



REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

FOOD AND BEVERAGE SALES AND SERVICE OPERATIONS

LEVEL 3



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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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 Kenya's development blue print 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 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 this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Hospitality sector's growth and sustainable 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 the 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.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Hospitality and Accommodation Sector Skills Advisory Committee (SSAC) and Boma International Hospitality College have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

The curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Secretariat, Technical Committee, Hospitality and Accommodation SSAC, expert workers and all those who participated in the development of this curriculum.

CHAIRPERSON, TVET CDACC

ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I appreciate Boma International Hospitality Institute and Hospitality and Accommodation Sector Skills Advisory Committee (SSAC) who enabled the development of this curriculum.

I recognize with appreciation the role of the SSAC in ensuring that competencies required by the industry are addressed in this curriculum. I also thank all stakeholders in the Hospitality sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Hospitality sector will acquire competencies that will enable them to perform their work more efficiently.

COUNCIL SECRETARY/CEO

TVET CDACC

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ABBREVIATIONS AND ACRONYMS

BC	Basic Competency
CBET	Competency Based Education and Training
CDACC	Curriculum Development Assessment and Certification Council
CR	Core Competency
FB	Food and Beverage
HOS	Hospitality
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
KNQA	Kenya National Qualifications Authority
NOS	National Occupation Standard
OS	Occupational Standard
OSH	Occupation Safety and Health
OSHA	Occupation Safety and Health Act
RPL	Recognition of Prior Learning
SOP	Standard Operating Procedure
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training

KEY TO UNIT CODE

HOS/CU/FB/BC/01/3/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

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COURSE OVERVIEW

The Food and Beverage Sales and Services Operations 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/outlets. It involves setting-up restaurant for sales and service, serving food and beverage orders and merchandizing food and beverage products.

Units of Learning

This course consists of basic and core units of learning as indicated below:

Basic Units of Learning

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factor
HOS/CU/FB /BC/01/3/A	Communication skills	15	1.5
HOS/CU/FB /BC/02/3/A	Occupational safety and health practices	15	1.5
HOS/CU/FB /BC/03/3/A	Numeracy skills	20	2.0
HOS/CU/FB /BC/04/3/A	Digital literacy	40	4.0
HOS/CU/FB/BC/05/3/A	Entrepreneurial skills	20	2.0
HOS/CU/FB/BC/06/3/A	Employability skills	15	1.5
HOS/CU/FB/BC/07/3/A	Environmental literacy	15	1.5
	TOTAL	140	14.0

Core Units of Learning

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factor
HOS/CU/FB/CR/01/3/A	Food and beverage service set up	50	5.0
HOS/CU/FB/CR/02/3/A	Food and beverage service	60	6.0

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factor
HOS/CU/FB/CR/03/3/A	Hotel products merchandizing	40	4.0
	Industrial attachment	300	30.0
Sub-Total		450	45.0
Grand Total		590	59.0

The total duration of the course is 590 hours including 300 hours of industrial attachment.

Entry Requirements

An individual entering this course should have any of the following minimum requirements:

- a) Kenya Certificate of Secondary Education (KCSE) and Kenya Certificate of Primary Education (KCPE)

Or

- b) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

Trainer qualification

A trainer for this course should have a higher qualification than the level of this course

Assessment

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is the responsibility of TVET CDACC.

Certification

A candidate will be issued with a Record of Achievement for each Unit of Competency. To attain the qualification Food and Beverage Sales and Service Operations Level 3, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

BASIC UNITS OF LEARNING

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COMMUNICATION SKILLS

UNIT CODE: HOS/CU/FB/BC/01/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Communication Skills

Duration of Unit: 15 hours

Unit Description

This unit specifies the competencies required to demonstrate communication skills. It involves, obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions, and completing relevant work-related documents.

Summary of Learning Outcomes

1. Obtain and convey workplace information
2. Speak English at a basic operational level
3. Participate in workplace meetings and discussions
4. Complete relevant work-related documents

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Obtain and convey workplace information	<ul style="list-style-type: none">• Communication process• Modes of communication• Medium of communication• Effective communication• Barriers to communication• Flow of communication• Sources of information• Types of questions• Organizational policies• Workplace etiquette• Ethical work practices in handling communication	<ul style="list-style-type: none">• Written tests• Oral questioning

Learning Outcome	Content	Methods of Assessment
2. Speak English at a basic operational level	<ul style="list-style-type: none"> • English grammar <ul style="list-style-type: none"> ○ Nouns, verbs, adjectives, adverbs, pronouns ○ prepositions • English speaking <ul style="list-style-type: none"> ○ Pronunciation ○ Simple conversations • Taking verbal instructions • Reading and writing in English • Forms of expression in English 	<ul style="list-style-type: none"> • Written tests • Oral • Role play
3. Participate in workplace meetings and discussions	<ul style="list-style-type: none"> • Nature of workplace meetings • Meeting protocols • Workplace interactions 	<ul style="list-style-type: none"> • Oral questioning • Written tests
4. Complete relevant work-related documents	<ul style="list-style-type: none"> • Types and purposes of workplace documents and forms • Methods used in filling forms and documents • Recording workplace data • Process of distributing workplace forms and documents • Report writing • Types of workplace reports 	<ul style="list-style-type: none"> • Written tests • Oral questioning

Suggested Methods of Instruction

- Discussion
- Role play
- Brainstorming
- Viewing of related videos
- Role play

Recommended Resources

- Desktop computers/laptops
- Projectors
- Report writing templates
- Pens
- Notebooks

NUMERACY SKILLS

UNIT CODE: HOS/CU/FB/BC/02/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

Duration of Unit: 15 hours

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.

Summary of Learning Outcomes

1. Use whole numbers for work
2. Locate, compare and use highly familiar measurement for work
3. Use highly familiar maps and diagrams for work
4. Identify and use some common 2D shapes for work
5. Locate specific Information in highly familiar tables, graphs and charts for work

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Use whole numbers for work	<ul style="list-style-type: none">▪ Whole numbers▪ Use of Zeros▪ Use of halves▪ Sizes▪ Grouping of numbers▪ Addition and subtraction of whole numbers▪ Numerical information,▪ Symbols	<ul style="list-style-type: none"><input type="checkbox"/> Written tests<input type="checkbox"/> Assignments<input type="checkbox"/> Supervised exercises
2. Locate, compare and use highly familiar	<ul style="list-style-type: none">▪ Measurements▪ Units of measurements and their use▪ Digital time am and pm	<ul style="list-style-type: none"><input type="checkbox"/> Written tests<input type="checkbox"/> Assignments<input type="checkbox"/> Supervised exercises

Learning Outcome	Content	Methods of Assessment
measurement for work	<ul style="list-style-type: none"> ▪ Calendars 	
3. Use highly familiar maps and diagrams for work	<ul style="list-style-type: none"> ▪ Use of Maps and ▪ Diagrams simple ▪ symbols and pictorial ▪ Giving simple oral directions to locate objects 	<ul style="list-style-type: none"> <input type="checkbox"/> Oral <input type="checkbox"/> Assignments <input type="checkbox"/> Supervised exercises
4. Identify and use some common 2D shapes for work	<ul style="list-style-type: none"> ▪ Two dimensional shapes ▪ Describe common objects in terms of size and shape ▪ Compare objects ▪ Group common objects based on shape, size, color and features 	<ul style="list-style-type: none"> <input type="checkbox"/> Written tests <input type="checkbox"/> Assignments <input type="checkbox"/> Supervised exercises
5. Locate specific Information in highly familiar tables, graphs and charts for work	<ul style="list-style-type: none"> ▪ Simple tables ▪ Features of simple graphs and charts ▪ Numerical information in tables, graphs & charts 	<ul style="list-style-type: none"> <input type="checkbox"/> Oral <input type="checkbox"/> Assignments <input type="checkbox"/> Supervised exercises

Suggested Methods of Instruction

- Instructor led facilitation of theory.
- Practical demonstration of tasks by trainer
- Role play
- Discussion
- Demonstration by trainees and comments and corrections by trainers

Recommended Resources

- Common 2D shapes objects
- Calculator
- Basic measuring instruments
- Mathematical tables

DIGITAL LITERACY

UNIT CODE: HOS/CU/FB/BC/03/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

Duration of Unit: 20 hours

Unit Description

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving tasks and applying internet and email in communication at workplace.

Summary of Learning Outcomes

1. Identify computer hardware and software
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Identify computer hardware and software	<ul style="list-style-type: none">• Definition of a computer• Functions of a computer• Components of a computer• Classification of computers• Computer software	<ul style="list-style-type: none">• Written tests• Practice assignments
2. Apply security measures to data, hardware and software	<ul style="list-style-type: none">• Data security and control• Security threats and control measures• Types of computer crimes• Detection and protection against computer crimes	<ul style="list-style-type: none">• Written tests• Oral presentation

Learning Outcome	Content	Methods of Assessment
3. Apply computer software in solving tasks	<ul style="list-style-type: none"> • Operating systems • Word processing • Spread sheets • Data base 	<ul style="list-style-type: none"> • Oral questioning • Practical
4. Apply internet and email in communication at workplace	<ul style="list-style-type: none"> • Computer networks • Uses of internet • Electronic mail (e-mail) concept 	<ul style="list-style-type: none"> • Oral questioning • Oral presentation • Written test

Suggested Methods of Instruction

- Instructor led facilitation of theory
- Demonstration by trainer
- Assignments
- Viewing of related videos
- Group discussions

Recommended Resources

- Desk top computers
- Laptop computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

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ENTREPRENEURIAL SKILLS

UNIT CODE: HOS/CU/FB/BC/04/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

Duration of unit: 40 hours

Unit description

This unit describes the competencies required to demonstrate entrepreneurial competencies. It involves, developing entrepreneurial culture, identifying entrepreneurial opportunities, starting, operating and growing a small business.

Summary of Learning Outcomes

1. Develop entrepreneurial culture
2. Identify entrepreneurial opportunities
3. Start a small business
4. Operate a small business
5. Grow a small business

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Develop entrepreneurial culture	<ul style="list-style-type: none">• Definition of entrepreneur• Importance of entrepreneurship• Common terminologies in entrepreneurship• Entrepreneurship and employment creation• Formal and informal employment• Habits that promote entrepreneurial development• Cultural factors that inhibit entrepreneurship	<ul style="list-style-type: none"><input type="checkbox"/> Individual/group assignments<input type="checkbox"/> Written tests<input type="checkbox"/> Oral

Learning Outcome	Content	Methods of Assessment
2. Identify entrepreneurial opportunities	<ul style="list-style-type: none"> • Types, characteristics, qualities & role of entrepreneurs • SWOT analysis • Generating Business ideas • Business opportunities • Evaluation of business opportunities 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Oral presentation
3. Start a small business	<ul style="list-style-type: none"> • Factors to consider when starting a small business • Legal requirement for starting a small business • Procedure of starting a small business • The dos and don'ts of starting a small business • Challenges faced when starting a small business and mitigating factors • Launch of a small business 	<ul style="list-style-type: none"> <input type="checkbox"/> Oral questioning <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Written tests
4. Operate a small business	<ul style="list-style-type: none"> • Organizational structure of a small business • Managing small business finances • Book keeping • Business support services • Marketing for small businesses • Basic IT application in small business 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Written tests
5. Grow a small business	<ul style="list-style-type: none"> • Methods of growing/expanding a small business • Resources for growing small business 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Written tests

Learning Outcome	Content	Methods of Assessment
	<ul style="list-style-type: none"> • Small business growth plan • ICT and business growth 	

Suggested Methods of Instruction

- Instructor led facilitation of theory
- Demonstration by trainer
- assignments
- Role play
- Case study

Recommended Resources

- Case studies for small businesses
- Business plan template
- Laptop/ desktop computer
- Internet
- Telephone
- Writing materials

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EMPLOYABILITY SKILLS

UNIT CODE: HOS/CU/FB/BC/05/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Employability Skills

Duration of Unit: 20 hours

Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Conduct self-management	<ul style="list-style-type: none">• Self-awareness• Formulating personal vision, mission and goals• Strategies for overcoming life challenges• Emotional intelligence• Assertiveness• Developing and maintaining high self-esteem• Developing and maintaining positive self-image• Accountability and responsibility• Good work habits• Self-awareness	<ul style="list-style-type: none">• Written tests• Oral questioning• Portfolio of evidence• Third party report

Learning Outcome	Content	Methods of Assessment
	<ul style="list-style-type: none"> • Financial literacy • Healthy lifestyle practices 	
2. Demonstrate critical safe work habits	<ul style="list-style-type: none"> • Stress and stress management • Punctuality and time consciousness • Interpersonal communication • Sharing information • Resources utilization • HIV and AIDS • Drug and substance abuse • Handling emerging issues 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Portfolio of evidence • Third party report
3. Demonstrate workplace learning	<ul style="list-style-type: none"> • Personal training needs identification and assessment • Cultural aspects of work • Application of learning • Safe use of technology • Identifying opportunities • Workplace innovation • Handling emerging issues • Future trends and concerns in learning 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Portfolio of evidence • Third party report
4. Demonstrate workplace ethics	<ul style="list-style-type: none"> • Meaning of ethics • Ethical perspectives • Values and beliefs • Organization code of ethics • Common ethical dilemmas • Organization culture • Corruption, bribery and conflict of interest • Privacy and data protection • Harassment and mutual respect • Financial responsibility/accountability • Etiquette 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Portfolio of evidence • Third party report

Learning Outcome	Content	Methods of Assessment
	<ul style="list-style-type: none"> • Emerging issues in ethics 	

Suggested Methods of Instruction

- Simulation/Role play
- Group Discussion
- Presentations
- Q&A
- Case studies
- Assignments

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

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ENVIRONMENTAL LITERACY

UNIT CODE: HOS/CU/FB/BC/06/3/A

Relationship to Occupational Standards:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

Duration of Unit: 15 hours

Unit Description

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution and demonstrating sustainable resource use.

Summary of Learning Outcomes

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Control environmental hazard	<ul style="list-style-type: none">• Environmental Management and Coordination Act 1999• Solid Waste Act• Storage of environmentally hazardous materials• Disposal of hazardous wastes• Types and uses of PPEs in line with environmental regulations• Occupational Safety and Health Act 2007	<ul style="list-style-type: none">• Written tests• Oral questions• Observation of work procedures
2. Control environmental pollution	<ul style="list-style-type: none">• Types of pollution• Environmental pollution control and management• Procedures for waste management	<ul style="list-style-type: none">• Written tests• Oral questions• Observation of work procedures

Learning Outcome	Content	Methods of Assessment
3. Demonstrate sustainable use of resource	<ul style="list-style-type: none"> • Types of resources • Sustainable resource use and management • Principles of 3Rs (Reduce, Reuse, Recycle) 	<ul style="list-style-type: none"> • Written tests • Oral questions • Observation of work procedures

Suggested Methods of Instruction

- Instructor led facilitation theory
- Discussion
- Demonstration by trainer
- Assignments
- Field trip

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Solid Waste Act
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)

OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HOS/CU/FB/BC/07/3/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate safety and health practices

Duration of Unit: 15 hours

Unit Description

This unit specifies the competencies required to practice and promote safety and health at work. It entails preparing to practice safety and health at work and complying and promoting compliance of workers to organization's occupational safety and health instructions and requirements.

Summary of Learning Outcomes

1. Prepare to apply workplace safety and health practices
2. Compliance with occupational safety and health Act

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Prepare to apply workplace safety and health practices	<ul style="list-style-type: none">• Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations• Benefits of implementing an occupational safety and health program• Safety requirements/ regulations of own work and of other workers• Workplace standards and procedures for incidents and emergencies• Prevention and Control Measures for accidents, injuries and sickness	<ul style="list-style-type: none">• Oral tests• Written questions• Observation of work procedures

Learning Outcome	Content	Methods of Assessment
2. Compliance with occupational safety and health Act	<ul style="list-style-type: none"> • Safety instructions and safety signs • Safe handling of tools, equipment and materials • Use of safe guards and safety devices • Reporting of hazards, incidents, injuries and sickness in the workplace 	<ul style="list-style-type: none"> • Written tests • Oral questions • Observation of work procedures

Suggested Methods of Instruction

- Assignments
- Discussion
- Q&A
- Role play
- Viewing of related videos

Recommended Resources

- Occupational safety and health standards
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Client/supplier instructions
- Organizational or external personnel
- Machine/equipment manufacturer's specifications and instructions
- Quality standards

CORE UNITS OF LEARNING

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FOOD AND BEVERAGE SERVICE SET UP

UNIT CODE: HOS/CU/FB/CR/01/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Set-up for food and beverage service

Duration of Unit: 50 hours

Unit Description

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

Summary of Learning Outcomes

1. Perform restaurant opening duties
2. Perform mis 'en place activities
3. Perform mis 'en scene activities
4. Setup restaurant for service
5. Perform closing duties

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Perform restaurant opening duties	<ul style="list-style-type: none">• Food service systems• Restaurant opening procedures• Cleanliness and hygiene SOPs• F&B Sales and service software• Restaurant FF&E• Record keeping in the restaurant• Restaurants communication• Food labelling• Food safety• Safety and security in the restaurant• Time management	<ul style="list-style-type: none">• Written tests• Observation• Oral questioning• Third party report

Learning Outcome	Content	Methods of Assessment
2. Perform mis-en-scene activities	<ul style="list-style-type: none"> • Types of surfaces • Surface cleaning methods and procedures • Cleaning agents • Cleaning tools and equipment 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Third party report
3. Perform mis 'en place activities	<ul style="list-style-type: none"> • Cutlery, glassware and crockery cleaning procedures • Cutlery, glassware and crockery polishing and racking procedures • Ménages/Condiments in the restaurant • Care and maintenance of table linen and mats • Table napkins preparation • Preparation for restaurant layout 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report
4. Setup restaurant for service	<ul style="list-style-type: none"> • Restaurant layout types • Restaurant furniture • Restaurant Linen • Cutlery, crockery and glassware • Menus types and styles • Menu courses • Table layout • Restaurant ménages/condiments • Table identification and reservation • Restaurant theme and décor • Buffet food tagging • Menu cards 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Third party report
5. Perform closing duties	<ul style="list-style-type: none"> • Restaurant closing procedures • Restaurant cleaning procedure • Cleanliness and hygiene SOPs 	<ul style="list-style-type: none"> • Written tests • Observation

Learning Outcome	Content	Methods of Assessment
	<ul style="list-style-type: none"> • Closing F&B Sales and service software • Handling restaurant FF&E • FF&E care and storage • Record keeping in the restaurant • Restaurants communication • Restaurant par levels • Safety and security in the restaurant Time management 	<ul style="list-style-type: none"> • Oral questioning • Third party report

Suggested Methods of Instruction:

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee

List of Recommended Resources:

Computers, stationery, POS system, manual checks, materials controls (MC) system, in-house guest list, reservation diary, captain orders, micros card, telephones, safety manuals, cleaning materials, trays, trollies, Cutlery, crockery, glassware, sideboard, Ff&E, linen, menus, tags, cleaning reagents, openers/cock screw, match box, service cloth,

FOOD AND BEVERAGE SERVICE

UNIT CODE: HOS/CU/FB/CR/02/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Serve food and beverage orders

Duration of Unit: 60 hours

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.

Summary of Learning Outcomes

1. Welcome the guests
2. Take food and beverage orders
3. Serve guest orders
4. Clear food service areas

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Welcome the guests	<ul style="list-style-type: none">• Attributes of F&B sales and service staff• Welcome phraseology• Welcoming procedures• Interactive communication• Non-verbal communication• Seating and lapping guests• Restaurant standard hygiene• Assessing customers' needs• Work values and ethics	<ul style="list-style-type: none">• Written tests• Observation• Oral questioning• Third party report
2. Take food and beverage orders	<ul style="list-style-type: none">• Culinary arts• Production of alcoholic and non-alcoholic beverages	<ul style="list-style-type: none">• Written tests• Observation

Learning Outcome	Content	Methods of Assessment
	<ul style="list-style-type: none"> • Approaching guest tables • Personal hygiene and grooming • Menu cards and their presentation • Marketing restaurant products • Guests orders • Pairing food and drink orders • Special requests and requirements Guest orders clarification • Communicating guest orders 	<ul style="list-style-type: none"> • Oral questions • Third party report
3.Serve guest orders	<ul style="list-style-type: none"> • Selection and adjustment of tableware and cutlery • Styles of service • Sequence of service • Beverage service procedure • Food service procedure • Special service requests • Showmanship • Guests' billing procedures 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Third party report
4.Clear food service areas	<ul style="list-style-type: none"> • Approaching guest table • Methods of ascertaining guest satisfaction • Sequence of table clearance • Transferring used items • Guest table wiping • Cleaning, re-arranging and resetting guest tables 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Third party report

Suggested Methods of Instruction:

- Direct instruction
- Role play
- Case studies

- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee

List of Recommended Resources:

stationery, POS system, manual checks, in-house guest list, reservation diary, captain orders, micros card, telephones, safety manuals, cleaning materials, trays, trollies, Cutlery, crockery, glassware, sideboard, FF&E, linen, menus, tags, cleaning reagents, openers/cock screw, match box, service cloth,

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HOTEL PRODUCTS MERCHANDIZING

UNIT CODE: HOS/CU/FB/CR/03/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Merchandize food and beverage products**

Duration of Unit: 40 hours

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.

Summary of Learning Outcomes

1. Demonstrate products knowledge
2. Market food and beverage products
3. Undertake loyalty programmes

Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Demonstrate products knowledge	<ul style="list-style-type: none">• Food and beverage product knowledge• Common terminologies in food and beverage service• Menu pricing• Food and nutrition• Ingredients, sauces and accompaniments• Common food and beverage allergens	<ul style="list-style-type: none">• Written tests• Observation• Oral questioning• Third party report

Learning Outcome	Content	Methods of Assessment
2. Market and sell food and beverage products	<ul style="list-style-type: none"> • Menu cards design • Restaurant products marketing • Marketing tools • Restaurant products sales techniques • Guest's feedback • Corporate Social Responsibility activities • Special billing procedures • Happy hour offers 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report

Suggested Methods of Instruction:

- Direct instruction
- Role play
- Case studies
- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee

List of Recommended Resources:

stationery, POS system, PMS system, manual checks, in-house guest list, reservation diary, captain orders, micro card, telephones, safety manuals, menus