



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

**For a
COOK**

Qualification Level: 1

**Occupational Cluster: Nutrition and Food
Technology**

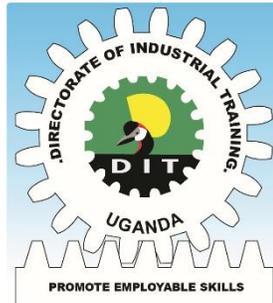
September 2020

Reviewed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Supported by:

Government of Uganda



Assessment and Training Package

**For a
COOK**

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Technology**

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2021

ISBN: 978-9913-626-45-3

ISO: 9001:2015 Certificate No.: UG92580A

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and certification.
- (c) Assessment of prior learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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Word from Permanent Secretary

The Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The Report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour market at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity (ii) high youth unemployment (38%) (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the learners for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040. Under section 261, it emphasises that learners will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasise practical skills, attitude and moral values.

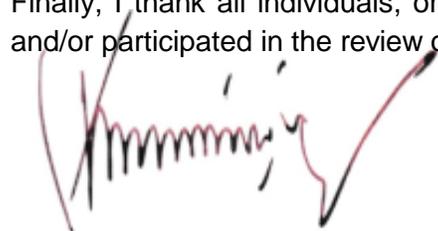
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasised that vocational training will produce graduates who are employable. In the New curriculum, emphasis will be on equipping learners with employable skills and competencies. This will enable learners perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the world of work.

Reading from the Curriculum Framework page 12, it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market. It's against this background that DIT, within its mandate vested in the BTVET Act, 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages (ATPs) for the various occupations that will be assessed under the Lower Secondary Curriculum.

The ATPs can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **COOK QUALIFICATION LEVEL 1**.

Finally, I thank all individuals, organisations and review partners who have contributed and/or participated in the review of this noble document.



Alex Kakooza
Permanent Secretary

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

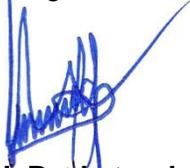
- 0.1 **PART I: The Occupational Profile (OP) of a COOK.** This Occupational Profile which was reviewed by Cooks practicing in the world of work mirrors the duties and tasks that Cooks are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Cooks both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a COOK. These assessment instruments were reviewed jointly by job practitioners (Cooks) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

0.7 The parts of this Assessment and Training Package were sequentially reviewed as follows:

- i Part 1: Occupational Profile: **August 2020**
- ii Part 2: Training Modules: **August 2020**
- iii Part 3: Assessment Instruments (initial bank): **August 2020**

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

DIT takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. The suggestion can be communicated to DIT through P.O. Box 20050, Kampala or through email uvaf.dit@gmail.com.



Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT acknowledges the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organisations:

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of cook from various secondary schools.
- Nutrition and Food Technology Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated expertise during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-based education and training means that programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

Occupational Profiles define what a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing modular curricular and assessment standards

Qualification A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

Task Job tasks represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (*Also see: Duty*)

1.0 ATP-PART I

Occupational Profile for a COOK

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Cook” below defines the **Duties** and **Tasks** a competent Cook is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.”¹

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in developing this Occupational Profile are listed on the following page.

¹ The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’

Job Expert Panel

Ssentongo Rhoda
Gayaza High School

Musulo Dick
St. Juliana High School

Kulazikulabe Sosan
YMCA-Comprehensive Institute,
Wandegeya

Nakisige Lydia
Makerere College School

Nandita Irene
Seroma Christian High School

Sabano Hanifa
St. Josephs Girls S.S Nsambya

Nambozo Sarah Florence
Kyambogo University

Namono Stina
Mt. St. Mary's College Namugunga

Okwiror Deograsias
Kampala Serena Hotel

Tibesigwa Ssenkumba John
Uganda Marty's S.S Namugongo

Co-ordinator
Elizabeth Ruth Mukyala
Directorate of Industrial Training

Facilitators
Kusasira Agnes
Directorate of Industrial Training

Nabirye Asha
Directorate of Industrial Training

Kiswiriri Umar
Directorate of Industrial Training

Funded by
The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile
For a
"COOK"

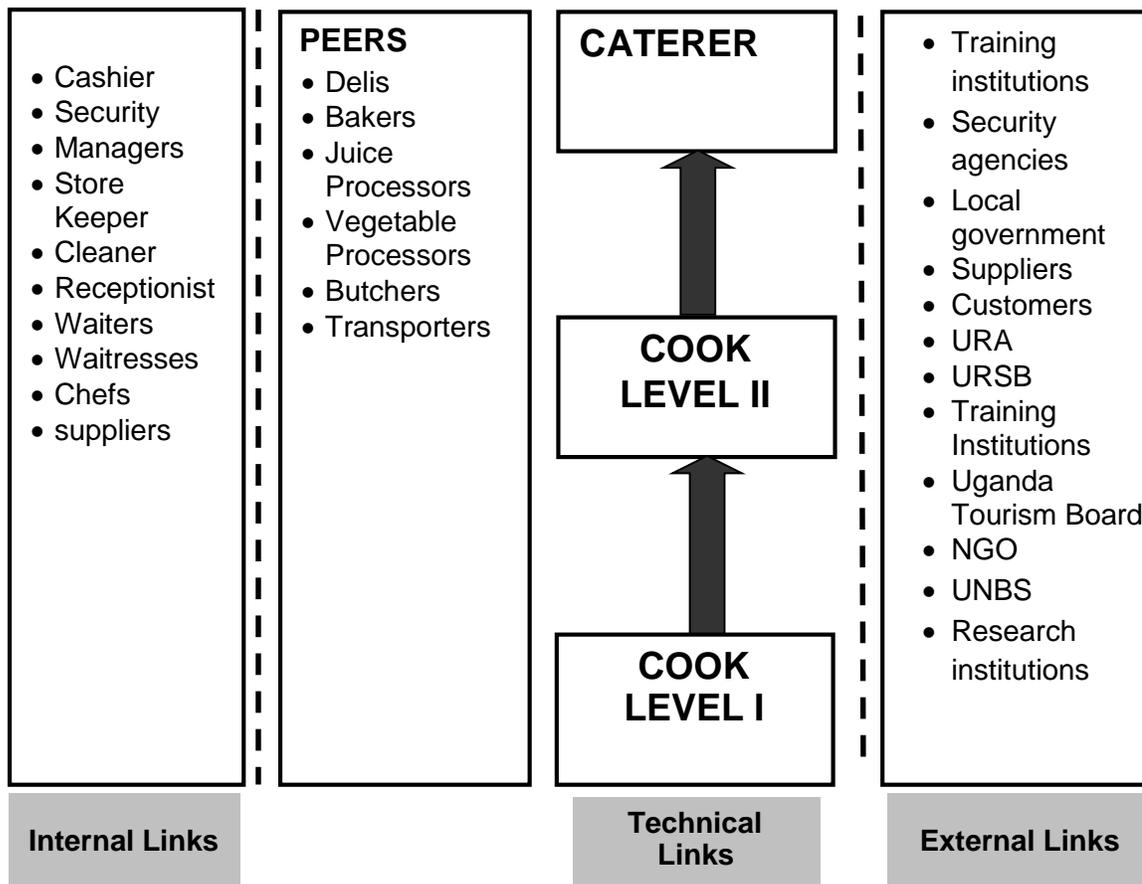
Reviewed by: Qualifications Standards
Department of Directorate of Industrial
Training

Dates of workshop: 14th- 18thSeptember 2020

NOMENCLATURE FOR THE OCCUPATION OF COOK

Definition: A **COOK** is a person who prepares, cooks and presents food for consumption

JOB ORGANISATION CHART FOR A COOK



Description for the levels in the occupation of ‘Cook’

UVQ Level I Cook: is a person who can prepare elementary continental dishes and traditional dishes for example basic cold and hot beverages, basic salads, stocks, sauces, soup, basic snacks, basic baked products, basic desserts and cuisines.

UVQ Level II Cook: Is person who is able to prepare complex continental dishes, beverages and international specialty cuisines.

UVQ Level III Cook: Is person who is able to prepare all categories of dishes, specialty cuisines, beverages, salads, desserts, stock, soup, sauce and develops recipes.

Duties and Tasks

A. PLAN A COOKERY ENTERPRISE	A1 Conduct feasibility study	A2 Determine production method	A3 Identify source of raw materials
	A4 Determine location	A5 Prepare a budget	A6 Identify tools and equipment
	A7 Determine sources of funding	A8 Identify sources of labour	A9 Develop menu
B. ESTABLISH A COOKERY ENTRPRISE	B1 Select site	B2 Secure site	B3 Set up structures
	B4 Prepare storage facilities	B5 Procure tools, equipment and materials	B6 Install equipment
	B7 Store tools equipment and material		
C. MIS-EN-PLACE	C1 Prepare a work plan	C2 Clean working area	C3 Select tools, and equipment
	C4 Select ingredients	C5 Set up work area	C6 Prepare ingredients
D. PREPARE DISHES	D1 Prepare starters	D2 Prepare main course	D3 Prepare desserts
	D4 Prepare beverages	D5 Prepare snacks	D6 Prepare convenient foods
	D7 Prepare packed meals		
E. PRESENT FOOD	E1 Set table	E2 Plate food	E3 Garnish food
	E4 Serve food	E5 Pack food	E6 Clear work place

F. MARKET PRODUCTS	F1 Price product	F2 Brand product	F3 Advertise product
	F4 Sell products	F5 Offer sales promotions	F6 Exhibit products
	F7 Offer after sale services	F8 Deliver products	

G. MAINTAIN COOKERY ENTREPRISE	G1 Prepare maintenance schedule	G2 Service equipment	G3 Replace tools and equipment
	G4 Repair tools and equipment	G5 Perform quality control	G6 Perform product rotation
	G7 Keep records	G8 Develop new products	

H. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PRACTICES	H1 Wear personnel protective equipment	H2 Administer first aid	H3 Display safety signs
	H4 Dispose waste	H5 Safeguard against fire	H6 Sensitise workers on key health issues
	H7 Provide ventilation		

I. PERFORM ADMINISTRATIVE TASKS	I1 Recruit workers	I2 Assign duties	I3 Remunerate workers
	I4 Conduct meetings	I5 Train workers	I6 Prepare requisitions
	I7 Supervise workers	I8 Prepare records	

Additional Information

Generic Knowledge & Skills

1. Various and different food tastes
2. Different herbs and spices
3. Type of garnishes
4. Type of dressings and sauces
5. Preservatives
6. Portioning food
7. Marination
8. House rules and precautions for food hygiene and safety precaution
9. Different food storage methods
10. Safety methods e.g. knife handling
11. Food chopping techniques
12. Cooking techniques
13. Training techniques and methods
14. Management techniques
15. Human resource management
16. Cookery inputs and usage
17. Food presentation techniques
18. Culinary
19. Entrepreneurship tasks

Tools, Materials and Equipment

1. Knives
2. Wooden spatula
3. Chopping board
4. Ladle spoons
5. Baking tray and tins
6. Graters
7. Mandolin
8. Peelers
9. Frying pans
10. Slicer
11. Scoopers
12. Kitchen scissors
13. Tongs
14. Grease proof paper
15. Butcher panga
16. Food thermometer
17. Strainers
18. Hand whisk
19. Platters
20. Cutters
21. Brushes
22. Rolling pin
23. Griddle
24. Oven
25. Detergents
26. Spoons
27. Plates
28. Sauce pans
29. Bowls
30. Spices
31. Meat
32. Salamander
33. Blender
34. Tilting pan
35. Deep fryers
36. Microwave
37. Deep freezer
38. Fridges
39. Chipped machine
40. Slicing machine
41. Weighing machine
42. Weighing scale
43. Bone saw machine
44. Chimney/ extractor
45. Dish washing machine
46. Plate master
47. Bread toaster
48. Sandwich toaster
49. Trolleys
50. Dough mixer
51. Cookers
52. Sausage
53. Liver
54. Chicken
55. Bread roll
56. Cheese
57. Butter
58. Milk
59. Vegetables
60. Cereals
61. Cuisine ingredients
62. Flour

Attitudes / Traits / Behaviour

1. Perseverance
2. Creativity
3. Hard working
4. Adaptability
5. Flexible
6. Honesty
7. Interest in the business
8. Perfectionism
9. Leadership skills
10. Dynamic
11. Committed
12. Self-motivation
13. Obedient
14. Social
15. Cooperative
16. Committed
17. Courteous
18. Smart and tidy
19. Punctual
20. Honest and trust worthy
21. Confident
22. Hardworking

Future Trends and Concerns

1. Standardised curriculum for cooks
2. Set standards for catering, training institutions.
3. Computer literacy
4. Environmental degradation
5. Technology
6. Self-criticism
7. Competition
8. E-marketing
9. Duplication of products
10. Training challenges
11. Scarcity of energy
12. Attitude towards the occupation
13. Government policies
14. Corruption
15. In adequate market for cookery products
16. Inferiority
17. Trade
18. Exportation

2.0 ATP – PART II

Training Modules for a COOK

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Cook to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were reviewed jointly by both instructors and job practitioners. They were reviewed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

WHO IS A COOK QUALIFICATION LEVEL 1?

A COOK LEVEL I: is a person who can prepare elementary continental dishes and traditional dishes for example basic cold and hot beverages, basic salads, stocks, sauces, soup, basic snacks, basic baked products, basic desserts and cuisines.

TRAINING MODULES FOR A COOK UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/CK/M1.1	Prepare Cold and Hot Beverages	80	2
UE/CK/M1.2	Prepare Snacks and Salads	160	4
UE/CK/M1.3	Prepare Soups, Sauces and Stocks	240	6
UE/CK/M1.4	Prepare Stews	80	2
UE/CK/M1.5	Prepare Basic Specialty Cuisines	160	4
UE/CK/M1.6	Prepare Deserts	160	4
UE/CK/M1.7	Perform Basic Entrepreneurship Skills	160	4
Summary	7 Training Modules	1,040	26 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160hours of nominal learning

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their practical exercises and attached theoretical instructions, as the minimum exposure.

Prior to summative assessment by recognised agencies, the users of these Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

Code	UE/CK/M1.1
Module title	Prepare Beverages
Related Qualification	Part of Uganda Vocational Qualification (Cook UVQ1)
Qualification Level	1
Module purpose	At the completion of this module the trainee shall be able to prepare beverages
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Prepare Cold Beverages</p> <p>LWA 1/2: Prepare Hot Beverages</p> <p>LWA 1/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Prepare Cold Beverages</p> <p>PEX 1.1: Make fruit drink</p> <p>PEX 1.2: Make vegetable drink including carrot, cucumber and beetroot drink</p> <p>PEX 1.3: Make iced tea</p> <p>PEX 1.4: Make bushera</p> <p>PEX 1.5: Make banana drink</p> <p>LWA 1/2: Prepare Hot Beverages</p> <p>PEX 2.1: Make tea</p> <p>PEX 2.2: Make coffee</p> <p>PEX 2.3: Make chocolate drinks</p> <p>LWA 1/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 3.1: Wear personnel protective gear</p> <p>PEX 3.2: Display safety signs</p> <p>PEX 3.3: Administer first aid</p> <p>PEX 3.4: Dispose waste</p> <p>PEX 3.5: Cover and label food</p> <p>PEX 3.7: Perform firefighting</p>

	PEX 3.8: Sensitise workers on key health issues
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Legumes used in beverage preparations • Fire blanket and extinguishers • Hazard analysis and critical control points • Beverage types • Safety and hygiene • Tools and equipment usage • Usage of different ingredients • Methods used in preparation • Nutritional value • Cold beverage precautions • Hot beverage precautions • Preservation of beverages • Washing of salads • Sanitising equipment and tools • Firefighting practices
Average duration of learning	<p>80 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>3 days of occupational theory and</i> • <i>7 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items

Minimum required tools/ equipment/ implements or equivalent	blenders, strainers, cappuccino machines, coffee grinding machine, flasks, kettles, percolators, Sauce pans, jugs, cups, plates, motor and pestle, spoons, sugar bowls
Minimum required materials and consumables or equivalent	milk, fruits, water, sugar, cream, coffee powder, tea leaves, drinking chocolate, vegetables
Special notes	This module is applicable to people with special needs

Code	UE/CK/M1.2
Module title	Prepare Snacks and Salads
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Cook UVQ1)
Qualification Level	1
Module purpose	At completion of this module, the trainee shall be able to prepare snacks and salads
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare Egg Dishes LWA 2/2: Prepare Sandwiches LWA 2/3: Prepare Chips and Crisps LWA 2/4: Prepare Samosas, Kebabs, Fish Fingers and Chicken-based Snacks LWA 2/5: Make Fresh Salads LWA 2/6: Make Cooked Salads LWA 2/7: Prepare Dressings LWA 2/8: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Prepare Egg Dishes PEX 1.1: Make boiled eggs PEX 1.2: Make poached eggs PEX 1.3: Make fried egg PEX 1.4: Cook scrambled eggs PEX 1.5: Make omelette PEX 1.6: Make scotched eggs PEX 1.7: Prepare egg rolls</p>

	<p>LWA 2/2: Make Sandwiches PEX 2.1: Make cheese sandwich PEX 2.3: Make vegetable sandwich PEX 2.4: Prepare beef sandwich PEX 2.5: Make chicken sandwich PEX 2.6: Make ham or bacon sandwich</p>
	<p>LWA 2/3: Prepare Chips and Crisps PEX 3.1: Make vegetable chips (potatoes, cassava, plantain) PEX 3.2: Make fruit chips PEX 3.3: Make vegetable crisps (potatoes, cassava)</p>
	<p>LWA 2/4: Prepare Samosas, Kebabs and Chicken Base Snacks PEX 4.1: Make vegetable samosas PEX 4.2: Make meat samosa PEX 4.3: Make fish fingers PEX 4.4: Prepare vegetable kebabs PEX 4.5: Make meat kebabs PEX 4.6: Cook sausage PEX 4.7: Make meat balls PEX 4.8: Make spring rolls PEX 4.9: Cook chicken wings and gizzards</p>
	<p>LWA 2/5: Make Fresh Salads PEX 5.1: Prepare simple fruit based salad PEX 5.2: Prepare simple vegetable salad PEX 5.3: Prepare fresh fruit composite salad PEX 5.4: Prepare composite vegetable salad</p>
	<p>LWA 2/6: Make Cooked Salads PEX 6.1: Prepare simple cooked salad PEX 6.2: Prepare cooked composite salad</p>
	<p>LWA 2/7: Prepare Dressings PEX 7.1: Make Italian dressing PEX 7.2: Make mayonnaise dressing PEX 7.3: Make French dressing/vinaigrette PEX 7.4: Make tartar sauce</p>
	<p>LWA 2/8: Perform Occupational Health, Safety and Environmental Protection Practices PEX 8.1: Wear personnel protective equipment PEX 8.2: Clean surfaces PEX 8.3: Display safety signs</p>

	PEX 8.4: Administer first aid PEX 8.5: Dispose waste PEX 8.6: Cover and label food PEX 8.7: Perform firefighting
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of snacks • Categorise and classify snacks • Egg dishes • Preparation process of snacks • Variation in eggs • Ingredients requirements to prepare snacks • Quality points considered when receiving ingredients from the purchaser. • Types of sandwiches • Equipment used in sandwich preparation or making • Filling required of a particular sandwich • Quality ingredients required • Quantity of ingredients • Methods in preparing vegetable chips • Equipment used to prepare chips • Vegetable and fruit seasonings • Shapes of samosas • Steps taken in making samosas • Samosa fillings and seasonings • Kebab shapes and types • Cooking method used • Hygiene and safety • Hazard analysis and critical control point (HACCP - i.e. Temperature, quality of food, food storage, food security measures) • Observe food safety procedures • Cleaning and sanitising tools and equipment before task
Average duration of learning	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 days of occupational practice

Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item
Minimum required tools/ equipment/ implements or equivalent	knives, wooden spatula, chopping boards, ladle spoons, baking trays and tins, graters, peelers, frying pans, slicers, tongs, platters, spider, deep fryers, rolling pins, fridges, chips machines, sandwich toaster, dough mixers, cooker, saucepan, plates
Minimum required materials and consumables or equivalent	eggs, cheese, vegetables, salt, water, potatoes, cassava, fish, meat, onions, wheat flour, carrots, cooking oil, Sausages, liver, chicken
Special notes	This module is applicable to people with special needs

Code	UE/CK/M 1.3
Module title	Prepare Soups, Sauces and Stocks
Related Qualification	Part of Uganda Vocational Qualification (Cook UVQ1)
Qualification Level	1
Module purpose	At the completion of this module the trainee shall be able to prepare stocks, sauces and soups
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Make Soups LWA 3/2: Prepare Sauces LWA 3/3: Prepare Stock</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence 2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning working assignment
Related Practical Exercises (PEXs)	<p>LWA 3/1: Make Soups PEX 1.1: Prepare broth soups (clear soups, chicken soup) PEX 1.2: Prepare cream soups e.g. cream of mushroom, baby marrow soup, pumpkin soup etc.</p> <p>LWA 3/2: Prepare Sauces PEX 2.1: Make hot and cold sauces PEX 2.2: Make Béchamel (basic white) PEX 2.3: Make basic hot brown sauce (dem-glaze) PEX 2.4: Make cold mayonnaise sauce PEX 2.5: Make mushroom sauce PEX 2.6: Make cocktail onion sauce, tomato sauce</p> <p>LWA 3/3: Prepare Stock PEX 3.1: Make white fish stock PEX 3.2: Make white chicken stock PEX 3.3: Make brown beef stock PEX 3.4: Make brown chicken stock PEX 3.5: Make white vegetable stock PEX 3.6: Brown vegetable stock</p> <p>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Wear personnel protective gear</p>

	PEX 4.2: Clean and sanitise surface, equipment and tool PEX 4.3: Display safety signs PEX 4.4: Demarcate work areas PEX 4.5: Administer first aid PEX 4.6: Dispose refuse PEX 4.7: Cover and label food PEX 4.8: Perform firefighting
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Use of soups • Preparation methods • Accompaniments and garnishes • Hygiene and safety • Mother sauces • Sauce categories • Sauce production faults • Firefighting • Common injuries and hazards • Communicable and non-communicable diseases • Waste disposal • Tools and equipment usage • Cleaning and sanitising of tools • Sanitising of ingredients
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 20 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.

Minimum required tools/ equipment/ implements or equivalent	knives, wooden spatula, chopping boards, ladle spoons, graters, mandolin, pillars, butcher panga, strainers, hand whisks, cutters, ovens, blenders, fridges, cookers, butcher knives, saucepans, wooden spoons, fuel
Minimum required materials and consumables or equivalent	kitchen hand towel, kitchen gloves, head gear, apron, vinegar (white), olive oil, salt, sugar, fruits (pineapple, sultanas, cherries), vegetables (white/red cabbage, fresh tomatoes, fresh green pepper, cucumber, lettuce, green peas, carrots, parsley, onions), white pepper, mayonnaise, mustard, water, salad wash or legume, mayonnaise sauce, eggs, custard, pepper, lemon, beef.
Special notes	This module is applicable to people with special needs

Code	UE/CK/M 1.4
Module title	Prepare Stews
Related Qualification	Part of Uganda Vocational Qualification (Cook UVQ1)
Qualification Level	1
Module purpose	By the end of this module a trainee shall be able to prepare stews
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Prepare Brown Stew LWA 4/2: Prepare White Stew LWA 4/3: Prepare Vegetable Stews LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note: 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Prepare Brown Stew PEX 1.1: Make beef stew PEX 1.2: Make liver stew PEX 1.3: Make offal stew</p> <p>LWA 4/2: Prepare White Stew PEX 2.1: Make fish in sauce PEX 2.2: Make chicken stew</p> <p>LWA 4/3: Prepare Vegetable Stews PEX 3.1: Make bean stew PEX 3.2: Make cow peas stew PEX 3.3: Make mixed vegetable stew</p> <p>LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Wear personnel protective gear PEX 4.2: Clean and sanitise surface, equipment and tools PEX 4.3: Display safety signs PEX 4.4: Demarcate work area PEX 4.5: Administer first aid PEX 4.6: Dispose refuse</p>

	PEX 4.7: Cover and label food PEX 4.8: Sanitise vegetables PEX 4.9: Wash Salads PEX 4.10: Perform fire fighting
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Vegetable stews • Right ingredients • Types of stew • Cooking time • General kitchen safety procedures • General hygiene
Average duration of learning	80 hours (10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 2 days of occupational theory and • 8 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	knives, wooden spatula, chopping boards, ladle spoons, graters, mandolin, pillars, butcher panga, strainers, hand whisks, cutters, ovens, blenders, fridges, cookers, butcher knives, saucepans, wooden spoons, stores, fuel, chicken
Minimum required materials and consumables or equivalent	kitchen hand towel, kitchen gloves, head gear, apron, vinegar (white), olive oil, salt, sugar, fruits (pineapple, sultanas, cherries), vegetables (white/red cabbage, fresh tomatoes, fresh green pepper, cucumber, lettuce, green peas, carrots, parsley, onions), white pepper, mayonnaise, mustard, water, salad wash or legume, mayonnaise sauce, eggs, custard, pepper, lemon, beef
Special notes	This module is applicable to people with special needs

Code	UE/CK/M1.5
Module title	Prepare Basic Specialty Cuisines
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Cook UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to prepare a variety of Ugandan, continental and oriental dishes.
Learning-Working Assignments (LWAs)	<p>LWA 5/1: Make Ugandan Traditional Dishes</p> <p>LWA 5/2: Prepare Continental Dishes</p> <p>LWA 5/3: Prepare Oriental Dishes</p> <p>LWA 5/4: Prepare Porridge and Cereals</p> <p>LWA 5/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 5/1: Make Ugandan Traditional Dishes</p> <p>PEX 1.1: Prepare luwombo</p> <p>PEX 1.2: Steam matooke</p> <p>PEX 1.3: Cook tubers</p> <p>PEX 1.4: Make local cereal bread</p> <p>PEX 1.5: Prepare groundnut sauce</p> <p>PEX 1.6: Make eshabwe /firinda</p> <p>PEX 1.7: Make malewa</p> <p>PEX 1.8: Make eboo</p> <p>PEX 1.9: Make malakwang</p> <p>LWA 5/2: Prepare Basic Continental Dishes</p> <p>PEX 2.1: Make spaghetti</p> <p>PEX 2.2: Make macaroni</p> <p>PEX 2.3: Make vegetable rice</p> <p>PEX 2.4: Make pilawo</p> <p>PEX 2.5: Make braised rice</p> <p>PEX 2.6: Make French fries</p>

	<p>LWA 5/3: Prepare Elementary Oriental Dishes PEX 3.1: Make meat curry with chapatti PEX 3.2: Make vegetable curry with chapatti PEX 3.3: Make Chinese work noodles or rice PEX 3.4: Make pilawo</p> <p>LWA 5/4: Prepare Porridge and Cereals PEX 4.1: Make oats porridge PEX 4.2: Make rice porridge PEX 4.3: Make millet porridge PEX 4.4: Make maize porridge PEX 4.5: Make mixed cereals porridge PEX 4.6: Make weetabix porridge PEX 4.7: Make sorghum porridge PEX 4.8: Make cornflakes porridge</p> <p>LWA 5/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Wear personnel protective gear PEX 5.2: Clean and sanitise surface, equipment and tools PEX 5.3: Display safety signs PEX 5.4: Demarcate work areas PEX 5.5: Manage waste PEX 5.6: Cover and label food PEX 5.7: Sanitise vegetables PEX 5.8: Perform fire fighting</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Traditional dishes • Origins of the traditional cuisine • Cooking methods and techniques • Time required in preparing • Nutritional value • Define porridge and cereal • Types of porridge and cereals • Methods of cooking porridge and cereals

	<ul style="list-style-type: none"> • Oriental dishes and why they are oriental • Types of oriental dishes • Spices required • Tools and equipment • Methods of cooking oriental dishes • Hygiene and safety
Average duration of learning	160 hours (20days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	saucepans, knives, cookers, ladles, spoons, peelers, chopping board, steamer, fryer, mincer, oven, salamander, chips cutter, steamers, baskets
Minimum required materials and consumables or equivalent	banana leaves, groundnuts, matooke, millet flour, sorghum, rice, macaroni, spaghetti, onions, carrots, leek, celery, baby marrow, fresh peas, maize flour, potatoes, red cabbage, parsley, broccoli, French beans, butter, cooking oil mayonnaise, nakati, dodo, eboo, pumpkin, curry powder, green pepper, tomatoes, butter
Special notes	This module is applicable to people with special needs

Code	UE/CK/M1.6
Module title	Prepare Desserts
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Cook UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to prepare basic desserts and puddings
Learning-Working Assignments (LWAs)	<p>LWA 6/1: Prepare Sweet Sauces LWA 6/2: Prepare Cooked Desserts LWA 6/3: Prepare Cold Desserts LWA 6/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment
Related Practical Exercises (PEXs)	<p>LWA 6/1: Prepare Sweet Sauces PEX 1.1: Make custard sauce PEX 1.2: Make jam sauce PEX 1.3: Make lemon sauce PEX 1.4: Make chocolate sauce</p> <p>LWA 6/2: Prepare Cooked Desserts PEX 2.1: Make pan cakes PEX 2.2: Make fruit fritters</p> <p>LWA 6/3: Prepare Cold Desserts PEX 3.1: Make fruit salads PEX 3.2: Make whipped cream</p> <p>LWA 6/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Wear personnel protective equipment PEX 4.2: Clean surfaces PEX 4.3: Display safety signs PEX 4.4: Administer first aid PEX 4.5: Manage waste</p>

	<p>PEX 4.6: Cover and label food</p> <p>PEX 4.7: Perform firefighting</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
Pre-requisite modules	<p>None</p>
Related knowledge/ theory	<p><i>For occupational theory suggested for instructions/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Desert categories • Tools necessary/equipment • Storage ways and facilities • Safety and hygiene • Tools and equipment usage • Different types of whipped cream • Desserts and their accompaniments
Average duration of learning	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organisation of learning	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.</p>
Assessment	<p>Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.</p>
Minimum required tools/ equipment/ implements or equivalent	<p>knives, wooden spatula, baking trays and tins, graters, saucepans, tongs, strainers, hand whisks, scoopers, deep fryers, fridges, cookers, saucepans, wheeling scales, ovens</p>
Minimum required materials and consumables or equivalent	<p>flour, fats, starches, liquids, leavening agents, fruits, sugar, milk, eggs, raisins, bread crumb</p>
Special notes	<p>This module is applicable to people with special needs</p>

Code	UE/CK/M1.7
Module title	Perform Basic Entrepreneurial Skills
Related Qualification	Part of Uganda Vocational Qualification (Cook UVQ1)
Qualification Level	1
Module purpose	After the completion of this module, a trainee shall be able cost and market cookery products, generate records as well as storing tools, equipment and materials.
Learning-Working Assignments (LWAs)	<p>LWA 7/1: Generate Records LWA 7/2: Market Finished Products LWA 7/3: Communicate with Clients LWA 7/4: Perform Administrative Task LWA 7/5: Procure Tools and Equipment LWA 7/6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 7/1: Generate Financial Records. PEX 1.1: Develop income and expenditure records PEX 1.2: Generate budgets PEX 1.3: Store records PEX 1.4: Prepare quotations PEX 1.5: Cost cookery products.</p> <p>LWA 7/2: Market Finished Products PEX 2.1: Brand products PEX 2.2: Price products PEX 2.3: Advertise cookery products PEX 2.4: Display cookery products</p> <p>LWA 7/3: Communicate with Clients PEX 3.1: Receive clients PEX 3.2: Offer sales services PEX 3.3: Exercise ICT techniques</p>

	<p>LWA 7/4: Perform Administrative Task PEX 4.1: Recruit workers PEX 4.2: Train workers PEX 4.3: Prepare work schedule PEX 4.4: Assign work PEX 4.5: Pay tax PEX 4.6: Remunerate workers</p> <p>LWA 7/5: Procure Tools and Equipment PEX 5.1: Determine tools, equipment and materials PEX 5.2: Identify source of tools PEX 5.3: Negotiate payment PEX 5.4: Transport tools PEX 5.5: Store tools</p> <p>LWA 7/6: Perform Occupational Health, Safety and Environmental Protection Practices PEX 6.1: Wear personnel protective equipment PEX 6.2: Clean surfaces PEX 6.3: Display safety signs PEX 6.4: Administer first aid PEX 6.5: Manage waste PEX 6.6: Clean equipment and tools PEX 6.7: Cover and label food PEX 6.9: Perform firefighting</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of records • Documents used by cooks • Marketing • ICT • Record keeping • Networking • Business plan

	<ul style="list-style-type: none"> • Tax payment • Costing/Pricing
Average duration of learning	160hours (20days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 day of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	containers, cooling facilities, storage facility, calculators, telephone set/mobile phone, electrical tool and equipment
Minimum required materials and consumables or equivalent	water, disinfectants
Special notes	This module is applicable to people with special needs

3.0 ATP- PART III

Assessment Instruments for a Cook

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors reviewed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a COOK are included.

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching cause and effect	2
5.	Written (Theory)- matching work sequence	1
6.	Performance (Practical) test items	2
	Total	11

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Cook			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.1			
Time allocation:	5 minutes			

Test Item	List down four types of hot beverages
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Tea (ii) Soya (iii) Coffee (iv) Chocolate drinks

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2		
Occupational Title:	Cook		
Competence level:	Level 1		
Code no.			
Test Item type:	Short answer	√	
	Multiple choice		
	Matching item	Generic	Cause-Effect
			Work-sequence
Complexity level:	C1		
Date of OP:	September 2020		
Related modules:	M1.3		
Time allocation:	4 minutes		

Test Item	Name any four fresh vegetables that are used in making a composite vegetable salad
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Carrots (ii) Onions (iii) Egg plants (iv) Tomatoes (v) Green pepper (vi) Cabbage (vii) Baby marrow (viii) Cucumber (ix) Lettuce

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Cook			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.3			
Time allocation:	5 minutes			

Test Item	Which of the following equipment is used for draining vegetables?
Distractors and correct answer	A. Sieve B. Strainer C. Colander D. Slotted spoon

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Cook			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.4			
Time allocation:	2 minutes			

Test Item	Which of the following is a cream soup?
Distractors and correct answer	A. Onion soup B. Chicken soup C. Mushroom soup D. Sweet Corn soup

Key (answer)	C
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Cook				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
		√			
Complexity level:	C2				
Date of OP:	September 2020				
Related Modules:	M1.1				
Time allocation:	6 minutes				

Test Item	Match the following beverages with the method of preparation
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Column A (Beverages)	
1	Tea
2	Milk
3	Coffee
4	Cocoa

Column B (Methods of preparation)	
A	Brewing
B	Blending
C	Steaming
D	Infusing
E	Simmering
F	Boiling

Key (answer)	1-D, 2-F, 3- A, 4-B
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Cook			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related modules:	M1.5			
Time allocation:	3 minutes			

Test Item	Match the following equipment to their respective use in preparing stews
------------------	--

Column A (Equipment)	
1	Ladle
2	Sauce pan
3	Chopping board
4	Wooden spatula
5	Knife

Column B (Purpose)	
A	Cutting food
B	Stirring food
C	Grilling food
D	Grinding food
E	Adding stock
F	Provide chopping and cutting surface
G	Boiling food

Key (answer)	1-E, 2-G, 3-F, 4-B, 5-A
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Cook			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
			√	
Complexity level:	C2			
Date of OP:	September 2020			
Related modules:	M1.2			
Time allocation:	7 minutes			

Test Item	Match the following faults with their causes when preparing snacks
------------------	--

Column A (Faults)	
1	Disintegrate meat balls
2	Soggy fish finger
3	Tough kebabs
4	Open samosa

Column B (Causes)	
A	Cold cooking oil
B	High cooking temperature
C	Poor sealing
D	Poor binding
E	Over roasting
F	Poor boiling

Key (answer)	1-D, 2-A, 3-B, 4-C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Cook				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
			√		
Complexity level:					
Date of OP:	September 2020				
Related module:	M1.4				
Time allocation:	7 minutes				

Test item	Match the following faults in soup making with their causes
------------------	---

Column A (Faults)	
1	Raw taste
2	Lumpy
3	Too-thin
4	Greasy
5.	Flat taste

Column B (Causes)	
A	Insufficient thickening
B	Insufficient cooking time
C	Lack of seasoning
D	Poor stirring
E	Too much fat added
F	Over seasoning
G	Over cooking

Key (answer)	1-B,2-D,3-A,4-E,5-C
---------------------	---------------------

DIT/QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Cook			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C 2			
Date of OP:	September 2020			
Related Modules:	M1.2			
Time allocation:	10 minutes			

Test Item	Arrange the following steps in the order taken when making fish fingers
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Wash fish
2 nd	B	Cut fish
3 rd	C	Prepare coatings
4 th	D	Season fish fingers
5 th	E	Add flour
6 th	F	Whisk eggs
7 th	G	Coat fish fingers
8 th	H	Add fingers in the whisked eggs
9 th	I	Deep fry fish fingers
10 th	J	Drain fish fingers

Key (answer)	1-C, 2-A, 3-B, 4-D, 5-E, 6-F, 7-H, 8-G,9-I,10-J
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PERFORMANCE TEST ITEMS (Samples)

DIT/ QS	Test Item Database Performance Test Item- no. 10
Occupational Title:	Cook
Competence level:	Level 1
Code no.	
Test Item:	Prepare and present beef stew
Complexity level:	P 2
Date of OP:	September 2020
Related module:	M1.5
Related skills and knowledge:	simmering, boiling, wiping, trimming, seasoning, knife skills, time management
Required tools, Materials and Equipment:	stew pan, knife, chopping board, wooden spoon, heat source, sauce pan, beef, onions, carrots, green paper, tomatoes, thickening agent, salt, water, garlic, bones
Time allocation:	2 hours
Preferred venue:	Kitchen
Remarks for candidates	Candidates must have personnel protective equipment
Remarks for assessors	Avail tools, materials and equipment to the candidate Provide all the required ingredients

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	<u>Wore protective gear</u> Head gear Apron Flat closed shoes		3
		Cleaned kitchen area	2	
		Dirt free kitchen observed		3
		Short finger nails not vanished		2
		Working area arranged		2

		Assembled equipment and tools	2	
		Selected ingredients	3	
		Pre-heated cooking stove/heat source	1	
		Heat source observed		3
2	Preparation of stock	Removed excess fat	1	
		No fat observed on the bones		1
		Added sufficient water		1
		Added herbs		1
		Simmered stock	3	
		Simmered stock below boiling point		2
		Skimmed stock	2	
		Clear stock observed		2
3	Preparation of vegetables	Washed vegetables	2	
		Peeled onions, garlic	2	
		Cut tomatoes	2	
		Finely chopped vegetables observed		2
4	Preparation of beef	Washed/wiped beef		1
		Trimmed off excess fat/ bones		1
		Chopped the beef into mouthful pieces	2	
		Uniform sized pieces observed		2
5	Cooking	Heated oil in a dry saucepan		1
		Added chopped beef	2	
		Added vegetables	3	
		Added thickening agents	1	
		Added stock to beef	2	
		Thick beef stew observed		1
		Seasoned beef stew		2
		Simmered beef stew	4	
6	Presentation	Served beef stew	2	

		Served beef stew in bowl dish.		3
7	Perform post handling activities	Cleaned tools and equipment	2	
		Cleaned tools, equipment observed	2	
		Cleaned kitchen/work area	2	
		Dirt free work area/kitchen observed		2
		Stored tools		2
		Managed time		2
		TOTAL		42
MAXIMUM SCORE (Y)	X/Y X 100			

DIT/ QS	Test Item Database Performance Test Item- no. 11
Occupational Title:	Cook
Competence level:	Level 1
Code no.	
Test Item:	Prepare 250gms of fried vegetable rice
Complexity level:	P 2
Date of OP:	September 2020
Related module:	M1.6
Related skills and knowledge:	rice variety, measurements, required heat temperatures, simmering, cleaning, cutting, boiling, parboiling, frying, sorting rice, mixing rice, dishing rice, food preservation, preparation of vegetables
Required tools, Materials and Equipment:	knife, chopping board, weighing scale, measuring jar, wooden spoon, heat source, sauce pan, apron, head gear, gloves, dish cloth, hand towels, rice, onions, carrots, green paper, tomatoes thickening agent, salt, water, garlic, cooking oil, peas
Time allocation:	1 hours
Preferred venue:	Kitchen
Remarks for candidates	Must have personnel protective equipment
Remarks for assessors	Avail tools, materials and equipment to the candidate

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	<u>Wore protective gear</u>		
		Head gear		1
		Apron		1
		Flat closed shoes		1
		Short nails not vanished		1
		Room arranged		2
		Assembled equipment and tools		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Selected ingredients		2
		Cleaned kitchen area		2
		Dirty free kitchen observed		2
2	Preparation of vegetables	Washed vegetables	2	
		Peeled Vegetables		2
		Cut and diced vegetables	2	
		Uniform shape of vegetables observed		2
		Par boiled peas/French beans		2
		Seasoned peas		2
		Sorted rice observed		2
		Boiled water	3	
		Washed rice	2	
		Heated oil in the pan		2
		Fried onions	2	
		Soft fried onions observed		2
		Added rice	2	
		Seasoned rice		3
		Added boiled water	2	
		Tasted the seasoning	1	
Simmering rice observed		3		
4	Mix rice with vegetable	Added vegetable to simmering rice	2	
		Mixed vegetable rice observed		3
5	Presentation of food	Dished rice		2
		Garnished dish	2	
		Covered dish		1
		Well garnished rice observed		1
6	Post handling activities	Cleaned tools and equipment	2	
		Cleaned tools, equipment observed	2	
		Cleaned kitchen/work area	2	

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#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Dirt free work area/kitchen observed		2
		Stored tools		2
		Time managed		2
TOTAL			28	47

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Review (September 2020)

The Occupational Profile was exclusively reviewed by job practitioners who were working in the Cook occupation, Secondary school teachers who double as examiners of Food and Nutrition with the Uganda examination Board (UNEB) and Curriculum Development Specialists working with the National curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Review (September 2020)

Based on the Occupational Profile for Cook of September 2020, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Review (September 2020)

Based on the Occupational Profile for Cook of September 2020, and Training Modules, Test Items were reviewed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both instructors and job practitioners' panels consolidated the development philosophy.

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking.

4.5 Review Panel

The participating panels of Job Practitioners required at different stages were constituted by members from the following organisations:

Review Panel		
No.	Name	Institution/ Organisation
1.	Mr. Musulo Dick	St. Juliana High School
2.	Ms. Nakisige Lydia	Makerere College School
3.	Ms. Nandita Irene	Seroma Christian High School
4.	Ms. Sabano Hanifa	St. Josephs Girls S.S Nsambya
5.	Ms. Nambozo Sarah Florence	Kyambogo University
6.	Mr. Kulazikulabe Sosan	YMCA-YCI Wandegeya
7.	Ms. Namono Stina	Mt. St. Mary's College Namagunga
8.	Mrs. Ssentongo Rhoda	Gayaza High School
9.	Mr. Okwiror Deograsias	Kampala Serena Hotel
10.	Mr. Tibesigwa Ssenkumba John	Uganda Martyr's Sec.Sch. Namugongo

4.6 Facilitator team

This Assessment and Training Package was reviewed by a Facilitator team listed below:

1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators:** Ms. Kusasira Agnes, Ms Nabirye Asha, and Mr. Kiswiriri Umar, QO DIT
3. **Data Entrants:** Mr. Tusubiira Samson and Ms. Nansasi Salome
4. **Compiled by:** Ms. Kusasira Agnes
5. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, QS Dept. DIT
6. **Coordinated by:** Mr Byakatonda Patrick, Ag. Director, DIT and Ms. Mukyala Ruth Ag. DD, DIT, QS Dept. DIT

4.7 Reference time:

This Assessment and Training Package was compiled in September 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

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ISBN 978-9913-626-45-3



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