REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

FOOD AND BEVERAGE SALES AND SERVICE OPERATOR

LEVEL 3

TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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Council Secretary/CEO
TVET Curriculum Development, Assessment and Certification Council
P.O. Box 15745–00100
Nairobi, Kenya
Email: cdacc.tvet@gmail.com

FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint, Vision 2030 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency based curriculum for Food and Beverage Sales and Services Operations Level 3. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent food and beverage sales and service experts for the Hospitality sector's growth and development.

PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION

PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, "middle-income country providing a high-quality life to all its citizens by the year 2030". Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Hospitality Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for Food and Beverage Sales and Services Operators Level 3. These standards will be the bases for development of competency-based curriculum for Food and Beverage Sales and Services Operations Certificate Level 3.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, Hospitality SSAC, expert workers and all those who participated in the development of these Occupational Standards.

Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. EngTech.
CHAIRMAN, TVET CDACC

ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to Hospitality Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all institutions which in one way or another contributed to the development of these Standards.

CHAIRMAN
HOSPITALITY SECTOR SKILLS ADVISORY COMMITTEE

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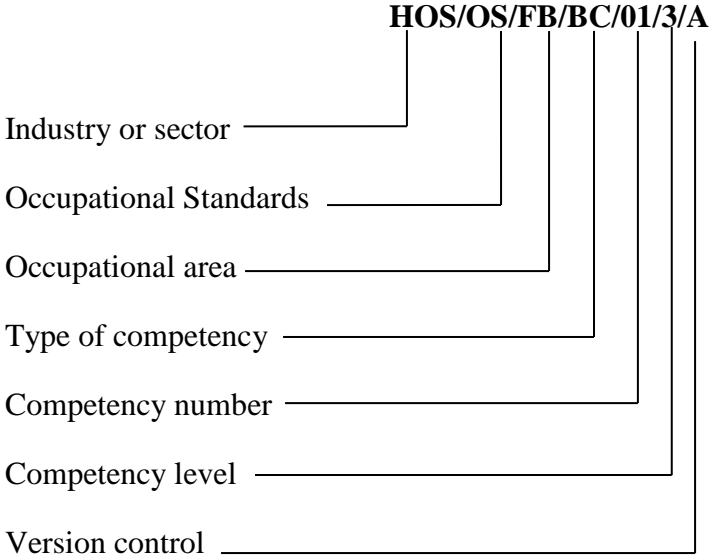
ACRONYMS

BC   : Basic Competency

CBET   : Competency Based Education and Training

CD   : Compact Disc

CDACC   : Curriculum Development Assessment and Certification Council

CR   : Core Competency

FB   : Food and Beverage Sales and Service

HOS   : Hospitality

ICT   : Information Communication Technology

KCSE   : Kenya Certificate of Secondary Education

KNQA   : Kenya National Qualifications Authority

NOS   : National Occupation Standard

OS   : Occupational Standard

OSHA   : Occupation Safety and Health Act

OSH   : Occupation Safety and Health

RPL   : Recognition of Prior Learning

SSAC   : Sector Skills Advisory Committee

SOP   : Standard Operating Procedure

TVET   : Technical and Vocational Education and Training

KEY TO UNIT CODE

HOS/OS/FB/BC/01/3/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

OVERVIEW

The Food and Beverage Sales and Services Level 3 Qualification consists of competencies that an individual must achieve to provide food and beverage sales and service to guests in food and beverage sales and service facilities. It involves providing customer service, setting-up restaurant for sales and service, serving food and beverage orders and merchandizing food and beverage products. It also entails preparing guest bills, handling guest reservations and performing administrative services.

The units of competency comprising Food and Beverage Sales and Services Operations Certificate Level 3 Qualification includes the following:

BASIC UNITS OF COMPETENCY

Unit Code	Unit Title
HOS/OS/FB/BC/01/3	Demonstrate communication skills
HOS/OS/FB/BC/02/3	Demonstrate numeracy skills
HOS/OS/FB/BC/03/3	Demonstrate digital literacy
HOS/OS/FB/BC/04/3	Demonstrate entrepreneurial skills
HOS/OS/FB/BC/05/3	Demonstrate employability skills
HOS/OS/FB/BC/06/3	Demonstrate environmental literacy
HOS/OS/FB/BC/07/3	Demonstrate occupational health and safety practices

CORE UNITS OF COMPETENCY

Unit Code	Unit Title
HOS/OS/FB/CR/01/3	Set-up restaurant for food and beverage sales and service
HOS/OS/FB/CR/02/3	Serve food and beverage orders
HOS/OS/FB/CR/03/3	Merchandize food and beverage products

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: HOS/OS/FB/BC/01/3

UNIT DESCRIPTION

This unit covers the competencies required to gather, interpret and convey information in response to workplace requirements.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from ***appropriate sources*** 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate ***medium*** is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and ***storage*** of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Speak English at a basic operational level	2.1 Simple conversations on familiar topics with work colleagues is participated 2.2 Simple verbal instructions or requests are responded to according to workplace guidelines 2.3 Simple requests are made in accordance with workplace procedure 2.4 **Routine procedures** are described in accordance with workplace policy 2.5 Likes, dislikes and preferences are expressed 2.6 Different forms of expression in English are identified
3. Participate in workplace meetings and discussions	3.1 Team meetings are attended on time 3.2 Own opinions are clearly expressed and those of others are listened to without interruption 3.3 Meeting inputs are consistent with the meeting purpose and established ***protocols*** 3.4 ***Workplace interactions*** are conducted in a courteous manner

	3.5 Questions about simple routine workplace procedures and maters concerning working conditions of employment are asked and responded to
	3.6 Meetings outcomes are interpreted and implemented
4. Complete relevant work related documents	4.1 Range of forms relating to conditions of employment are completed accurately and legibly
	4.2 Workplace data is recorded on standard workplace forms and documents
	4.3 Basic mathematical processes are used for routine calculations
	4.4 Errors in recording information on forms/ documents are identified and properly acted upon
	4.5 Reporting requirements to supervisor are completed according to organizational guidelines

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Appropriate Sources include but not limited to:	1.1 Various department heads 1.2 Organization documents
2. Medium include but not limited to:	Method of communication 2.1 Physical media 2.2 Mechanical media (everything that is not No. 1)
3. Routine procedures include but not limited to:	3.1 Day to day activities
4. Protocols include but not limited to:	4.1 Procedures for doing a task
5. Workplace interactions include but not limited to:	5.1 Official inter relations

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.
Required Skills
The individual needs to demonstrate the following skills:
- Analytical
- Listening
- Communication

- Report writing
- Interpretation
- Basic Information Technology (IT)

Required Knowledge

The individual needs to demonstrate knowledge of:
- Report writing in templates
- Sources of information
- Lines of communication
- Self-expression
- Information storage

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using communication equipment 1.3 Spoken English at a basic operational level 1.4 Made use of relevant terms as an aid to transfer information effectively 1.5 Conveyed information effectively adopting the formal or informal communication
2. Resource Implications	2.1 Telephone 2.2 Writing materials 2.3 Internet
3. Methods of Assessment	3.1 Direct Observation 3.2 Oral interview and written test
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE NUMERACY SKILLS

UNIT CODE: HOS/OS/FB/BC/02/3

UNIT DESCRIPTION:

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and Locate Specific Information in highly familiar tables, graphs and charts for work.

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Use whole numbers for work	1.1 Whole numbers are used in familiar workplace documents and tasks are named and read
	1.2 Understanding of place value and the role of zero is demonstrate
	1.3 Halves are recognised and understood in workplace
	1.4 Whole numbers are organised in size order and are compared
	1.5 Counting is done in number groups
	1.6 Addition and subtraction of whole numbers are done in accordance with workplace requirement
	1.7 Links between operations of addition and subtraction are clearly described
	1.8 Reasonableness of outcome with prompting and support is checked
	1.9 Numerical information is recorded and the result of the task is communicated using informal language and symbolism

Element	Performance Criteria
2. Locate, compare and use highly familiar measurement for work	2.1 Measurements in highly familiar workplace documents and tasks are located 2.2 Different units of measurements and their uses are identified 2.3 The comparative relationship between the units of measurement identified 2.4 Understanding of conservation of amounts is demonstrated 2.5 Informal language is used to compare measurements 2.6 Digital time is well read and am and pm used in reference to time 2.7 Calendar used appropriately to record information 2.8 Basic measurement information is well read and recorded 2.9 Additions and subtraction of simple quantities done in workplace
3. Use highly familiar maps and diagrams for work	3.1 Familiar items or places are located in highly familiar maps and diagrams 3.2 Simple symbols and pictorial representations are identified in highly familiar maps and diagrams 3.3 Simple oral directions are given to locate objects 3.4 Simple oral directions followed to locate objects 3.5 Understanding of informal directional language is demonstrated
4. Identify and use some common 2D shapes for work	4.1 Familiar **two-dimensional shapes** are identified and named 4.2 Common objects are described in terms of size and shape 4.3 Common, every day, informal language is used to compare objects 4.4 Common objects are grouped based on shape, size, colour and features
5. Locate specific Information in highly familiar tables, graphs and charts for work	5.1 Features of simple tables identified 5.2 Specific numerical information located in highly familiar tables using grid movement (up and down columns and across rows) and key 5.3 Numerical information and data in highly familiar tables compared using appropriate informal language 5.4 Information related to relevant workplace tasks 5.5 Features of simple graphs and charts identified 5.6 Specific numerical information located in highly familiar graphs and charts 5.7 Numerical information and data compared using appropriate informal language

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. Measuring instruments	May include but not limited to: 1.1 Rulers 1.2 Watches/clocks 1.3 Scales 1.4 Thermometers 1.5 AVO meter
2. Common two - dimensional shapes	May include but not limited to: 2.1 Round/circle 2.2 Square 2.3 Rectangular 2.4 Triangle

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Addition,
- Subtraction,
- Division,
- Multiplication
- Conversion

Required knowledge

The individual needs to demonstrate knowledge of:

- Use of measuring tools
- Use of calculator
- Fundamental operations
- Common shapes
- Dimensional shapes / objects
- Calculating area and volume
- Measuring instruments
- Units of measurement and abbreviations
- Rounding techniques
- Fractions

- Tables and graphs

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1.	Critical Aspects of Competency	Assessment requires evidence that the candidate:
		1.1 Measured objects or materials as per job requirements
		1.2 Used calculator to perform the four fundamental operations
		1.3 Performed calculations involving money up to one hundred thousand
		1.4 Performed conversions between hours, minutes and seconds
		1.5 Calculated area and volume of regular shapes
		1.6 Created tables and graphs to represent and interpret information
2.	Resource Implications	2.1 Calculator
		2.2 Basic measuring instruments
3.	Methods of Assessment	Competency may be assessed through:
		3.1 Written Test
		3.2 Interview/Oral Questioning
		3.3 Demonstration
4.	Context of Assessment	Competency may be assessed in an off the job setting
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE DIGITAL LITERACY

UNIT CODE: HOS/OS/FB/BC/03/3

UNIT DESCRIPTION

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication and performing work related tasks at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the Range*
1. Apply security measures to data, hardware, software	1.1 ***Data security and privacy are classified*** in accordance with the technological situation 1.2 ***Security and control measures*** are applied in accordance with laws governing protection of ICT 1.3 Computer threats and crimes are detected. 1.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
2. Apply computer software in solving tasks	2.1 Basic ***word processing concepts*** are applied in resolving workplace tasks 2.2 ***Word processing utilities*** are applied in accordance with workplace procedures 2.3 Data is manipulated on worksheet in accordance with office procedures
3. Apply internet and email in communication at workplace	3.1 Electronic mail is applied in workplace communication in accordance with office procedures 3.2 Office internet functions are defined and executed in accordance with office procedures 3.3 ***Network configuration*** and uses are determined in accordance with office operations procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Range	Variable
1. *Computer software* may include but not limited to:	1.1 A collection of instructions that enable the user to interact with a *computer*, its hardware, or perform tasks. 1.2 Computer tools that will help *computer* users interact with the hardware in a *computer*.
2. *Computer hardware* may include but not limited to:	2.1 Collection of physical parts of a computer system. This includes the computer case, monitor, keyboard, and mouse and all the parts inside the computer case, such as the hard disk drive, motherboard, video card,
3. *Data security and privacy* may include but not limited to:	3.1 Confidentiality 3.2 Cloud computing 3.3 Confidentiality 3.4 Cyber terrorism 3.5 Integrity -but-curious data serving
4. *Security and control measures* may include but not limited to:	4.1 Countermeasures and risk reduction 4.2 Cyber threat issues 4.3 Risk management
5. *Word processing concepts* may include but not limited to:	5.1 Using a special program to create, edit, and print documents
6. *Network configuration* may include but not limited to:	6.1 Organizing and maintaining information on the components of a computer network

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:
- Analytical skills
- Interpretation
- Typing
- Communication

- Computing

Required Knowledge

The individual needs to demonstrate knowledge of:
- Using a calculator
- Input and output devices
- Central processing Unit (CPU)
- Peripherals
- Storage Media
- Software concept
- Types of computer
- Computer software
- Data security and privacy
- Security threats and control measures
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
- Spread sheet;

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 6.1 Identified input, output, CPU and storage media devices of computers in accordance to computer specification 6.2 Identified concepts, types and functions of computer software according to operation manual 6.3 Identified and controlled security threats 6.4 Detected and protected computer crimes 6.5 Applied word processing in office tasks 6.6 Prepared work sheet and applied data to the cells in accordance to workplace procedures 6.7 Used Electronic Mail for office communication as per workplace procedure 6.8 Applied internet and World Wide Web for office tasks in accordance with office procedures 6.9 Applied laws governing protection of ICT
2. Resource Implications	7.1 Smartphones 7.2 Tablets 7.3 Laptops and 7.4 Desktop PCs

		7.5 Desktop computer 7.6 Lap top 7.7 Calculator 7.8 Internet 7.9 Operations Manuals
3.	Methods of Assessment	Competency may be assessed through: 8.1 Written Test 8.2 Demonstration 8.3 Practical assignment 8.4 Interview/Oral Questioning 8.5 Demonstration
4.	Context of Assessment	Competency may be assessed in an off and on the job setting
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE: HOS/OS/FB/BC/04/3

UNIT DESCRIPTION

This unit covers the competencies required to start, operate and grow a micro/small-scale enterprise.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. Bold and italicized terms are elaborated in the Range
1. Develop entrepreneurial culture	1.1 **Entrepreneurship terminologies** are defined following established procedures. 1.2 Contribution of entrepreneurship towards national development is identified in accordance to national development goals 1.3 Self-employment benefit are identified and emphasized to help create a positive attitude 1.4 Cultural factors that promote or inhibit entrepreneurial development are *identified and emphasis made on entrepreneurial promotion* 1.5 Ways of managing factors that inhibit development of entrepreneurial culture are identified in accordance with cultural background and national social economic situation
2. Identify entrepreneurial opportunities	2.1 Myths associated with entrepreneurship, types of entrepreneurs and characteristics of entrepreneurship are determined in accordance with the set procedures 2.2 Identification of **sources of business ideas,** generation of business ideas is undertaken in accordance with the existing procedure 2.3 Evaluation of business opportunities is undertaken according to prevailing office procedures 2.4 Competencies are matched with business opportunities in accordance with business practices.

3. Start a small business	3.1 Factors to consider when starting a small business are identified according to business sector.
	3.2 **Forms of business ownership** are identified and procedure of starting a small business stipulated according to relevant legal requirements
	3.3 Procedure of starting a small business is identified as per the legal requirements
	3.4 Challenges faced when starting a small business are identified and mitigating factors provided for in accordance prevailing legal and regulatory requirement
	3.5 **Resource requirement** for a small business are specified according to nature of business
	3.6 **Business life cycle** is projected as per the nature of business and national social economic situation
4. Operate a small business	4.1 **Relevant terms** are defined in accordance with the set rules
	4.2 Small business record is maintained in accordance with office procedures
	4.3 **Business support services** are set up in accordance with the nature and size of business
	4.4 **Marketing activities** are effected according to the nature and size of business
	4.5 Small enterprise business plan is prepared depending on the size and nature of business and the client specification
	4.6 Small business resources are run for efficiency and profitability
	4.7 Small business records are kept for decision making purposes
5. Grow a small business	5.1 Methods of growing/expanding a small business are identified and implemented in accordance with growth schedule
	5.2 Resources for growing small business are identified and implementing
	5.3 Small business growth plans are prepared according to growth schedule
	5.4 Use of computers and technology is incorporated in small scale business growth schedule in accordance with technological trends

		5.5 Social media is used for business growth and profitability
		5.6 Emerging issues and trends are considered in accordance with business growth schedule and activities
		5.7 Community interest is built in product/service according to growth plan
		5.8 Business communication is enhanced according to business **communication plan** and profitability
		5.9 Basic business growth strategies are identified and implemented for increased profitability

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

1.	**Entrepreneurship terminologies** include but not limited to:	1.1 Intra-preneurship 1.2 Enterprise 1.3 Business vision. Mission, core values, objectives
2.	**Sources of business ideas** include but not limited to:	2.1 Brainstorming 2.2 Personal hobbies 2.3 Newspapers, magazines, 2.4 Friends and relatives 2.5 Accounting/Administrative work 2.6 Modern trends and concerns
3.	**Forms of business ownership** include but not limited to:	3.1 Sole proprietorship 3.2 Partnership 3.3 Limited Company 3.4 Unlimited Company
4.	**Resource requirement** include but not limited to:	4.1 Human, 4.2 equipment, 4.3 finance

5. **Business life cycle** include but not limited to:	5.1 Start-up, 5.2 growth, 5.3 expansion 5.4 decline of a business
6. **Relevant terms** include but not limited to:	6.1 Seed capital, 6.2 Business start-up
7. **Marketing activities** include but not limited to:	7.1 Digital marketing, 7.2 Social media marketing

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills
The individual needs to demonstrate the following skills:
- Marketing skills
- Advertising
- Basic bookkeeping
- Communication skills

Required Knowledge
The individual needs to demonstrate knowledge of:
- Public relations
- Advertising
- Marketing
- Business ethics
- Businesses types
- Business controls
- Local legislation and regulations
- Quality control
- Competition

EVIDENCE GUIDE

This section describes the required skills which supports performance. These skills will need to be considered in the learning and assessment process.

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/smal enterprise

		1.3 Demonstrated ability to manage/operate a micro/small-scale business
		1.4 Demonstrated basic marketing skills
2.	Resource Implications	The following resources should be provided: 2.1 Case problems on micro/small-scale enterprises 2.2 Materials and location relevant to the proposed activity and tasks
3.	Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case problems 3.2 Oral Questioning 3.3 Portfolio
4.	Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

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DEMONSTRATE EMPLOYABILITY SKILLS

UNIT CODE: HOS/OS/FB/BC/05/3

UNIT DESCRIPTION

This unit covers competencies required to demonstrate employability skills. It involves competencies for exuding self-awareness and dealing with everyday life challenges; applying critical safe work habits and working harmoniously in a team; participating in planning and organizing work activities; applying learning, creativity and innovativeness in workplace functions; pursuing professional growth and managing time effectively in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Develop self-awareness and ability to deal with life challenges	1.1 Personal goals and objectives are written based on potential and in relation to organization objectives. 1.2 Emotions are handled as per workplace requirement. 1.3 Thoughts, feelings and beliefs are shared with superiors in direct and honest ways in line with organization policy. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Individual performance is recorded and monitored according to the agreed targets. 1.6 Ideas that generate excitement, interest and commitment are shared with immediate supervisors in line with workplace policy. 1.7 Self-esteem and a positive self-image are developed and demonstrated based on job requirements.
2. Demonstrate critical safe work habits for employees	2.1 Stress is handled at the workplace in accordance with standard procedures. 2.2 Punctuality and time consciousness is demonstrated in line with organization policy. 2.3 ***Personal objectives*** are integrated with organization objectives in accordance with organization's policy. 2.4 Resources are effectively and efficiently utilized in accordance with workplace policy. 2.5 Work activities are prioritized based on standard operating procedures.

		2.6	Task objectives are met in according to workplace procedures.
		2.7	Individual performance targets are set in line with organization objectives.
		2.8	Assertiveness is demonstrated based on the requirements of the job.
		2.9	Leisure time is used positively and productively in line with workplace policy.
		2.10	Abstinence from *drug and substance abuse* is demonstrated as per workplace policy.
		2.11	Awareness of HIV and AIDS is demonstrated in line with workplace policy and requirements of the job.
3.	Demonstrate workplace teamwork	3.1	Roles and objectives of the team are identified in accordance organization policy.
		3.2	Team parameters and relationships are identified according to workplace policy.
		3.3	Individual activities are identified and followed through in line with job requirements.
		3.4	Effective and appropriate forms of communication in a team are used according to workplace policy.
		3.5	Resolution of conflicts between team members is sought promptly in line with organization.
		3.6	Respect for team members' human rights is demonstrated in accordance with existing protocol.
		3.7	Healthy *relationships* are established and maintained for harmonious co-existence in line with workplace policy.
4.	Plan and organize work	4.1	Work schedules for given tasks are adhered to within the set time lines and based on workplace policy.
		4.2	Punctuality and time consciousness are demonstrated based on workplace policy.
		4.3	Assignment goals/objectives and deliverables are identified and achieved based on instructions from superiors and organizations' policy.
		4.4	Resources are identified and utilized to meet assignment goals and deliverables as per workplace policy.
		4.5	Work records are kept and maintained in line with workplace policy.
		4.6	Situations that require consultation with superiors are identified and consultations made in accordance with workplace policy.

	4.7 Operational decisions are made and applied based on the requirements of the job.
5. Demonstrate learning, creativity and innovativeness in the workplace	5.1 Personal training needs are assessed and outlined based on requirements of the job. 5.2 Sponsorship for training for career progression is sought based on organization policy. 5.3 Licensees and certifications relevant to job and career are obtained and renewed based on standard operating procedures. 5.4 Personal growth is pursued towards improving the qualifications set for the profession in line with organization policy. 5.5 Mentorship and coaching programs are attended regularly based on availability and workplace policy. 5.6 Application of Occupational Health and Safety procedures in use of technology is demonstrated in the workplace. 5.7 Recognition and support of innovative and creative ideas is demonstrated in the workplace.

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. *Drug and substance abuse* includes but not limited to:	1.1 Commonly abused; • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
2. *Feedback* includes but not limited to:	2.1 Verbal 2.2 Written 2.3 Informal 2.4 Formal
3. *Clients* includes but not limited to:	3.1 New clients 3.2 Existing clients

		3.3 Internal clients
		3.4 External clients
4.	***Relationships*** includes but not limited to:	4.1 Man/Woman 4.2 Trainer/trainee 4.3 Employee/employer 4.4 Client/service provider 4.5 Husband/wife 4.6 Boy/girl 4.7 Parent/child 4.8 Sibling relationships
5.	***Communication methods*** includes but not limited to:	5.1 Written 5.2 Talk/presentation 5.3 Video 5.4 Audio 5.5 Graphical 5.6 Modelling
6.	***Team*** includes but not limited to:	6.1 Small work group 6.2 Staff in a section/department 6.3 Inter-agency group
7.	***Personal growth*** includes but not limited to:	7.1 Growth in the job 7.2 Career mobility 7.3 Gains and exposure the job gives 7.4 Net workings 7.5 Benefits that accrue to the individual as a result of noteworthy performance
8.	***Personal objectives*** include but not limited to:	8.1 Long term 8.2 Short term 8.3 Broad 8.4 Specific

9.	***Trainings and career opportunities*** includes but not limited to	9.1 Participation in training programs
		    o Technical
		    o Supervisory
		    o Managerial
		    o Continuing Education
		9.2 Serving as Resource Persons in conferences and workshops

10.	***Resource*** include but not limited to:	10.1 Human
		10.2 Financial
		10.3 Technology
		    o Hardware
		    o Software

11.	***Innovation*** include but not limited to:	11.1 New ideas 11.2 Original ideas 11.3 Different ideas

	11.4	Methods/procedures
	11.5	Processes
	11.6	New tools
12. *Emerging issues* include but not limited to:	12.1	Terrorism
	12.2	Social media
	12.3	National cohesion
	12.4	Open offices

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills
The individual needs to demonstrate the following skills:
- Intra and Interpersonal skills
- Communication skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Record keeping skills
- Negotiation skills
- Problem solving skills
- Decision Making skills
- Time management skills

Required Knowledge
The individual needs to demonstrate knowledge of:
- Personal hygiene
- Values and ethics
- Fundamental rights
- Communication
- Time management
- Relationships
- Decision making process
- Resources
- Planning
- Record keeping
- Negotiation
- Assertiveness
- Team building
- Gender
- HIV and AIDS

- Drug and substance abuse
- Leadership
- Professional growth and development
- Technology in the workplace
- Creativity and Innovation
- Emerging issues

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Attained job targets within key result areas. 1.2 Maintained punctuality and time consciousness. 1.3 Maintained intra- and inter-personal relationship during managing oneself. 1.4 Completed trainings and career progression opportunities within time limits. 1.5 Acquired and maintained licenses and/or certifications required for the job. 1.6 Planned and organized resources to achieve assigned goals and objectives. 1.7 Identified and solved a problem in a particular problem situation. 1.8 Displayed critical safe work habits in carrying out work functions. 1.9 Innovatively made work processes and procedures more effective and efficient. 1.10 Worked harmoniously with people of diverse gender in the workplace. 1.11 Participated effectively in team activities. 1.12 Demonstrated awareness of HIV and AIDS. 1.13 Abstained from drug and substance abuse. 1.14 Participated in mentorship and coaching programs. 1.15 Demonstrated safety consciousness. 1.16 Maintained work records. 1.17 Demonstrated ability to cope with emerging issues
2. Resource Implications	The following resources should be provided: 2.1 Workplace or assessment location 2.2 Case studies/scenarios

3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral Interviews 3.2 Observation 3.3 Third Party Reports 3.4 Written tests	
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting. 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group.	
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.	

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DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: HOS/OS/FB/BC/06/3

UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control and comply with workplace sustainable resource use.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the Range*
1. Control environmental waste	1.1 *Storage and handling methods* for environmentally *hazardous* materials are strictly followed according to environmental laws and regulations 1.2 *Disposal methods* of hazardous wastes are followed always according to environmental laws and regulations. 1.3 *PPE* is used according to environmental laws and regulations.
2. Control environmental Pollution	2.1 *Environmental pollution control measures* are complied with following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing *noise pollution* complied with following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with in line with environmental laws and regulations. 3.2 *Waste management procedures* are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing *resource* consumption are practiced.

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. **PPE** may include but are not limited to:	1.1 Mask 1.2 Gloves 1.3 Goggles 1.4 Safety hat 1.5 Overall 1.6 Hearing protector
2. **Environmental pollution control measures** may include but are not limited to:	2.1 Methods for minimizing or stopping spread and ingestion of airborne particles 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes 2.3 Methods for minimizing or stopping spread and ingestion of liquid wastes
3 **Waste management procedures** may include but are not limited to:	3.1 Sorting 3.2 Storing of items 3.2 Recycling of items 3.3 Disposal of items
4 **Resources** may include but are not limited to:	4.1 Electric 4.2 Water 4.3 Fuel 4.3 Telecommunications 4.4 Supplies 4.5 Materials
5 **Workplace environmental hazards** may include but are not limited to:	5.1 Biological hazards 5.2 Chemical and dust hazards 5.3 Physical hazards

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Waste management skill
- Analytical
- Communication
- Environmental management skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Environmental laws and regulations
- Waste and waste management

- Pollution
- Methods of minimizing noise pollution
- Principle of 3Rs

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1.	Critical Aspects of Competency	Assessment requires evidence that the candidate:
		1.1 Controlled environmental hazard
		1.2 Controlled environmental pollution
		1.3 Demonstrated sustainable resource use
2.	Resource Implications	The following resources should be provided:
		2.1 Workplace with storage facilities
		2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)
		2.3 PPE
		2.4 Manuals and references
3	Methods of Assessment	Competency in this unit may be assessed through:
		3.1 Demonstration
		3.2 Oral questioning
		3.3 Written examination
4	Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HOS/OS/FB/BC/07/3

UNIT DESCRIPTION

This unit specifies the competencies required to practice and promote safety and health at work.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the Range*
1. Practice safety and health at work	1.1 Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations are emphasized 1.2 Benefits of implementing an occupational safety and health program are identified 1.3 *Safety requirements/ regulations* of own work and of other workers are familiarized 1.4 Workplace standards and procedures for incidents and Emergencies are determined 1.5 *Prevention and control measures*, including use of *safety gears/PPE* (Personal Protective Equipment) to avoid accident, injuries and sickness are identified
2. Compliance to organization's occupational safety and health instructions and requirements	2.1 Safety instructions and safety signs are followed and disseminated to co-workers 2.2 Safe handling of tools, equipment and materials is learned and shared with co-workers 2.3 Execution of own work and of co-workers is monitored in according to safe work procedures 2.4 Use of safe guards and safety devices is monitored 2.5 Hazards, incidents, injuries and sickness in the workplace are reported properly following standards and procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range may include but are not limited to:
1. *Safety requirements / regulations*	1.1 Occupational Safety and Health Standards 1.2 Statutory regulations
2. *Incidents and emergencies*	2.1 Chemical spills 2.2 Equipment/vehicle accidents 2.3 Explosion 2.4 Fire 2.5 Gas leak 2.6 Injury to personnel 2.7 Structural collapse 2.8 Toxic and/or flammable vapours emission.
3. *Prevention and control measures*	3.1 Eliminate the hazard 3.2 Isolate the hazard 3.3 Substitute the hazard with a safer alternative 3.4 Use administrative controls to reduce the risk 3.5 Use engineering controls to reduce the risk 3.6 Use personal protective equipment 3.7 Safety, Health and Work Environment Evaluation 3.8 Periodic and/or special medical examinations of workers
4. *Safety devices/ PPEs* (personal protective equipment) May include but are not limited to:	5.1 Arm/Hand guard, gloves 5.2 Eye protection (goggles, shield) 5.3 Hearing protection (ear muffs, ear plugs) 5.4 Hair Net/cap/bonnet 5.5 Hard hat 5.6 Face protection (mask, shield) 5.7 Apron/Gown/coverall/jump suit 5.8 Anti-static suits 5.9 High-visibility reflective vest

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills
The individual needs to demonstrate the following skills:
- Communication skills

- Interpersonal skills
- Troubleshooting skills
- Critical thinking skills
- Observation skills
- Monitoring skills
- Reporting skills

Required Knowledge

The individual needs to demonstrate knowledge of:
- Occupational safety and health act
- Standard emergency plan and procedures in the workplace
- Safe handling procedures of tools, equipment and   materials
- Standard accident and illness reporting procedures in the workplace
- Monitoring system on compliance to work safety and health

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Emphasizes awareness of OSH legislations
	1.2 Identifies benefits of implementing OSH program
	1.3 Identifies safety requirements of own work and of co-workers
	1.4 Identifies and shares with co-workers OSH control measures and emergency plan in the workplace
	1.5 Identifies and shares with co-workers the **control measures** to prevent accident, injuries and sickness
	1.6 Follows and disseminate to co-workers the safety instructions and safety signs at work
	1.7 Learns and shares with co-workers the learnings on safe handling of tools, equipment and materials
	1.8 Monitors safe execution of own work and of co-workers
	1.9 Monitors compliance to safety measures
	1.10 Reports hazards, incidents, injuries and sickness following workplace procedures
2. Resource Implications	The following resources should be provided:
	2.1 Facilities, materials tools and equipment necessary for the activity
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Observation/Demonstration with oral questioning
	3.2 Third party report

4. Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CORE UNITS OF COMPETENCY

SET-UP RESTAURANT FOR FOOD AND BEVERAGE SERVICE

UNIT CODE: HOS/OS/FB/BC/01/3

UNIT DESCRIPTION

This unit covers the competencies required to set-up a restaurant for service. It involves performing restaurant opening duties, mis én place, mis en scene and sideboard arrangement. It also entails laying table linen/mats, cutlery, crockery and glassware.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. **Bold and italicized terms are elaborated in the Range.**
1. Perform restaurant opening duties	1.1 Restaurant cleaning is done as per workplace policy. 1.2 *Electronic point of sale* system is checked for functionality as per SOPs. 1.3 Reservations diary is checked as per workplace policy. 1.4 Sideboards, tables and chairs are cleaned as per SOPS. 1.5 Liaison is done with the kitchen for missing items and daily special as per SOPs. 1.6 Food tags are prepared and place as per SOPs. 1.7 *FF&E* are checked for functionality as per SOPs. 1.8 Lighting is adjusted according to time of the day and workplace policy. 1.9 Music is played where applicable as per workplace policy 1.10 Air-condition or cooling units are adjusted to the comfort of the guests.
2. Perform mis 'en scene activities	2.1 Surfaces are dusted, cleaned and polished as per SOPs. 2.2 Restaurant is aired as per SOPs.
3. Perform mis 'en place activities	3.1 Cutlery, glassware and crockery are cleaned, polished and racked as per SOPs. 3.2 **Ménages/** Condiments are cleaned and replenished as per SOPs. 3.3 Mats are cleaned and stacked as per SOPs. 3.4 Napkins are folded based on selected pattern/design.

	3.5 Table numbers, menus and bill folders are cleaned as per SOPs.
4. Set-up restaurant for service	4.1 Restaurant furniture is arranged and stabilized as per SOPs. 4.2 Linen/mats are laid on the table as per SOPs and workplace policy. 4.3 Crockery, cutlery and glassware are arranged based on menu, as per SOPs. 4.4 Ménages/condiments are arranged based on menu, as per SOPs. 4.5 Table numbers and reservation tags are place on the table as per SOPs. 4.6 **Decorations** are set-up according to theme or concept of the restaurant. 4.7 Buffet food tags are placed accordingly as per SOPs. 4.8 Menu cards and **promotional cards** are placed as per workplace policy.
5. Perform closing duties	5.1 Restaurant cleaning is done as per workplace policy. 5.2 Electronic point of sale system is checked for any unsettled bills as per SOPs. 5.3 Reservations diary is checked for next service cycle as per workplace policy. 5.4 Sideboards are restocked to the par level based on workplace policy and SOPs. 5.5 Tables are cleared, cleaned and re-arranged as per SOPs. 5.6 Chairs are cleaned and re-arranged/stacked as per SOPs. 5.7 Unnecessary **electrical appliances** are switched off based on workplace policy. 5.8 Food tags, menu cards and table numbers are removed, cleaned and stored as per SOPs. 5.9 FF&E are stored as per workplace policy. 5.10 Lighting is switched off and main door closed as per workplace policy.

RANGE OF VARIABLES

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
1. Decorations	1.1 Wall hangings 1.2 Wall murals 1.3 Art works 1.4 Flowers 1.5 Paintings 1.6 Lighting
2. FF&E	2.1 Tables 2.2 Chairs 2.3 Sideboards 2.4 Shelves 2.5 Trolley 2.6 Trays 2.7 Wine cellar
3. Promotional cards	3.1 Flyers 3.2 Brochures 3.3 Tent cards 3.4 Special menus
4. Electronic point of sale	4.1 Micros 4.2 Computers 4.3 Tablets 4.4 Phone/m-pesa
5. Ménages	5.1 Salt shaker 5.2 Pepper mill/shaker 5.3 Sugar bowl 5.4 Tooth picks holder
6. electrical appliances	6.1 Fridges 6.2 Tea urns 6.3 Ice makers 6.4 Coffee brewers 6.5 Air conditioners 6.6 Music systems 6.7 Heaters 6.8 AV equipment

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication skills
- Time management
- Work culture
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Cleaning
- Table set-up
- Napkin folding
- Skirting buffet/display tables
- Banquet set-ups

Required knowledge

The individual needs to demonstrate knowledge of:

- Food service operations
- Types of table set up
- Types of table arrangements
- Banquet set-up styles
- Basic types of tableware
  - ➢ Dinnerware
  - ➢ Beverage ware/glassware
  - ➢ Silverware/cutlery
- General rules in laying covers
- Different napkin folding styles
- Station mis-en-place and mis-en-scene
- Telephone ethics
- Table skirting styles

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of competency	Assessment requires evidence that the candidate 1.1 Cleaned the restaurant and FF&E 1.2 Checked the functionality electronic point of sale system 1.3 Checked reservations diary effectively 1.4 Liaised with the kitchen for missing items and daily special 1.5 Prepared and placed food tags 1.6 Cleaned and checked **FF&E** functionality 1.7 Adjusted lighting, music, air-conditioner or cooling units accordingly 1.8 Cleaned, polished, racked and arranged cutlery, glassware and crockery and place table numbers, menu cards, promotional cards and reservation tags 1.9 Checked for any unsettled bills in the electronic point of sale system 1.10 Restocked sideboards to par level 1.11 Switched off unnecessary **electrical appliances** 1.12 Switched off lighting and closed main door
2. Resource Implications	The following resources MUST be provided: 2.1 A functional restaurant
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report

4. Context of Assessment	4.1 Assessment must be conducted in workplace or simulated environment or CDACC accredited assessment center/venue
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

SERVE FOOD AND BEVERAGE ORDERS

UNIT CODE: HOS/OS/FB/CR/02/3

UNIT DESCRIPTION

This unit cover the competencies required to serve food and beverage orders. It involves welcoming guests, taking guests orders, serving, billing and clearing the table.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range.***
1. Welcome the guests	1.1 Guests are greeted according to SOP. 1.2 ***Interpersonal skills*** are used to prioritize guests' needs. 1.3 Guests' urgent needs are addressed as per SOP. 1.4 Enquiry of guests' details is made as per SOP. 1.5 Guests are escorted and seated as per SOPs. 1.6 Guest napkins are unfolded and lapped on guests as per SOPs. 1.7 Hot towels are provided as per SOPs.
2. Take food and beverage orders	2.1 Guests are presented with the ***menu*** according to SOPs. 2.2 Orders are taken in accordance with SOPs. 2.3 ***Special requests*** and requirements are noted and communicated accordingly, as per SOPs. 2.4 Orders are clarified as per SOPs. 2.5 Guest orders are communicated accordingly, as per SOPs.
3. Serve guest orders	3.1 ***Tableware*** and ***cutlery*** are adjusted and provided based on menu choice, in accordance with SOPs. 3.2 Beverage is served as per SOPs. 3.3 Food is served as per SOPs. 3.4 Special requests and food and beverage quality are ascertained as per workplace policy. 3.5 Satisfaction of the guest is ascertained as per SOPs. 3.6 Guest is billed as per SOPs. 3.7 Guest is bid farewell as per SOPs.

4. Clear food service areas	4.1 Used items are promptly cleared from guest table as per SOPs.
	4.2 Used items are transferred for cleaning as per SOP.
	4.3 Guest table is wiped in accordance with hygiene regulations and SOPs.
	4.4 Used item are cleaned and stored in accordance with hygiene regulations and SOPs.

RANGE OF VARIABLES

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
1. Menu	May include but not limited to: 1.1 A la carte 1.2 Table d'hote 1.3 Carte du jour
2. Interpersonal skills	May include but not limited to: 2.1 interactive communication 2.2 public relation 2.3 good working attitude 2.4 sincerity 2.5 pleasant disposition 2.6 effective communication skills
3. Special requests	3.1 Cakes 3.2 Decoration 3.3 Entertainment 3.4 Special seating arrangement 3.5 Bar 3.6 Security 3.7 Allergens
4. Tableware	4.1 Dinnerware. 4.2 Flatware. 4.3 Drink ware. 4.4 Serving ware.
5. Cutlery	5.1 Spoons 5.2 Knives 5.3 Forks

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication skills
- Time management
- Work culture
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Cleaning
- Table set-up
- Napkin folding
- Skirting buffet/display tables
- Banquet set-ups
- Taking food and beverage order
- Skill in Technology knowledge (e.g. POS, electronic order tablet),

Required knowledge

The individual needs to demonstrate knowledge of:

- Welcoming and greeting guests' procedures
- Seating guests' procedures
- Sequence of Food Service
- Basic Menu types
- Order taking procedures
- Principles of promotion and selling
- Suggestive selling techniques
- Product and service knowledge

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of competency	Assessment requires evidences that the candidate:
	1 .1 Welcomed guests courteously
	1 .2 Greeted guests
	1 .3 Identified guests needs accurately.

		1.4 Attended to guests' needs promptly
		1.5 Established and maintained rapport with guest
		1.6 Escorted and seated guests.
		1.7 Unfolded napkins, lapped guests and provided hand towels.
		1.8 Presented menu and took orders.
		1.9 Noted special requests and communicated accordingly.
		1.10 Presented menus.
		1.11 Provided and adjusted tableware and cutlery based on menu choice.
		1.12 Served food and beverage and ascertained quality.
		1.13 Ascertained that guest is done with the meal and promptly cleared table.
		1.14 Wiped guest table.
		1.15 Cleaned and stored used items.
2.	Resource Implications	The following resources must be provided: 2.1 Functional restaurant
3.	Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report
4.	Context for Assessment	Assessment must be conducted in 4.1 Workplace or simulated work environment or CDACC accredited assessment center/venue
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

MERCHANDIZE FOOD AND BEVERAGE PRODUCTS

UNIT CODE: HOS/OS/FB/CR/03/3

UNIT DESCRIPTION

This unit deals with the Competencies required to merchandize food and beverage products. It involves promoting, upselling, cross selling and rendering happy hour service.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range.***
1. 1. Demonstrate products knowledge	1.1 Names and pronunciations of menu items are mastered as per workplace policy. 1.2 Prices of all menu items are mastered as per workplace policy. 1.3 Ingredients including sauces and accompaniments of menu items are mastered as per workplace policy. 1.4 Description of every menu items are mastered as per workplace policy. 1.5 ***Common food and beverage allergens*** are mastered as per workplace policy.

2. Market food and beverage products	2.1 Menu items information is provided in clear explanations and descriptions as per workplace policy.
	2.2 Names of specific menu items are suggested to guests as per SOPs.
	2.3 Food and beverage pairings are recommended as per SOPs.
	2.4 More pricier food and beverage are recommended as alternative during order taking as per SOPs.
	2.5 Related menu item is recommended alongside guest order as per SOPs.
	2.6 Information on promotional products are distributed as per workplace policy.
	2.7 Positive feedback from guests is disseminated to prospective guest as per workplace policy.
	2.8 *CSR activities* are participated in as per workplace policy.
	2.9 Descriptive words are used while explaining the dishes to make it more tempting and appetizing as per workplace.
	2.10 Marketing is carried out as per SOPs and workplace policy.
3. Provide happy hour services	3.1 Happy hour offers are communicated to guests as per SOPs.
	3.2 Happy hour services are offered as per workplace policy and SOPs.

RANGE OF VARIABLES

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
1. Common food and beverage allergens may include but not limited to:	1.1 Gluten 1.2 Red meat 1.3 Nuts 1.4 Eggs 1.5 Lactose 1.6 Soy
2. CSR activities may include but not limited to:	2.1 Environmental protection activities 2.2 Visiting the needy

| | 2.3 Games Sponsorship |
| | 2.4 Foundation-education |

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Basic accounting
- Organize and present customer bill
- Numerical skills
- Communication skills
- Time management
- Work culture
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Sales and marketing skills
- People skills
- Ability to apply selling techniques
- Ability to make suggestions and recommendations in line with customer wants and needs

Required knowledge

The individual needs to demonstrate knowledge of:

- Product knowledge
- Food and beverage pairing
- Sales and Marketing principles
- Food allergens
- Public relations

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of competency	Assessment requires evidences that the candidate: 1.1 Demonstrated masterly of pronunciations, prices, ingredients and accompaniments of menu items. 1.2 Demonstrated masterly of common food and beverage allergens. 1.3 Provided menu items information in clear explanations and descriptions. 1.4 Suggested names of specific menu items. 1.5 Recommended food and beverage pairings. 1.6 Recommended pricier food and beverage as alternatives during order taking. 1.7 Recommended related menu item alongside guest order. 1.8 Distributed information on promotional products. 1.9 Disseminated positive feedback from guests to the public. 1.10 Participated in CSR activities. 1.11 Marketed menu items. 1.12 Provided happy hour services
2. Resource Implications	The following resources MUST be provided: 2.1 A functional restaurant
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report
4. Context for Assessment	Assessment must be conducted in 4.1 Workplace or simulated work environment or 4.2 CDACC accredited assessment center/venue

5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.