL DURATION: .70 Hours

MODULE DESCRIPTION: This module describes the knowledge, skills and attitude required to prepare various vegetables dishes in a commercial kitchen or catering operation. Vegetables may be fresh, preserved or frozen, and selected according to seasonal availability, menu and enterprise requirements.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Prepare vegetable
- Prepare potatoes
- Store vegetable foodstuffs

MODULE CONTENTS:

Unit one: Preparing vegetable

- 1.1. Selection of vegetables
- 1.2. Preparing and cooking vegetables dishes
- 1.3. Selection of suitable sauces and accompaniments
- 1.4. Presenting vegetable dishes

Unit two Preparing potatoes

- 1.1. Selection of potatoes
- 1.2. Preparing and cooking potato dishes
- 1.3. Selection of suitable sauces and accompaniments for potato dish
- 1.4. Presenting potato dishes

Unit three: Storing vegetable foodstuffs

- 3.1 Storing fresh and processed vegetables
- 3.2 Selection of storage areas to fresh vegetables

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit one: Preparing vegetable

- Select vegetables in season according to availability, quantity, quality and price.
- Vegetables accompaniments are selected to complement and enhance menu items.
- Prepare and cook vegetables dishes suitable cookery methods.
- Select suitable sauces and accompaniments to serve vegetables
- Present Vegetable dishes attractively using suitable garnishes.

Unit two: Preparing potatoes

- Select potatoes
- Prepare and cook potatoes dishes for suitable cookery methods.
- Select suitable sauces and accompaniments for
- Present attractively potato dishes with suitable garnishes.

Unit three: Storing vegetable foodstuffs

- Fresh and processed vegetables foodstuffs are stored at correct temperatures and under correct conditions to maintain optimum freshness and quality.
- Proper storage areas are selected to store fresh vegetables.

LEARNING MODULE 08

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Preparing salad and sandwiches

MODULE CODE: CST CUA1 M08 0322

NOMINAL DURATION: 80 Hours

MODULE DESCRIPTION: This module describes knowledge, skills and attitude required to prepare and present salad and sandwiches in a commercial kitchen or catering operation. Sandwiches may be classical or modern, hot or cold, of varying cultural and ethnic origins and use a variety of fillings and types of bread.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Prepare and present a variety of salads and dressings
- Prepare and present a variety of sandwiches
- Store sandwiches and salads

MODULE CONTENTS:

Unit one: Preparing and presenting a variety of salads and dressings

- 1.1. Tools and Equipment for salad dishes
- 1.2. hygiene practices
- 1.3. Selection of suitable ingredients
- 1.4. Preparing types of salads
- 1.5. Preparing salad sauces and dressings
- 1.6. Portioning and presenting salads attractively

Unit two: Preparing and presenting a variety of sandwiches

- 2.1. Basic ingredients of Sandwich
- 2.2. Techniques for making sandwich
- 2.3. Preparing a variety of sandwich
- 2.4. Presenting Sandwiches attractively

Unit three: Storing sandwiches and salads

- 3.1 Storing salads and sandwiches at the correct temperature
- 3.2 Selection of containers to store salads and sandwiches

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit one: Preparing and presenting a variety of salads and dressings

- Identify tools and equipment to prepare salad dishes.
- Follow appropriate hygiene practices to avoid potential food borne illnesses.
- Select fresh and seasonal ingredients of salad dishes
- Prepare salad dishes
- Prepare sauces and dressings for salads dishes..
- Portion and present salad dishes attractively according to enterprise standards.

Unit two: Preparing and presenting a variety of sandwiches

- Identify basic ingredients of sandwich
- Apply techniques of making sandwich
- Prepare a variety of sandwich; including classical and contemporary.
- Present sandwiches attractively

Unit three: Storing sandwiches and salads

- Store Salads and sandwiches at the correct temperature to maintain freshness, taste and quality.
- Select containers to **store** salads and sandwiches

LEARNING MODULE 09

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Preparing Eggs Dishes

MODULE CODE: CST CUA1 M09 0322

NOMINAL DURATION: 70 Hours

MODULE DESCRIPTION: This module describes the knowledge, skills and attitude required to prepare various eggs dishes in a commercial kitchen or catering operation. Egg may be fresh, preserved or frozen, and selected according to availability, menu and enterprise requirements.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Identify and assemble ingredients for egg dishes
- Prepare and cook egg dishes
- Prepare accompaniment and sauces for egg dishes
- Hold cooked eggs dishes
- Portion and present egg dishes

MODULE CONTENTS:

Unit one: Ingredients for egg dishes

- Ingredients for egg dish preparations
- Date stamps or labels of egg
- Measuring , cleaning and assembling ingredients
- Nutritional values of egg dishes

Unit Two: Preparing and cooking egg dishes

- Preparing a variety of egg dishes
- Ensuring consistency, appearance and taste of egg dish

Unit Three: Accompaniment and sauces for egg dishes

- Assembling ingredients for sauces and accompaniments
- Selecting tools and equipment for sauce and accompaniment preparation
- Preparing and cooking sauces and accompaniments

Unit four: Holding cooked eggs dishes

- Holding equipment and tools for storing egg dishes

- Hygiene procedures to hold ready to eat egg dishes
- Labeling and storing of egg dishes

Unit Five: Portioning and presenting egg dishes

- Selecting standard plate for portioning egg dishes
- Portioning of egg dishes
- Serving with appropriate sauces and accompaniments
- Cleaning and sanitizing working station accordingly
- Segregating Wastes in the kitchen coded garbage bins

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit One: Ingredients for egg dishes

- Identifying ingredients for egg dish preparation and cooking
- Checking Date stamps or labels to ensure qualities of eggs for safe production
- Measuring , cleaning and assembling ingredients
- Understanding nutritional values of egg dishes

Unit Two: Preparing and cooking egg dishes

- Prepare a variety of egg dishes according to standard recipes
- Ensure consistency, appearance and taste of egg dish

Unit Three: Accompaniment and sauces for egg dishes

- Assemble ingredients for sauces and accompaniments
- Select tools and equipment for sauce and accompaniment preparation
- Prepare and cook sauces and accompaniments

Unit Four: Holding cooked eggs dishes

- Hold equipment and tools for storing egg dishes
- Follow proper hygiene procedures to hold ready to eat egg dishes
- Label and store to notify use by dates of egg dishes

Unit Five: Portioning and presenting egg dishes

- Select standard plate for portioning egg dishes
- Portion egg dishes according to the industry standards
- Serve with appropriate sauces and accompaniments
- Clean and sanitizing working station accordingly
- Segregate Wastes in the kitchen coded garbage bins

LEARNING MODULE 10

TVET-PROGRAMME TITLE: Culinary Art Level I

MODULE TITLE: Preparing Ethiopian Cereal and Vegetable Dishes

MODULE CODE: CST CUA1 M10 0322

NOMINAL DURATION: 120 Hours

MODULE DESCRIPTION: This module describes knowledge, skills and attitude required to prepare and present Ethiopian cultural foods and cultural beverages in a commercial kitchen or catering operation. Ethiopian dishes are foods that normally include a range of hot and cold dishes which can be either classical or modern, and vary in ethnic and cultural origins.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Prepare cultural food ingredient
- prepare vegetable dishes
- prepare cereal and legumes dishes
- Work in a team

MODULE CONTENTS:

Unit One: Preparing cultural food ingredient

- 1.1 Selection of tools and equipment for the menu.
- 1.2 Identifying cultural spices and flavoring for the menu.
- 1.3 Preparation of ingredients.
- 1.4 Producing cultural dips and staple cultural foods.

Unit Two: preparing vegetable dishes

- 2.1. Selecting Vegetables in a season
- 2.2. Measuring the amount of vegetable according to the recipe
- 2.3. Cooking a variety of vegetables dishes..
- 2.4. Selecting suitable sauce and accompaniments.
- 2.5. Presenting vegetable dishes

Unit Three: preparing cereal and legumes dishes

- 3.1. Distinguishing major types of dried legumes preparation.
- 3.2. Cooking dried legumes.

3.3.Preparing grains in food service.

Unit Four: Working in a team

4.1.Demonstrating good teamwork with all kitchen and food service staff.

4.2.Organizing and following a kitchen routine.

4.3.Maintaining high standard of personal and work-related hygiene practices.

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit One: Preparing cultural food ingredient

- Select tools and equipment's according to the recipe.
- Identify Cultural spices and flavoring for menu items.
- Prepare ingredients
- Produce Cultural dips and staple cultural foods

Unit Two: preparing vegetable dishes

- Select Vegetables in season according to availability, quantity, quality and price.
- Prepare a variety of vegetables dishes using suitable cookery methods and preserving optimum quality and nutrition.
- Select Vegetables accompaniments to complement and enhance menu items
- Select suitable sauces and accompaniments to be served with vegetables
- Present vegetable attractively using suitable garnishes, where appropriate.

Unit Three: Preparing cereal and legumes dishes

- Distinguish the major types of dried legumes preparation.
- Cook Dried legumes
- Prepare the major types of other grains used in food service

Unit Four: Working in a team

- Demonstrating good teamwork with all kitchen and food service staff to ensure timely, quality service of food.
- Organize and follow kitchen routine for food service to maximize food quality and minimize delays.
- Maintain high standard of personal and work-related hygiene practices.

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| LEARNING MODULE 11 | |
| TVET-PROGRAMME TITLE: Culinary Art Level I | |
| MODULE TITLE: Selecting and Preparing Bread Items | |
| MODULE CODE: CST CUA1 M11 0322 | |
| NOMINAL DURATION: 60 Hours | |
| MODULE DESCRIPTION: This module describes knowledge, skills and attitude required to produce range bread in a commercial kitchen or catering operation. Bread may include foods from varying cultural origins and may be derived from classical or contemporary recipes. | |
| LEARNING OUTCOMES At the end of the module the trainee will be able to: <ul style="list-style-type: none"> • Prepare and present yeast-based goods • Prepare and display bread • Portion and store yeast goods. | |
| MODULE CONTENTS: Unit One: Preparing and presenting yeast-based foods <ol style="list-style-type: none"> 1.1 Appropriate hygiene practice 1.2 Tools and equipment to prepare yeast based goods. 1.3 A variety of yeast based goods 1.4 Preparing basic dough 1.5 Producing yeast based products Unit Two: Preparing and displaying bread <ol style="list-style-type: none"> 2.1 preparing bread with standard recipe 2.2 selecting suitable equipment Unit Three: Portioning and storing yeast goods <ol style="list-style-type: none"> 3.1 Applying portion control to wastage 3.2 Storing products to maintain quality and freshness | |

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Role playing
- Case study
- Problem based learning
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Project work vs Product evaluation
- Observation in prepared checklist
- Objective structured clinical examination
- Direct observed practice

ASSESSMENT CRITERIA:

Unit One: Preparing and presenting yeast-based foods

- Follow appropriate hygiene practice
- Identify tools and equipment to prepare yeast based goods.
- prepare a variety of yeast based goods
- Prepare basic dough
- Produce yeast based products

Unit Two: Preparing and displaying bread

- Prepare bread with standard recipe
- select suitable equipment

Unit Three: Portioning and storing yeast goods

- Apply portion control to wastage
- Store products to maintain quality and freshness

3. Resource Requirements

| Item No. | Category/Item | Description/ Specifications | Quantity | Recommended Ratio (Item: Trainee) |
|-----------|-----------------------------------------------------------------------|-----------------------------------------------------------------|----------|-----------------------------------|
| A. | Learning Materials | | | |
| 1. | TTLM | TTLM prepared by the Trainer | 25 | 1:1 |
| 2. | Reference Books | | | |
| 2.1 | An introduction to Food and Beverage studies | Marzia Magris and Cathy Macreery (2008) | 5 | 1:5 |
| 2.2 | Safety and sanitation (5 th edition) | Normalg. Marriott, PHD & Robert B. Cravany (2006) | 5 | 1:5 |
| 2.3 | Understanding Food 4 th Edition | Amy Brown (2011) | 1 | 1:5 |
| 2.4 | Essentials of Food Science , 4th Edition | Vickie A. Vaclavik, Elizabeth W. Christian (2014) | 5 | 1:5 |
| 2.5 | Professional cooking 7 th edition | Waye Gisslin (2010) | 5 | 1:5 |
| 2.6 | Practical cookery 11 th edition | John Campbell (2011) | 5 | 1:5 |
| 2.7 | Food for Today | TATA Mac Graw –Hill (2006) | 5 | 1:5 |
| 2.8 | Essential Professional Cooking | Wayne G. (2004) | 5 | 1:5 |
| 2.9 | Commercial chicken meat and egg production | Donald D. BeU, William D. Weaver, Jr. (2002) | 5 | 1:5 |
| 2.10 | Exotic Ethiopian cooking: society, culture, hospitality and tradition | Mesfine, Daniel jote (2004). www.amazon.com/ethiopian exotic | 5 | 1:5 |
| 2.11 | Ethiopian Cultural food preparation | chef Debrework | 5 | 1:5 |
| B. | Learning Facilities & Infrastructure | | | |
| 1. | Lecture room | Standard | 1 | 1:25 |
| 2. | Internet | Wifi access | | |

| | | | | |
|--------------------------------|----------------------------------------|------------------------------------------|---|------|
| 3 | Library | Standard | 1 | 1:25 |
| 4 | Practical workshop | standard | 1 | 1:25 |
| C. Consumable Materials | | | | |
| 1. | Marker | | | |
| 2 | Paper | | | |
| 3 | Pen | | | |
| 4 | Vegetables | Available varieties of edible vegetables | | |
| 5 | Cereals | | | |
| 6 | Legumes | | | |
| 7 | Grains | | | |
| 8 | Pasta products | | | |
| 9 | Flour | | | |
| 10 | Dairy products | | | |
| 11 | Spices and herbs | | | |
| 12 | Oil | | | |
| 13 | Yeast goods | | | |
| 14 | Egg | | | |
| 15 | Fruits | Available varieties of edible fruits | | |
| 16 | Sugar | | | |
| 17 | Vinegar | | | |
| 18 | Canned products | | | |
| 19 | Sauces | | | |
| D. Tools and Equipments | | | | |
| 1. | LCD projector | | 1 | 1:25 |
| 2 | White board or blackboard | | 1 | 1:25 |
| 3 | Marker and Duster | | | |
| 4 | Lap top Computer | | 1 | 1:25 |
| 5 | Printer | | 1 | 1:25 |
| 6 | First aid kit and Materials | | | |
| 7 | Kitchen equipments, tools and utensils | | | |

Acknowledgement

The **Ministry of Labor and Skills** wishes to thank and forward an appreciation to the experts who donated their effort and time to develop this outcome based curriculum for the TVET program Culinary Art Level I.

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