

FOOD AND BEVERAGE CONTROL LEVEL – III



CURRICULUM

Based on October, 2021 (V- IV) Occupational
Standard (OS)

March, 2022
Addis Ababa, Ethiopia

Preface

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

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

This curriculum has been developed by a group of professional experts from different Regional **TVT** Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for Food and Beverage Control Level- III.

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

TVT -Program Design

1.1. TVT -Program Title: Food and Beverage Control Level- III

1.2. TVT-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as Food and Beverage Controller with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Industry** sector in the field of **Food and Beverage control**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Develop and Update Hospitality Industry, Develop and apply cookery skills, Maintain and practice food safety and quality, Develop and Update Tourism Industry, Establish stock purchasing and control systems, Monitor Receiving and storing stock, Maintain financial records, Serve food and beverage to customers, Conduct Basic Workplace Oral Communication in language Other Than English and Apply 5S Procedures in accordance with the performance criteria and evidence guide described in the OS.

1.3. TVT -Program Training Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competences:

CTH FBC3 01 0321 Develop and Update Hospitality Industry

CTH FBC3 02 1021Develop and apply cook skills

CTH FBC3 03 1021Maintain and practice food safety and quality

CTH FBC3 04 1021Develop and Update Tourism Industry

CTH FBC3 05 1021Establish stock purchasing and control systems

CTH FBC3 06 1021Monitor Receiving and storing stock

CTH FBC3 07 1021 Maintain financial records

CTH FBC3 08 1021Serve food and beverage to customers

CTH FBC3 09 1021Apply 5S Procedures

1.4. Duration of the TVT -Program

The Program will have duration of **520 hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the **TVT** institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

No	Unit competency	TVT training		Institution	Cooperative training	Total hours
		Theory	Practical			
1.	Develop and Update Hospitality Industry	32			16	48
2.	Develop and apply cookery skills	16	32		24	72
3.	Maintain and practice food safety and quality	16	16		16	48
4.	Develop and Update Tourism Industry	32			16	48
5.	Establish stock purchasing and control systems	24	16		24	64
6.	Monitor Receiving and storing stock	24	16		24	64
7.	Maintain financial records	24	16		24	64
8.	Serve food and beverage to customers	24	24		16	64
9.	Apply 5S Procedures	24	24			48
	Sum	216	144		160	520

1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVT Qualification Framework (NTQF) the qualification of this specific TVT Program is Level-III.

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

1.6. Target Groups

Any citizen who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

1.7 Entry Requirements

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

1.8 Mode of Delivery

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

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

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

1.9. TVET-Program Structure

Unit of Competence		Module Code & Title		Learning Outcomes	Duration (In Hours)
CTH FBC3 01 1021	Develop and Update Hospitality Industry	CTH FBC3 M01 0322	Developing and Updating Hospitality Industry	<ul style="list-style-type: none"> • Seek information on the hospitality industry • Source and apply information on legal and ethical issues for the hospitality industry • Update hospitality industry knowledge 	48
CTH FBC3 02 1021	Develop and apply cookery skills	CTH FBC3 M02 0322	Developing and applying cookery skills	<ul style="list-style-type: none"> • Select and use cooking equipment and technology • Assemble and prepare ingredients for menu items • Apply methods of cooking, and prepare and cook a range of given menu items • Carry out safe work practices 	72
CTH FBC3 03 1021	Maintain and practice food safety and quality	CTH FBC3 M03 0322	Maintaining and practicing food safety and quality	<ul style="list-style-type: none"> • Follow hygiene procedures and identify food hazards • Report any personal health issues • Prevent food contamination 	48

CTH FBC3 04 1021	Develop and Update Tourism Industry	CTH FBC3 M04 0322	Developing and Updating Tourism Industry	<ul style="list-style-type: none"> • General information of the tourism industry. • Legal and ethical issues and impacts of tourism industry. • Tourism industry technology information's &Sources • Update tourism industry knowledge. 	48
CTH FBC3 05 1021	Establish stock purchasing and control systems	CTH FBC3 M05 0322	Establishing stock purchasing and controlling systems	<ul style="list-style-type: none"> • Determine stock requirements • Establish optimum supply arrangements • Develop and implement stock control systems • Develop and maintain inventory and receiving systems 	64
CTH FBC3 06 1021	Monitor Receiving and storing stock	CTH FBC3 M06 0322	Monitoring, Receiving and storing stock	<ul style="list-style-type: none"> • Replenish stock levels • Take delivery of stock • Maintain perishable supplies at optimum quality • Store supplies in appropriate conditions 	64

			<ul style="list-style-type: none"> • Rotate and maintain stock 		
CTH FBC3 07 1021	Maintain financial records	CTH FBC3 M07 0322	Maintaining financial records	<ul style="list-style-type: none"> • Understand basic Accounting • Maintain daily financial records • Monitor cash control 	64
CTH FBC3 08 1021	Serve food and beverage to customers	CTH FBC3 M08 0322	Serving food and beverage to customers	<ul style="list-style-type: none"> • Prepare for service • Welcome customers • Take and process orders • Serve food and drinks • Clear tables and bill customers • Close down after service 	64
CTH FBC3 09 1021	Apply 5S Procedures	CTH FBC3 M08 0322	Applying 5S Procedures	<ul style="list-style-type: none"> • Prepare for work • Sort items • Set all items in order • Perform shine activities • Standardize 5S • Sustain 5S 	48

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

1.10 Institutional Assessment

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

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

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

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

1.11 TVT Teachers Profile

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

LEARNING MODULE 01	
TVT -PROGRAMME TITLE: Food and Beverage Control Level – III	
MODULE TITLE: Developing and Updating Hospitality Industry Knowledge	
MODULE CODE: CTH FBC3 M01 0322	
NOMINAL DURATION: 48Hours	
MODULE DESCRIPTION: This Module describes the performance outcomes, skills and knowledge required to develop and update knowledge of the hospitality industry including the role of different industry sectors and key legal and ethical issues that must be considered by hospitality industry personnel in their day-to-day work.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<ul style="list-style-type: none"> • Seek information on the hospitality industry • Source and apply information on legal and ethical issues • Update hospitality industry knowledge 	
MODULE CONTENTS:	
Unit One:- Seek information on the hospitality industry.	
1.1.Information source on the hospitality industry.	
1.2. Legal and ethical issues for the hospitality industry.	
1.3. Update hospitality industry knowledge.	
Unit two: Apply information on ethical issues	
2.1 Gather legal and ethical information	
2.2 Practices day-to-day activities according to industry procedure.	
2.3 Apply legal and ethical issues on hospitality industry.	
Unit three: Update hospitality industry knowledge.	
3.1 Update hospitality industry knowledge.	
3.2 Current issues of hospitality industry.	
3.3 Share updated knowledge with customers and colleagues.	

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	group member	❖ Inform the group members to speak loudly	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

ASSESSMENT CRITERIA:

Unite.1 Seek information on the hospitality industry

- understand Information source on the hospitality industry.
- Apply legal and ethical issues of the hospitality industry.
- Update hospitality industry knowledge.

Unite.2 Information on ethical issues.

- Gather legal and ethical information
- Practices day-to-day activities according to industry procedure.
- Apply legal and ethical issues on hospitality industry.

Unite..3 Update hospitality industry knowledge

- Update hospitality industry knowledge
- Current issues of hospitality industry.
- Share updated knowledge with customers and colleagues.

Annex: Resource Requirements

CTH FBC3 M01 0322: Developing and Updating Hospitality Industry Knowledge				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Hotel Catering: A Hand Book for Sales and Operations	Shock, P. (1992)	5	1:5
B. Learning Facilities & Infrastructure				
1.	Class room	5mx5m	1	1:25
2.	Work shop	Standard	1	1:25
3.	Library	10mx10m	1	1:25
C. Consumable Materials				
1.	Pen	Variety	1	1:25
2	Duster	Standard	1	1:25
3	Marker	Variety	2	2:25
D. Tools and Equipment's				
1.	White/black board	Standardize	1	1:25
2	Computer	Desktop	1	1:25
3	Printer	Standard	1	1:25
4	Projector	LCD	1	1:25

LEARNING MODULE 02	
TVT -PROGRAMME TITLE: Food and Beverage control Level III	
MODULE TITLE: Developing and applying cook skills	
MODULE CODE: CTH FBC3 M02 0322	
NOMINAL DURATION: 72 Hours	
MODULE DESCRIPTION: This module covers knowledge, skills and attitude required to use a range of basic cooking methods to prepare food items in kitchen of a hospitality or catering operation.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<ul style="list-style-type: none"> • Select cooking equipment and use technology. • Collect and prepare ingredients for menu items. • Apply cooking methods and prepare a range of given menu items. • Practices safe work. 	
MODULE CONTENTS:	
Unit One:- Select cooking equipment and use technology.	
<ol style="list-style-type: none"> 1.1. Select appropriate equipment for particular cuisine. 1.2. Using technological cooking methods. 1.3. Using equipment hygienically. 1.4. Setting up, and maintaining equipment properly. 	
Unit Two: - Collect and prepare ingredients for menu items.	
<ol style="list-style-type: none"> 2.1 . Identifying ingredients according to recipes 2.2 . Calculating correct quantities and preparing ratios 2.3 . Cutting ingredients to preparing and portion 2.4 . Collecting the correct ingredients according to the type, quantity and quality. 2.5 . Preparing ingredients in the given timeframe and form. 	
Unit Three: - Apply cooking methods and prepare a range of given menu items.	
<ol style="list-style-type: none"> 3.1 Preparing dishes. 3.2 Completing cooking process. 3.3 Identifying the cooking problems and taking corrective actions. 3.4 Presenting menu items. 3.5 . Ensuring kitchen team members work together. 	

Unit Four: - Practices safe work.

- 4.1. Complying legislative and regulatory requirements
- 4.2 Maintain Clean and tidy workplaces.
- 4.3 Following workplace food hygiene and safety procedures

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	group member	❖ Inform the group members to speak loudly	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

ASSESSMENT CRITERIA:

Unit One:- Select cooking equipment and use technology.

- Select appropriate equipment for particular cuisine.
- use technological cooking methods.
- using equipment hygienically.
- Setting up, and maintaining equipment properly.

Unit Two:- Collect and prepare ingredients for menu items.

- Identifying ingredients according to recipes
- Calculating correct quantities and preparing ratios
- Cutting ingredients to preparing and portion
- Collect the correct ingredients according to the type, quantity and quality.
- Preparing ingredients in the given timeframe and form.

Unit Three: - Apply cooking methods and prepare a range of given menu items.

- Preparing dishes.
- Completing cooking process.
- Identifying the cooking problems and taking corrective actions.
- Presenting menu items.
- Ensuring kitchen team members work together.

Unit Four: - Practices safe work.

- Comply legislative and regulatory requirements
- Maintain Clean and tidy workplaces.
- Follow workplace food hygiene and safety procedures

Annex: Resource Requirements

CTH FBC3M02 0322:Developing and applying cookery skills				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	TTTLM prepared by the Trainer	25	1:1
2.	Reference Books			
2.1.	Practical Cookery - Eleventh Ed	.David Foskett, 2008	5	1:5
B.	Learning Facilities & Infrastructure			
1.	Class room	5mx5m	1	1:25
2.	Work shop	Standard	1	1:25
3.	Library	10mx10m	1	1:25
4.	Practical kitchen	Standard	1	1:25
C.	Consumable Materials			
1.	<ul style="list-style-type: none"> • Vegetables and fruits • chicken, beef, lamb, goat and pork • prawns crustaceans, squid, shellfish and fish • Herbs, spices and condiments • Eggs • Rice and farinaceous products 	Fresh and ready to prepare	25	1:1
1.	Pen	Variety	1	1:25

2	Duster	Standard	1	1:25	
3	Marker	Variety	2	2:25	
4	Pen	Variety	1	1:25	
D.	Tools and Equipment's				
1	1.1. Kitchen equipment <ul style="list-style-type: none"> • Barbecues • Roasting drums • Charcoal grills • Mincers • ovens • Woks • Steamers • Strainers • Scoops and skimmers • Ladles • Whisks • Food processors • Microwaves • Skewers • Sharpening steels and stones 	Standard	Based on equipment requirement		
	2	White/black board	Standard	1	1:25
	3	Computer	Desktop	1	1:25
	4	Printer	Standard	1	1:25
	5	Projector	LCD	1	1:25

LEARNING MODULE 03

TVT -PROGRAMME TITLE: **Food and Beverage Control Level – III**

MODULE TITLE : **Maintaining and practicing food safety and quality**

MODULE CODE : **CTH FBC3M03 03 22**

NOMINAL DURATION : **48Hours**

MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses and also about the delivery of stock and appropriately store, rotate and maintain the quality of stock items.

LEARNING OUTCOMES

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

- Follow work place hygiene procedures and identify food hazards.
- Report any personal health issues.
- Prevent food contamination.

MODULE CONTENTS:

Unit One: Follow work place hygiene procedures and identify food hazards.

- 1.1. Following work place hygiene procedures in organization
- 1.2. Reporting unsafe hygiene procedures and practices
- 1.3. Identifying food hazards and contamination
- 1.4. Minimizing hazards

Unit Two: Report any personal health issues.

- 2.1. Identifying and reporting personal health issues
- 2.2. Reporting incidents of food contaminations
- 2.3. Food handlers causing contamination

Unit Three: Prevent food contamination.

- 3.1 Using and maintaining personal protective equipments (PPE)
- 3.2 Preventing food contamination from worn out clothing
- 3.3 Prevent food contamination by avoiding unnecessary direct contact
- 3.4 Ensuring hygienic personal contact
- 3.5 Maintaining hygienic practices to prevent food-borne illnesses

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	group member	❖ Inform the group members to speak loudly	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

ASSESSMENT CRITERIA:

Unit One: Follow work place hygiene procedures and identify food hazards.

- Follow work place hygiene procedures in organization
- Report unsafe hygiene procedures and practices
- Identify food hazards and contamination
- Minimize hazards

Unit Two: Report any personal health issues.

- Identify and reporting personal health issues
- Report incidents of food contaminations
- Food handlers causing contamination

Unit Three: Prevent food contamination.

- Use and maintaininጎg personal protective equipments (PPE)
- Prevent food contamination from worn out clothing
- Prevent food contamination by avoiding unnecessary direct contact
- Ensuring hygienic personal contact
- Maintaining hygienic practices to prevent food-borne illnesses

Annex: Resource Requirements

M03 0322: Maintaining and practicing food safety and quality				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books			
2.1.	The Professional Chef - Ninth Edition	The Culinary Institute of America, 2011	5	1:5
2.2.	On Cooking: A Textbook of Culinary Fundamentals	Sarah R. Labensky, 2007	5	1:5
B.	Learning Facilities & Infrastructure			
1.	Class room	5mx5m	1	1:25
2.	Work shop	Standard	1	1:25
3.	Library	10mx10m	1	1:25
C.	Consumable Materials			
1.	Pen	Variety	1	1:25
2.	Duster	Standard	1	1:25
3.	Marker	Variety	1	1:25
D.	Tools and Equipments			
1.	Commercial refrigeration facilities:	Freezer and fridge	1	1:25
2.	Computers, printers and stock control software systems	Standard	1	1:25
3.	Thermometers	Standard	1	1:25
4.	White/black board	Standard	1	1:25

LEARNING MODULE 04

TVT -PROGRAMME TITLE: Food and Beverage Control Level – III

MODULE TITLE : Developing and Updating Tourism Industry

MODULE CODE : CTH FBC3 M04 0322

NOMINAL DURATION : 48 Hours

MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to develop and update current and emerging information on the tourism industry, including industry structure, current technology and key environmental issues, community, legal and ethical issues that must be considered and applied by tourism industry personnel in their day-to-day work.

LEARNING OUTCOMES

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

- General information of the tourism industry.
- Legal and ethical issues and impacts of tourism industry.
- Tourism industry technology information's & Sources
- Update tourism industry knowledge.

MODULE CONTENTS:

Unit One: General information of the tourism industry.

- 1.1 Obtaining legal Information.
- 1.2 Conducting tourism based day-to-day organization activities.
- 1.3 Applying industry ethical practices.
- 1.4 Following legal and ethical obligations.
- 1.5 Maintaining industry rules and regulations.

Unit two: Legal and ethical issues and impacts of tourism industry.

- 2.1 Accessing reliable current Information
- 2.2 Impacts of technologies emerging in the tourism industry
- 2.3 Gathering sources information
- 2.4 Identifying potential technologies on tourism
25. Maintaining tourism industry profitability by using productivity and pricing flexibility
- 2.6 Create initiatives with government and Industry

Unit three: Technological Sources of information in Tourism industry.

- 3.1 Improving product and industry skills.
- 3.2 Developing professional knowledge of tourism industry.
- 3.3 Accessing current and reliable Information emerging technologies
- 3.4 Emerging tourism markets by using technology
- 3.5 Identifying potential effects of technologies on tourism industry
- 3.6 Applying current and emerging technology Knowledge in day-to-day work activities

Unit Four: Update tourism industry knowledge.

- 4.1 Using opportunities to update of knowledge tourism industry.
- 4.2 Identifying range opportunities.
- 4.3 Concerning and monitor Current issues of tourism industry.
- 4.4 Sharing Updated information with colleagues.
- 4.5 Incorporates day-to-day work procedures activities.

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	group member	❖ Inform the group members to speak loudly	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

ASSESSMENT CRITERIA:

Unit One: General information of the tourism industry.

- Obtain legal Information.
- Conduct tourism based day-to-day organization activities.
- Apply industry ethical practices.
- Follow legal and ethical obligations.
- Maintain industry rules and regulations.

Unit two: Legal and ethical issues and impacts of tourism industry.

- Access reliable current Information
- Identify emerging of technologies on impacts the tourism industry
- Gather sources information
- Identify potential technologies on tourism
- Maintain tourism industry profitability by using productivity and pricing flexibility
- create Government and Industry initiatives

Unit three: Technological Sources of information in Tourism industry.

- Improve product and industry skills.
- Develop professional knowledge of tourism industry.
- Access current and reliable Information emerging technologies
- Emerge tourism markets by using technology
- Identify potential effects of technologies on tourism industry
- Apply current and emerging technology Knowledge in day-to-day work activities

Unit Four: Update tourism industry knowledge.

- Use opportunities to update of knowledge tourism industry.
- Identify range opportunities.
- Concern and monitor Current issues of tourism industry.
- Share Updated information with colleagues.
- Incorporates day-to-day work procedures activities.

Annex: Resource Requirements

CTH FBC3 M04 0322 : Developing and Updating Tourism Industry				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books			
2.1	Tourism Management	Wahab, S. (1973)	5	1:5
2.2	Demand Forecasting in Tourism	Archer, B. (1976)	5	1:5
2.3	Leisure and Tourism: Intermediate GNVQ	Baker, V. (1994)	5	1:5
B. Learning Facilities & Infrastructure				
1.	Class room	5mx5m	1	1:25
2.	Work shop	Standard	1	1:25
3.	Library	10mx10m	1	1:25
C. Consumable Materials				
1.	Pen	Red and blue	1	1:25
2	Duster	Standard	1	1:25
3	Marker	Black and Red	1	1:25
D. Tools and Equipments				
1.	White/black board	Standard	1	1:25
2	Computer	Desktop	1	1:25
3	Printer	Standard	1	1:25
4	Projector	LCD	1	1:25

LEARNING MODULE 05	
TVT -PROGRAMME TITLE: Food and Beverage Control Level - III	
MODULE TITLE : Establishing stock purchasing and control systems	
MODULE CODE : CST FBC3 M05 0322	
NOMINAL DURATION : 64 Hours	
MODULE DESCRIPTION : This unit describes the performance outcomes, skills and knowledge required to establish and implement stock control and cost-effective stock purchasing and supply systems for a business. This unit is relevant to organisations where stock management is an integral and essential part of business operations, and where there are complex purchasing and control issues to be considered	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<ul style="list-style-type: none"> • Determine stock requirements • Establish optimum methods of supply arrangements • Develop and implement stock control systems • Develop and maintain inventory and receiving systems 	
MODULE CONTENTS:	
Unit one: Determine stock requirements	
1.1 Forecasting methods of required stock levels.	
1.2 Calculating and measuring standard required stock levels.	
1.3 Using business data to determine stock requirement.	
1.4 Determining stock requirements for peak seasons.	
1.5 Standardizing business for special event periods.	
1.6 Establishing cost-effective purchase quantities.	
Unit two: Establish optimum methods of supply arrangements.	
2.1 Evaluating quality of supply based on feedback.	
2.2 Reviewing sources of potential suppliers.	
2.3 Developing appropriate and accurate purchase specifications.	
2.4 Assessing suppliers against specifications.	
2.5 Assessing and negotiating terms of purchase with suppliers.	
2.6 Adjusting and making accurate record for supplies agreement.	
Unit three: Develop and implement stock control systems	
<ul style="list-style-type: none"> • Developing and communicating stock control systems with colleagues. 	

- Developing special stock control systems for high wastage or loss.
- Making adjustment and monitoring workplace systems.
- Training staff to minimize stock wastage.

Unit Four: Develop and maintain receiving inventory systems

- 4.1. Recording and completing receiving tasks.
- 4.2. Identifying the difference between physical and perpetual inventory systems.
- 4.3. Listing the key objectives of an effective beverage purchasing programs.
- 4.4. Explaining the purpose of effective beverage receiving and storing practices.

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	group member	❖ Inform the group members to speak loudly	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

ASSESSMENT CRITERIA:

Unit one: Determine stock requirements

- Forecast methods of required stock levels.
- calculate and measuring standard required stock levels.
- Use business data to determine stock requirement.
- Determine stock requirements for peak seasons.
- Standardize business for special event periods.
- Establish cost-effective purchase quantities.

Unit two: Establish optimum supply arrangements

- Evaluate quality of supply based on feedback.
- Review sources of potential suppliers.
- Develop appropriate and accurate purchase specifications.
- Assess suppliers against specifications.
- Assess and negotiating terms of purchase with suppliers.
- Adjust and making accurate record for supplies agreement

Unit three: Develop and implement stock control systems

- Develop and communicating stock control systems with colleagues.
- Develop special stock control systems for high wastage or loss.
- Make adjustment and monitoring workplace systems.
- Train staff to minimize stock wastage.

Unit four: Develop and maintain inventory and receiving systems

- Recording and completing receiving tasks.
- Identifying the difference between physical and perpetual inventory systems.
- Listing the key objectives of an effective beverage purchasing programs.
- Explaining the purpose of effective beverage receiving and storing practices.

Annex: Resource Requirements

CST FBC3 M05 2022 Establishing stock purchasing and control systems				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTTLM prepared by the trainer	1	1:25
2.	Reference Books			
2.1	Food and Beverage Operation: Cost Control and Systems Management - Second ed.	Levinson, C.(1989)	5	1:5
2.2	How to Control Costs	Wenzel, G. (1971)	5	1:5
B. Learning Facilities & Infrastructure				
1.	Class room	5mx5m	1	1:25
2.	Work shop	Standard	1	1:25
3.	Library	10mx10m	1	1:25
C. Consumable Materials				
1.	Pen	Variety	1	1:25
2	Duster	Standard	1	1:25
3	Marker	Variety	2	2:25
D. Tools and Equipments				
1.	White/black board	Standard	1	1:25
2	Computer	Desktop	1	1:25
3	Printer	Standard	1	1:25
4	Projector	LCD	1	1:25

LEARNING MODULE 06	
TVT -PROGRAMME TITLE: Food and Beverage Control Level – III	
MODULE TITLE : Monitoring Receiving and Storing Stock	
MODULE CODE : CTH FBC3 M06 0322	
NOMINAL DURATION : 64 Hours	
MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, replenishing stock levels, taking delivery of stock, Store supplies in appropriate conditions and also to rotate and maintain stock. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<ul style="list-style-type: none"> • Replenish stock levels. • Take delivery of stock • Maintain perishable supplies at optimum quality • Rotate and maintain stock 	
MODULE CONTENTS:	
Unit One: Replenish stock levels	
1.1. Rotating, replenishing and presenting stocks	
1.2. Recording stock waste or shrinkage	
1.3. Maintaining optimal stock levels on retail shop floor	
Unit Two: Take delivery of stock.	
2.1. Checking incoming stocks against orders and delivery documentation	
2.2. Identifying records and reporting discrepancies	
2.3. Inspecting items for damage, quality, and use-by dates and record findings	
2.4. Recording details of incoming stock	
Unit Three: Maintain perishable supplies at optimum quality	
3.1 Checking and adjusting environmental conditions of storage areas and equipment	
3.2 Conducting temperature checks and protecting supplies from spoilage	
3.3 Protecting supplies from damage of cross-contamination and pests	
3.4 Rotating perishable supplies for maximum use	
3.5 Storing or displaying stocks promptly in designated location	

Unit Four: Store supplies in appropriate conditions

- 4.1 Conducting temperature checks on delivered goods
- 4.2 Recording temperature results
- 4.3 Identifying deficiencies with delivered food items, and rejecting supply
- 4.4 Choosing and preparing suitable environment to store perishable supplies
- 4.5 Coding dates for perishable supplies
- 4.6 Storing supplies in appropriate storage area

Unit Five: Rotate and maintain stock

- 5.1 Rotating stocks for maximum use and minimum wastage
- 5.2 Checking the quality of stock and report findings regularly
- 5.3 Disposing all excess or spoilt stock and waste
- 5.4 Maintaining cleanliness of stock handling areas ,identifying and reporting problems
- 5.5 Using stock control systems and equipment

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	group member	❖ Inform the group members to speak loudly	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

ASSESSMENT CRITERIA:

Unit One: Replenish stock levels

- Stocks are rotated, replenished and presented according to organizational requirements for stock levels
- Stock waste or shrinkage is recorded according to organizational procedures
- Optimal stock levels are maintained on retail shop floor

Unit Two: Take delivery of stock.

- Incoming stocks are checked against orders and delivery documentation
- Records are identified and discrepancies are reported
- Items are inspected for damage, quality and use-by dates and findings are recorded according to organizational procedures
- Details of incoming stock are recorded according to organisational procedures

Unit Three: Maintain perishable supplies at optimum quality

- Environmental conditions of all storage areas and equipment to maintain perishable supplies are regularly checked and adjusted at optimum quality
- Temperature checks are conducted and supplies are protected from spoilage according to food safety procedures
- Supplies are protected from damage of cross-contamination and pests
- Perishable supplies are rotated for maximum use according to expiration dates
- Stocks are promptly stored or displayed in designated location.

Unit Four: Store supplies in appropriate conditions

- Temperature checks on delivered goods ensured that they are within specified tolerances are conducted
- Temperature results are recorded according to organizational procedures
- Deficiencies with delivered food items are identified, and supply within scope of own responsibility, or report findings are rejected
- Correct environmental conditions are chosen and prepared for the storage of perishable supplies
- Dates are coded for perishable supplies to maximize their use
- Supplies are promptly stored in appropriate storage area to minimize wastage and avoid food contamination.

Unit Five: Rotate and maintain stock

- Stocks are rotated for maximum use and minimum wastage
- The quality of stock and report findings is regularly checked.
- All excess or spoiled stock and waste, especially hazardous substances are safely disposed, to minimize negative environmental impacts
- Cleanliness of stock handling and storage areas are maintained, and problems are identified and reported
- Stock control systems and equipment's are used according to organizational speed and accuracy requirements

Annex: Resource Requirements

CTH FBC3 M06 0322 Monitoring Receiving and storing stock				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Food and Beverage Operation: Cost Control and Systems Management - Second ed.	Levinson, C.(1989)	5	1:5
2.2	How to Control Costs	Wenzel, G. (1971)	5	1:5
B. Learning Facilities & Infrastructure				
1.	Library	10m*10m	1	1:25
2.	Smart classrooms	5m*5m	1	1:25
3.	Workshop	Standard	1	1:25
C. Tools and Equipments				
1.	White/black board	Standard	1	1:25
2	Computer	Desktop	1	1:25
3	Printer	Standard	1	1:25
4	Projector	LCD		
D. Consumable Materials				
1.	Pen	Variety	1	1:25
2	Duster	Standard	1	1:25
3	Marker	Variety	2	2:25

LEARNING MODULE 07	
TVT -PROGRAMME TITLE: Food and Beverage Control Level III	
MODULE TITLE : Maintaining financial record	
MODULE CODE : CTH FBC3 M07 0322	
NOMINAL DURATION : 64 Hours	
<p>MODULE DESCRIPTION : This module describes the skills and knowledge required to the concepts of accounting, maintains daily financial records such as reconciling debtors’ and creditors’ systems, and trial balance and includes activities associated with monitoring cash control for hospitality purposes. It specifically includes the skills and knowledge needed to estimate/calculate manual load shifting requirements.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Understand basic accounting • Maintain daily financial records • Monitor cash control 	
<p>MODULE CONTENTS:</p> <p>Unit one. Understand basic accounting</p> <ol style="list-style-type: none"> 1.1 Defining accounting 1.2 Understanding Concepts and principle of bookkeeping. 1.3 Collecting financial information efficiently and effectively 1.4 Classifying organizational accounts. 1.5 Analyzing business transaction. 1.6 Checking errors accurately on documents and journals. <p>Unit two. Maintain daily financial records</p> <ol style="list-style-type: none"> 2.1 Maintain financial records. 2.2 Managing discrepancies and correct errors in document. 2.3 Communicating transactions with concerned persons. 2.4 Putting credit and debit transactions accurately in journals 2.5 Sorting credit card and direct debit <p>Unit three. Monitor cash control</p> <ol style="list-style-type: none"> 3.1 Ensuring cash flow. 3.2 Receiving payments. 	

3.3 Collecting and follow outstand accounts.

3.4 Checking payment document to dispatch creditors.

3.5 Reconciling expenditure and revenue.

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

ASSESSMENT CRITERIA:

Unit 1. Understand basic accounting

- Define accounting
- understand Concepts and principle of bookkeeping
- Collect financial information efficiently and effectively.
- classify organizational accounts.
- Analyze business transaction.
- Check errors accurately on documents and journals.

Unit 2. Maintain daily financial records

- Maintain financial records.
- Manage discrepancies and correct errors in document.
- Communicate transactions with concerned persons.
- Put credit and debit transactions accurately in journals
- Sort credit card and direct debit

Unit 3. Monitor cash control

- Ensure cash flow.
- Receive payments.
- Collect and follow outstand accounts.
- Checked payment document to dispatch creditors.
- Reconciled expenditure and revenue.

Annex: Resource Requirements

CTH FBC3 M07 0322: Maintaining financial record				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	TTTLM prepared by the trainer	25pcs	1:1
2.	Reference Books			
2.1.	Hospitality management accounting	8 th edition, 2004 by John Wiley & Sons	13	1:2
B.	Learning Facilities & Infrastructure			
1.	Class room	5M*5M	1	1:25
2.	Library	10M*10M	1	1:25
2.	Computer Room	Standards	1	1:25
C.	Consumable Materials			
1.	Marker	To be provided by the institute	1 package	1:25
2	Chock	To be provided by the institute	1 package	1:25
5	Papers	To be provided by the institute	1. package	1:25
6	Pens	To be provided by the institute	1. package	1:25
8	Pencils	To be provided by the institute	1. package	1:25
9	Printer Ink	To be provided by the institute	1	1:25
D.	Tools and Equipment's			

1.	Calculators	To be provided by the institute	13	1:2
2	White board	To be provided by the institute	1	1:25
3	Printer	To be provided by the institute	1	1:25
4	Copy machine	To be provided by the institute	1	1:25
5	Projectors	LCD	1	1:25
6	Computer	Laptop/desktop	10	1:25

LEARNING MODULE 08	
TVT -PROGRAMME TITLE: Food and Beverage Control Level – III	
MODULE TITLE : Serving food and beverage to customers	
MODULE CODE : CTH FBC3 M08 0322	
NOMINAL DURATION : 64 Hours	
MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to serve food and beverage to customers in a range of a restaurant dining area. It covers general knowledge of and service techniques of all meals and beverages.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<ul style="list-style-type: none"> • Prepare for service • Welcome customers • Take and process orders • Serve food and drinks • Clear tables and bill customers • Close down after service 	
Module contents:	
Unit one: Prepare for service	
1.1 Food and beverage service department	
1.2 Food and beverage service personnel	
1.3 Professional attributes of the waiting staffs	
1.4 Food and beverage service outlets	
1.5 Miss-en-scene	
1.6 Miss-en-place	
1.7 Food and beverage items	
Unit Two. Welcome customers	
2.1 Customers on arrival	
2.2 Information on arrival	
2.3 Escort the customer on arrival	
2.4 Pre-meal services	
Unit Three. Take and process orders	
3.1 Menu to customers.	
3.2 Clear information and explanation.	

- 3.3 Recommendations and suggestions.
- 3.4 Customer questions on menu items.
- 3.5 Skill of ordering system.
- 3.6 Information about any special requests.
- 3.7 Adjust food and beverage service equipment

Unit Four. Serve food and drinks

- 4.1 Collect food and beverage
- 4.2 Serve food and beverage
- 4.3 Manage Service Delivery
- 4.4 Check Customer satisfaction

Unit Five. Clear tables and bill customers

- 5.1 Remove used items
- 5.2 Dispose leftover food
- 5.3 Recyclable items
- 5.4 payment process
- 5.5 Thank and fare-well customers

Unit Six. Close down after service

- 6.1 Suite furniture and equipment
- 6.2 Set up for next service
- 6.3 Review and evaluate the service
- 6.4 Share relevant information.

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	<ul style="list-style-type: none"> ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> member ❖ Inform the group members to speak loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

ASSESSMENT CRITERIA:

Unit one: Prepare for service

- Explain the food and beverage service department
- Identify duties of food and beverage service personnel
- Explain the professional attributes of the waiting staffs
- Identify the food and beverage service outlets
- Perform Miss-en-scene
- Perform Miss-en-place

Unit Two: Welcome customers

- Apply greeting of customers on arrival
- Provide information on arrival
- Escort the customer on arrival
- Apply mechanism of assist to seat and offer pre-meal services

Unit Three: Take and process orders

- Present menu to customers.
- Provide clear information and explanation.
- Make recommendations and suggestions.
- Apply ways of answering customer questions on menu items.
- Take and record orders using the format.
- Operate the ordering system.
- Provide information about any special requests.
- Identify types of food and beverage service equipment

Unit Four: Serve food and drinks

- Collect food and beverage selections
- Perform ways of serving food and beverage to the correct person
- Identify to recognize any delays in service
- Perform to advice customers about any problems.
- Check customer satisfaction

Unit Five: Clear tables and bill customers

- Remove used items

- Dispose leftover food and disposables
- Dispose recyclable items
- Process and receiving accounts payment
- Apply ways to thank and fare-welling customers

Unit six: Close down after service

- Identify furniture and equipment
- Prepare the set up for next service
- Demonstrate ways of reviewing and evaluating the service
- Provide relevant information.

Annex: Resource Requirements

Module code CTH FBC3 M08 0322				
Module title Serving food and beverage to customers				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books		2	2:25
2.1	Food and beverage service	by Marco D”sauza	5	1:5
2.2	Restaurant service basics 2 nd edition	By sondera J.Dahmer and Kurt W.kahl	5	1:5
2.3	Managing quality service in hospitality service	By Robert C.Ford	5	1:5
B. Learning Facilities & Infrastructure				
1.	Class room	5mx5m	1	1:25
2.	Work shop	Standard	1	1:25
3.	Library	10mx10m	1	1:25
C. Consumable Materials				
1.	Pen	Variety	1	1:25
2	Duster	Standard	1	1:25
3	Marker	Variety	2	2:25
D. Tools and Equipments				
1.	• Tables	Tables (Round and rectangle)	10	1:3
2	• Counters		1	1:25
3	• Side board		5	1:5

4	<ul style="list-style-type: none"> Chairs 		25	1:1
5	<ul style="list-style-type: none"> glassware crockery restaurant linens placemats floral arrangements cutleries condiments tea and coffee-making facilities menus and wine lists display materials coat hanger computerised ordering systems point-of-sale (POS) equipment 	Standard	Based on number of covers	1:1

LEARNING MODULE 09	
TVT -PROGRAMME TITLE: FOOD AND BEVERAGE CONTROL- III	
MODULE TITLE : Applying 5S Procedures	
MODULE CODE : CTH FBC3 M9 1022	
NOMINAL DURATION : 48Hours	
<p>MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required to apply 5S techniques to his/her workplace. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare for work • Sort items • Set all items in order • Perform shine activities • Standardize • Sustain 	
<p>MODULE CONTENTS:</p> <p>Unit one: Prepare for work</p> <p>1.1 Work instructions. .</p> <p>1.2 OHS requirements.</p> <p>1.3 Prepare tools and equipment.</p> <p>1.4 Implementing 5S.</p> <p>1.5 Check safety equipment and tools.</p> <p>1.6 Prepare and using kaizen board</p> <p>Unit two: Sort items</p> <p>2.1 Prepare and implementing plan.</p> <p>2.2 Performing cleaning.</p> <p>2.3 Identify all items.</p> <p>2.4 List Necessary and unnecessary items.</p> <p>2.5 Red tag strategy.</p> <p>2.6 Evaluate and placing unnecessary items.</p> <p>2.7 Record and quantifying necessary items.</p>	

2.8 Report performance results.

2.9 Check regularly necessary items.

Unit three: Set all items in order

3.1 Prepare plan

3.2 General clean activities.

3.3 Location, storage and indication methods.

3.4 Prepare and use tools/ equipment.

3.5 Place and assign Items.

3.6 Return and assign items.

3.7 Report performance of results.

3.8 Check each item.

Unit Four: Perform shine activities

4.1 Prepare plan.

4.2 Implement shine activities.

4.3 Prepare tools and equipment.

4.4 Shine activity procedures.

4.5 Report performance results

4.6 Conduct regular shining activities

Unit Five: Standardize 5S

5.1 Preparing and using plan.

5.2 Standardizing 5S activities.

5.3 Preparing Tools and techniques.

5.4 Standardize 5S.

5.5 Implementing relevant procedures.

5.6 Standardizing and reporting activities.

Unit six: Sustain 5S

6.1 Plan and sustain 5S activities.

6.2 Implementing techniques and procedures.

6.3 Cleaning up workplace.

6.4 Identifying unlikely Situations.

6.5 Sustaining and reporting activities

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	<ul style="list-style-type: none"> ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> member ❖ Inform the group members to speak loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

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

Annex: Resource Requirements

Module Title : Applying 5s Procedures				
Module Code : CTH FBC M09 0322				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM Prepare By Trainer	25	1:1
2.	Reference books		5	1:5
2.2	The Key to Japan's Competitive Success	Masaaki Imai (1986)	5	1:5
B. Learning Facilities & Infrastructure				
1.	Class room	5mx5m l		1:25
2.	Work shop	Standard		1:25
3	Library	10m*10m		
C. Consumable Materials				
1.	Pen	Pack	1	1:1
2.	Paper	A-4 size Pack	5	1:1
3	Paint	Pack	1	1:1
4	Nails	Pack	2	1:1
5	Sticker	Pack	2	1:1
D. Tools and Equipment				
1.	Hook	Standard	5	1:5
2	Signboard	Standard	5	1:5
3	Shelves	Standard	5	1:5
4	Chip wood	Standard	5	1:5
5	Sponge	Pack	5	1:5
6	Broom	Number	5	1:5
7	Pencil	Pack	5	1:5
8	Shadow board/Tools board	Standard	5	1:5

Acknowledgement

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

The experts who developed the curriculum

No	Name	Qualification	Educational background	Region	College	Mobile number	E-mail
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