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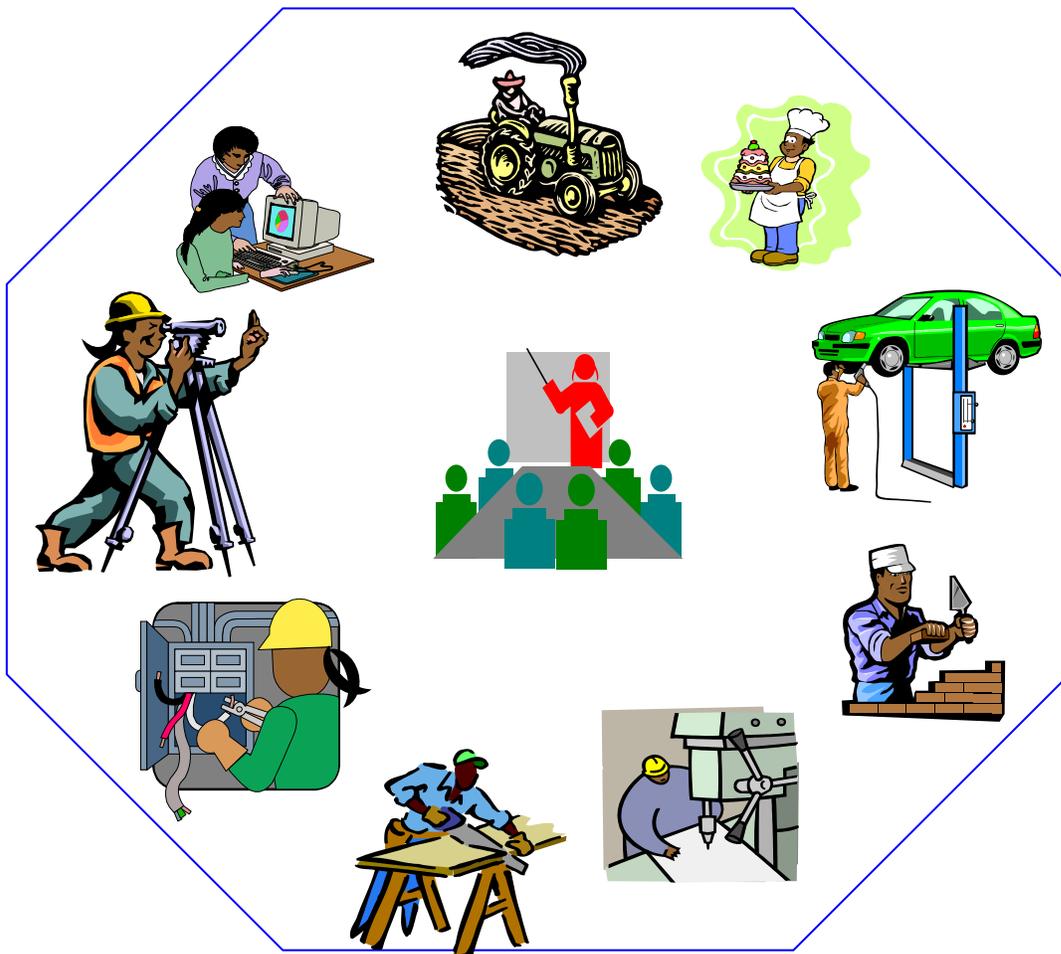
OCCUPATIONAL STANDARD

FOOD AND BEVERAGE SERVICE

NTQF Level I - IV

October 2021

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopia standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Food and Beverage Service Level I-IV Units of Competencies.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit title
- Unit code
- Unit descriptor
- Elements and Performance Criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- the chart with an overview of all Units of Competence for the respective occupation including the Unit Codes and the Unit Titles;

- the contents of each Unit of Competence (competence standard);

- occupational map providing the Technical and Vocational Education and Training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path.

Occupational Standard: Food and Beverage Service
Occupational Code: CTH FBS
NTQF Level I

CTH FBS1 01 1021 Develop and Update Hospitality Industry	**CTH FBS1 02 1021** Use food hygiene practices	**CTH FBS1 03 1021** Serve food and beverage
CTH FBS1 04 1021 Prepare and serve non-alcoholic beverages	**CTH FBS1 05 1021** Provide information about product and services	**CTH FBS1 06 1021** Provide Quality Customer Service
CTH FBS1 07 1021 Conduct Basic Workplace Oral Communication in English I	**CTH FBS1 08 1021** Conduct Basic Workplace Oral Communication in a language other than	**CTH FBS1 09 1021** Apply 5s Procedures

| **Occupational Standard: Food and Beverage Service** |
| **Occupational Code: CTH FBS** |
| *NTQF Level-II* |

CTH FBS2 01 1021 Operate bar and Cellar system	**CTH FBS2 02 1021** Provide responsible alcoholic beverage service	**CTH FBS2 03 1021** Provide specialized food and beverage services
CTH FBS2 04 1021 Apply Point –of –Sale Handling Procedures	**CTH FBS2 05 1021** Apply Housekeeping and Laundry Operation	**CTH FBS2 06 1021** Prepare and present basic dishes
CTH FBS2 07 1021 Conduct Basic Workplace Oral Communication in English II	**CTH FBS2 08 1021** Conduct Basic Workplace Oral Communication in a language other than English II	

Occupational Standard: Food and Beverage Service
Occupational Code: CTH FBS
NTQF Level III

CTH FBS3 01 1021
Coordinate Food and Beverage Service

CTH FBS3 02 1021
Prepare and serve cocktails

CTH FBS3 03 1021
Provide and advise on alcoholic beverages

CTH FBS3 04 1021
Provide Silver and gueridon service

CTH FBS3 05 1021
Provide advice on food and beverage matching

CTH FBS3 06 1021
Provide Accommodation Services

CTH FBS3 07 1021
Establish and Maintain Quality Control of Food and Beverage

CTH FBS3 08 1021
Conduct Routine Workplace Communication in English

CTH FBS3 09 1021
Conduct Routine Workplace Communication in a language other than *English*

CTH FBS3 10 1021
Prevent and Eliminate MUDA

Occupational Standard: Food and Beverage Service

Occupational Code: CTH FBS

NTQF Level IV

CTH FBS4 01 1021 Develop and implement a food safety program	**CTH FBS4 02 1021** Plan and coordinate events	**CTH FBS4 03 1021** Plan catering for functions
CTH FBS4 04 1021 Manage food and beverage Operation	**CTH FBS4 05 1021** Develop and Manage Marketing Strategies	CTH FBS4 06 1021 Plan menus
CTH FBS4 07 1021 Monitor Catering Revenue and Costs	**CTH FBS4 08 1021** Conduct Complex Workplace Communication in English	**CTH FBS4 09 1021** Conduct Complex Workplace Communication in a language other than English (French IV)

Occupational Standard: Food and Beverage Service I	
Unit Title	**Develop and Update Hospitality Industry Knowledge**
Unit Code	**CTH FBS1 01 1021**
Unit Descriptor	This unit 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.

Elements	Performance Criteria
1. Seek information on the hospitality industry	1.1 *Information sources* on the hospitality industry are identified and accessed appropriately and correctly. 1.2 *Information* is obtained to assist effective work performance within the industry. 1.3 Specific information is accessed and updated on relevant sectors of work. 1.4 Knowledge of the hospitality industry is used in the correct context to enhance quality of work performance
2. Source and apply information on legal and ethical issues for the hospitality industry	2. 1 Information is obtained on *legal* and *ethical issues* to assist effective work performance. 2. 2 Day-to-day hospitality industry activities is conducted according to legal obligations and ethical industry practices
3. Update hospitality industry knowledge	3.1 A range of opportunities to update general knowledge of the hospitality industry is identified and used. 3.2 *Current issues* of concern to the industry are monitored. 3.3 Updated knowledge with customers and colleagues is shared as appropriate and incorporate this knowledge into day-to-day work activities

Variable	Range
Information sources	May include but not limited: • media • reference books • libraries • unions • industry associations

	• industry journals • internet • information services • personal observation and experience • colleagues, supervisors and managers • industry contacts, mentors and advisers
Information	May include but not limited • different sectors and businesses of the hospitality industry, • relationships between tourism and hospitality • relationships between the hospitality industry and other industries, • entertainment and recreation • types of hotels • food production • wine production • meetings and events • housekeeping and laundry • restaurant and bar • front office operation • inter departmental relationship of hotel • industry working conditions • environmental issues and requirements • industrial relations issues and major organizations • career opportunities within the industry • work ethic required to work in the industry • industry expectations of staff • quality assurance
Legal issues	May include but not limited: • consumer protection • duty of care • EEO (equal employment opportunity) • anti-discrimination • work place relations • child sex tourism
Ethical issues	May include but not limited: • confidentiality • commission procedures • overbooking • pricing • tipping • familiarizations • gifts and services free of charge • product recommendations

Current issues	May be related to:
	• government initiatives
	• emerging markets
	• environmental and social issues
	• labor issues
	• industry expansion or retraction

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate:
	• sourced and applied initial and updated hospitality industry information
	• understood the hospitality industry, including main roles, functions and interrelationships of different sectors,
	• understood and applied the key legal and ethical issues for the hospitality industry
Required Knowledge and Attitudes	Demonstrates knowledge of:
	• different sectors of the hospitality industry and their interrelationships, including a general knowledge of the role and function of hotel operational departments
	• source of industry information
	• role of trade unions and employer groups in the industry
	• legal and ethical requirements that impacts the industry
	• overview of current and emerging issues used in the hospitality industry
Required Skills	Demonstrates skills to:
	• identify relevant information
	• sort and summarize information
	• source, read and interpret general information on the hospitality industry
	• use information that affects the hospitality industry
Resources Implication	• the candidate has accessed appropriate computers, printers and communication technologies to facilitate the processes involved in sourcing industry information
	• access to information sources in order to conduct research and collect sufficient information
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level I	
Unit Title	**Use Food hygiene practices**
Unit Code	**CTH FBS1 02 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food within a range of service industry operations.

Elements	Performance Criteria
1. Follow hygiene procedures and identify hygiene hazards	1.1. Hygiene *procedures and policies* are accessed and followed correctly and consistently according to organization and legal requirements to ensure health and safety of customers and colleagues.
	1.2 .*Poor organization practices* that are inconsistent with hygiene procedures are identified and reported.
	1.3. *Hygiene hazards* that may affect the health and safety of customers, colleagues and self are identified.
	1.4. Action is taken to remove or minimize the hazards within scope of individual responsibility and according to organization and legal requirements.
	1.5. Hygiene hazards are promptly reported to appropriate person for follow up where control of hazard is beyond the scope of individual responsibility
2. Maintain personal hygiene.	2.1. A routine of *personal cleanliness* practices is developed in preparation for work and to maintain customer confidence in organizational service.
	2.2. Personal cleanliness is checked and adjusted during service periods to maintain health of self and others.
	2.3. Cleanliness of uniform and personal protective equipment is checked for contamination during service periods and adjust to maintain health of self and others.
3. Implement procedures for food safety	3.1 .Relevant documents are accessed and used from the organization food safety program.
	3.2 . All food safety policies and procedures are followed correctly and consistently according to organization food safety program requirements to ensure compliance of all food handling practices.

	3.3 . All food hazards are controlled at *critical control points*.
	3.4 .F*ood safety monitoring* processes and documents are completed as outlined in the food safety program.
	3.5 .Inconsistent practices with the food safety program are identified and reported.
	3.6 .Corrective actions are taken within scope of job responsibility for *incidents* where food hazards are found not to be under control.
4. Handle food safely	4.1 Food receiving procedures appropriate to the specific *food type* is selected and applied.
	4.2 Food is stored in the appropriate environmental conditions so that it is protected from contamination and to ensure its freshness, quality and appearance.
	4.3 . Food is stored at appropriately controlled temperatures and ensures that any frozen items remain frozen during storage.
	4.4 Food is prepared in a safe manner to ensure that it is protected from contamination.
	4.5 Cooling and heating processes that will not adversely affect the microbiological safety of the food are used.
	4.6 Temperature of food is monitored throughout the preparation process to achieve microbiological safety of the food at all times.
	4.7 Ensure the safety of food prepared, served and sold to customers under other conditions
5. Prevent food contamination	5.1. Clean clothes are maintained; required personal protective clothing is worn and only organization-approved bandages and dressings are used to prevent contamination to food.
	5.2 No clothing or *other items worn* is ensured not to contaminate food.
	5.3 Unnecessary direct contact with ready to eat food is prevented.
	5.4 Food is not allowed to become contaminated with any body fluids or tobacco product from sneezing, coughing, blowing nose, spitting, smoking or eating over food or food preparation surfaces.
	5.5 The use of clean materials and clothes is maintained and safe and hygienic practices are ensured to avoid cross-contamination of other items in the workplace*.
	5.6. Handset is washed to the appropriate times *and* hand washing procedures are followed correctly and consistently according to organization and legal requirements.
	5.7. Hands are washed using appropriate facilities.

	5.8. Equipment is cleaned and sanitised properly.
	5.9. Food is disposed of promptly to ensure no cross-contamination of other foodstuffs
	5.10. Debris are marked and kept separated from other foodstuffs any *food identified for disposal* until disposal is complete.
6. Maintain a clean environment	6.1 Equipment, surfaces and utensils used during food handling process are cleaned and sanitized.
	6.2. Appropriate containers are used and the accumulation of garbage and recycled matter should not be allowed.
	6.3 Equipment that requires cleaning or *maintenance to ensure its cleanliness* and safe operation are identified and reported.
	6.4 Chipped, broken or cracked eating, drinking or food handling utensils is disposed of or report is made if disposal is outside scope of responsibility.
	6.5 Measures must be taken within scope of responsibility to ensure food handling areas are free from animals and pests and any incidents of animal or pest infestation is reported.

Variable	Range
Policies and procedures	May include but not limited; • food receiving, storage, preparation, display, service and disposal • methods of food hazard control for each critical point • systematic monitoring of hazard controls and record keeping • personal hygiene, suitable dress and personal protective equipment and clothing • record maintenance • corrective actions when hazards are found not to be under control • pest control • cleaning and sanitation • equipment maintenance
Poor organization practices	May include but not limited; • Poor maintenance • Inconsistency with Food Safety Program • Low personal hygiene practice • Lack of sanitising and disinfecting of tools and equipment Lack monitoring check list
Food hazards	May include but not limited; • chemical hazard, • microbiological hazard or

	• physical hazard
Personal cleanliness	May include but not limited; • Neat uniform • Shorten nail • Neat cloth • Clean hair • Clean linens •
Critical control points	May include but not limited; • receiving • storing • preparing • processing • displaying • packaging • serving • transporting • disposing
Food safety monitoring	May include but not limited; • recording temperature of cold and hot storage equipment • recording food temperatures using a temperature probe • checking and recording that food is stored within appropriate time limits of receipt of goods • visual examination of food for quality review • bacterial swabs and counts • chemical tests
Incidents	May include but not limited; • food poisoning • customer complaints • misuse of single use items • stocks of out-of-date foodstuffs • spoilt or contaminated food • unclean equipment • existence of pests and vermin
Food types	May include but not limited; • eggs • dairy • meat and fish • fruit and vegetables • dried goods • frozen goods

Other items worn	May include but not limited; • Linens • Uniforms • Table clothes • Naprons
Food identified for disposal	May include but not limited; • subject to recall • not safe, or suspected of not being safe, for consumption • destroyed • disposed of so that it cannot be used for human consumption • returned to supplier
Maintenance to ensure cleanliness	May include but not limited; • removal of food waste • removal of grease • removal of dirt • removal of animal or pest waste and cleaning of affected area • recalibration of measurement and temperature controls

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • access and interpret safe food handling procedures • have knowledge of critical control points and methods of food hazard control for each critical point • Apply safe food handling practices on a range of different food handling circumstances to ensure consistency in the application of food safety procedures.
Required Knowledge and Attitudes	Demonstrates knowledge of: • basic understanding of federal, and state or territory food safety legislative compliance requirements, • working knowledge of relevant components of the organization food safety program, • consequences of failure to observe food safety policies and procedures • basic understanding of HACCP principles, procedures and processes • meaning of hazardous foods, especially as described by local legislation and national food codes • high risk customer groups (those who may have a higher than average risk of harm from food contamination), such as: • methods of food storage, production, display, service and disposal for the industry sector and food business, • principles and methods of safe food handling • choice and application of cleaning, sanitising and pest control

	equipment and materials
Required Skills	Demonstrates skills to: • operation of equipment, especially how to calibrate, use and clean a temperature probe and how to identify faults • literacy skills to read and interpret relevant components of organization food safety program, including policies, procedures and flow charts that identify critical control points and to complete basic documentation relating to monitoring food safety • numeracy skills to take and record temperatures and to calculate times
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service I	
Unit Title	Serve Food and Beverage to Customers
Unit Code	CTH FBS1 03 1021
Unit Descriptor	This unit 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.

Elements	Performance Criteria
1. Prepare for service	1.1 The food and beverage service department is understood 1.2 The Different food and beverage personnel's are identified 1.3 The professional attributes of the waiting staffs is understood 1.4 Food and beverage service outlet information is developed and understood. 1.5 The Miss-en-scene is performed 1.6 The Miss-en-place is performed 1.7 Food and beverage items are displayed according to enterprise and *legislative requirements*
2. Welcome customers	2.1 Customers are greeted on arrival, according to enterprise customer service standards. 2.2 Information is provided to customers, giving clear explanations and descriptions up on arrival. 2.3 The customer is escorted on arrival, according to enterprise customer service standards. 2.4 The customer is assisted to seat and offered pre-meal services according to enterprise customer service standards.
3. Take and process orders	3.1 Menu is presented according to the enterprise standard 3.2 Recommendations and suggestions are made to customers to assist them with drink and meal selection. 3.3 Customer questions on menu items are answered correctly and courteously 3.4 Orders are taken and recorded accurately and legibly using the format required by the enterprise then coincide with the customer and convey them promptly to the kitchen or bar, where appropriate. 3.5 The ordering system is operated according to enterprise procedures. 3.6 Information is relayed about any special requests or dietary or cultural requirements to relevant person where appropriate. 3.7 Glassware, service ware and cutlery suitable for menu choice are provided according to enterprise procedures.

4. Serve food and drinks	4.1 Food and beverage selections are collected promptly from kitchen or bar, checked for accuracy and presentation, and conveyed them to customers safely. 4.2 Food and beverage is served courteously and to the correct person, according to enterprise standards and hygiene requirements. 4.3 Any delays or deficiencies in service are recognized and followed up promptly. 4.4 Customers are advised and reassured about any delays or problems. 4.5 Customer satisfaction is checked at the appropriate time.
5. Clear tables and bill customers	5.1. Used items are removed in a timely manner and safely transfer them to the appropriate location for cleaning. 5.2. Leftover food and disposables are disposed of according to hygiene regulations and enterprise practice. 5.3. Recyclable items are disposed of according to local regulations and enterprise practice. 5.4. *Accounts are process***ed** and received payment at appropriate time and according to enterprise procedures 5.5. Customers are thanked and fare welled courteously
6. Close down after service	6.1 Furniture and equipment is cleared, cleaned, dismantled and stored according to enterprise procedures and safety requirements. 6.2 *Set up for next service* is prepared according to enterprise procedures and requirements. 6.3 Service is reviewed and evaluated with colleagues where appropriate and identifies possible improvements. 6.4 Handover is provided to incoming colleagues and relevant information is shared.

Variable	Range
Food and beverage outlets	May includes but not limited; • Types of Restaurant • Types of Bar • bistro • Lounge

Furniture	May includes but not limited; • Tables • Counters • Chairs • Side board
Environment	May includes but not limited; • lighting • room temperature • music • decorations and displays • privacy • background noise
Table set up	May includes but not limited; • A la carte • Table d' hote
Equipment	May includes but not limited; • 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
Legislative requirements	May includes but not limited; • liquor, including responsible service of alcohol • OHS • hygiene • consumer protection and trade practices • duty of care

Information	May includes but not limited;
	• menu choices, options and availability
	• information about food and beverages
	• specials
	• information about the location or area
	• location of customer facilities
	• information about main tourist facilities
Accounts	May includes but not limited;
	• depositing money in cash register, processing and giving change
	• processing credit cards or electronic funds transfer at point of sale (EFTPOS)
	• handing account to another person to process
Set up for next service	May includes but not limited;
	• polishing glassware
	• placing equipment in allocated storage areas
	• resetting tables
	• cleaning equipment, such as coffee machines and bains marie
	• general cleaning of surfaces
	• restocking

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate:
	• demonstrate the ability to serve food and beverage according to established procedures
	• able to meet, greet and interact positively with customers
	• able to serve with speed and efficiency, and within typical workplace time constraints
	• develop knowledge of hygiene and OHS requirements and demonstrated safe practices
Required Knowledge and Attitudes	Demonstrates knowledge of:
	• typical work flow structure for food and beverage service appropriate to the enterprise
	• ordering and service procedures
	• use of standard food and beverage equipment
	• menus and drink lists appropriate to the enterprise
	• safe and hygienic work practices in relation to food and beverage service

Required Skills	Demonstrates skills to:
	• to set up the table according to the menu type
	• food and beverage service and clearing techniques appropriate to the enterprise, including plate carrying
	• problem-solving skills to deal with menu changes, lack of availability of items and difficult customer situations
	• communication skills to liaise with customers and other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication
	• technical skills to use enterprise ordering systems and equipment
	• literacy skills to read menus and orders
	• numeracy skills to calculate customer accounts
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be evaluated through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service I	
Unit Title	**Prepare and Serve non-alcoholic beverages**
Unit Code	**CTH FBS1 04 1021**

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of non alcoholic drinks according to standard operating procedures.

Elements	Performance Criteria
1. Clean bar and equipment	1.1 Bar surfaces and equipment is cleaned according to enterprise standards and hygiene regulations, in consultation with other bar attendants and with minimum disruption to bar operations.
	1.2 Equipment is operated according to manufacturer instructions and enterprise procedures.
	1.3 Condition of utensils and glassware is checked during the cleaning process for dirty or damaged items.
	1.4 Broken and cracked items and other waste are disposed of according to enterprise procedures and environmental considerations safely.
2. Organize and prepare work areas	2.1 Workstation is organized according to workplace safety and hygiene practices, to enable efficient work flow and easy access to *equipment* and commodities.
	2.2 Preparation and work routines are developed according to *enterprise requirements*.
	2.3 *Mise en place* and preparation are completed for non alcoholic beverage service according to enterprise procedures.
	2.4 Inputs and commodities are stored in appropriate conditions to maintain quality and freshness, according to workplace hygiene procedures and food safety regulations
3. Provide and advise customers on non alcoholic drinks	3.1 Advice is provided to customers about *non alcoholic drinks* types and characteristics where appropriate.
	3.2 Customers' non alcoholic drinks preferences and requirements are determined and choices and accompaniments are offered accordingly
	3.3 Determine customer coffee preferences and requirements, and offer *coffee style* choices and accompaniments accordingly

4. Prepare non alcoholic drinks	4.1 Coffee is selected, roasted and **ground** to correct particle size, according to enterprise requirements and customer preferences.
	4.2 Required dosage is measured or dispensed and placed into clean filter basket, tamping coffee evenly using correct pressure.
	4.3 Water and pump pressure is monitored, and moderated between cycles, according to enterprise procedures.
	4.4 Quality of extraction assessed visually and where appropriate by verifying flavor
	4.5 Correct cold milk and appropriate clean cold jug are selected according to espresso requirements and quantity on order.
	4.6 Excess water is expelled from steam wand before and after text rising milk and wipe clean after use.
	4.7 Milk is textured according to milk type and specific order requirements.
	4.8 Foam and milk are combined through rolling, ensuring even consistency.
	4.9. Milk is poured promptly, evenly and consistently, according to coffee style and customer preferences
	4.10 Other espresso based hot drinks are prepared
	4.9 Variety of juices, frappes and mock tails are prepared
5. Present and Serve non-alcoholic drinks	5.1 Non- alcoholic drinks are presented attractively using clean ceramic or glass cups and avoiding drips and spills.
	5.2 Non-alcoholic drinks are served at the required temperature, according to customer requirements and style, with appropriate cream, milk froth and accompaniments
6. Perform after service activities	6.1 The required OHS and enterprise requirements are followed throughout all **cleaning** and maintenance procedures.
	6.2 Machines and spare parts are cleaned thoroughly and safely according to manufacturer specifications and enterprise policies and procedures, using appropriate cleaning methods and recommended cleaning products and materials.
	6.3 Allied **end of service activities** are carried out
	6.4 The Service and efficiency of the espresso machine are **monitored and assessed** and grinder during usage and take appropriate action where required in relation to defects and faults according to enterprise policies and procedures, *OHS and warranty requirements*
	6.5 Situations requiring the attendance of a trained service technician, licensed electrician or a designated senior person within the

	enterprise are identified.
	6.6 All equipments and stocks are stored on the required conditions according to proper standard
7. Reduce negative environmental impacts	7.1 energy and water resources are used efficiently when preparing coffee and cleaning equipment to reduce negative environmental impacts
	7.2 Damaged glass, plastic bottles and containers are collected for recycling
	7.3 All waste, especially hazardous substances are disposed of safely to minimise negative environmental impacts

Variable	Range
Equipment	May include but not limited; • types and brands of coffee grinders or mills and coffee machines • service ware, including cups, saucers, mugs and glasses of various sizes • flatware • measuring equipment • tampers • blender • storage bins in appropriate sizes and materials • bins for discarded pucks • service counters • cash register and related equipment • refrigeration equipment • ice machines • coffee machines • utensils • glassware • food containers for garnishes and chips • glass washers
Enterprise requirements	May include but not limited; • policies and procedures • circumstances requiring the services of an authorised and trained technician • specific requirements for routine and non-routine cleaning and maintenance

	• requirements for checking and replacing parts and equipment
	• specific requirements for decoration of coffee prior to presentation, such as stencils, logos, sprinkled toppings and coffee art
	• policies and procedures for stock control, ordering and rotation
Mise en place	May include but not limited; • turning on machines to achieve correct pressure and temperature for espresso based drinks • make ready equipments • setting out cups, mugs, saucers, plates, jugs, glasses and other required service ware • ensuring adequate supplies of coffee, milk varieties and sugars, including specialised sugars and substitutes • assembling flavourings and toppings • laying out flatware, serviettes and wipes • Prepare equipment and tool for frappes, juices, mock tails and other carbonated drinks
Non alcoholic drinks	May include but not limited; • tea • juices • Water • frappes • soft drinks • mocktails • Espresso coffee
Coffee styles	May include but not limited; • short black (espresso) • long black • cappuccino • flat white • caffe latte • short and long macchiato • mocha
Cleaning	May include but not limited; • wiping down entire machine to ensure cleanliness • purging reservoir of hot water, releasing steam and backwashing the machine with an appropriate cleaning solution • pouring boiling water to clean drainage pipes

	• back flushing the machine at the end of a service cycle, using clean water to ensure no chemical and other residues are left • cleaning the bean hopper using wet method, and drying thoroughly before refilling and storing • brushing out dispensers and blenders • cleaning all remaining parts using dry cleaning method • using colour-coded cloths, such as using blue for general cleaning and yellow for cleaning and wrapping steam wands • wiping steamer wands after each use, using a damp cloth • where there is build-up or caked-on product, wrapping steamer wands in a clean cloth, opening the valve and allowing hot water, with steam venting, to soften caked-on milk and then wiping with a damp cloth • washing glassware and other equipments drip trays • using correct and environmentally sound disposal methods for waste including recyclable glass and plastic bottles and containers
End of service activities	May include but not limited: • removing beans from hoppers at the end of service day or shift • storing according to enterprise requirements
Monitor and assess	May include but not limited: • ensuring the dosing chamber delivers the correct dosage of coffee • checking steam and pump pressure • stripping the grinder of external working parts, observing required safety procedures according to enterprise requirements

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • able to recognise quality in non-alcoholic, meet customer requirements and expectations • able to address problems during preparation and service of non-alcoholic • able to present quality coffee and other non-alcoholic within realistic timelines • comply with all workplace hygiene and food safety regulations
Required Knowledge and Attitudes	Demonstrates knowledge of: • major non-alcoholic styles and their characteristics

	• types of non-alcoholic
	• key principles of coffee making
	• factors that affect quality of non-alcoholic
	• types of machines and equipment and their main features and differences
	• storage conditions and requirements for non-alcoholic and commodities
	• cleaning and maintenance procedures
	• symptoms of potential faults in machines and tools
	• sequencing and production of orders and service
Required Skills	Demonstrates skills of: • making, serving and storing non-alcoholic and service equipment • techniques for dosing, tamping and purging group head extraction and presentation of quality coffee • safe work practices when using machines and other equipment • skills to calculate and measure doses of non-alcoholic ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level I	
Unit Title	**Provide information about product and services**
Unit Code	**CTH FBS1 05 1021**
Unit Descriptor	The unit describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering information to customers

Elements	Performance Criteria
1. Develop product and service knowledge	1.1 **Product knowledge** is developed and maintained according to **enterprise policy** and **legislative requirements**.
	1.2 Product knowledge is conveyed to other **staff** as required.
	1.3 Comparisons between products and services are researched and applied
	1.4 Knowledge of competitors' product, service range and **pricing structure** is demonstrated.
2. Assist customers on products or services	2.1 Merchandise is evaluated according to **customer requirements**.
	2.2 Features and benefits of products and services are demonstrated for customers to create a buying environment.
	2.3 Detailed specialized knowledge of product is applied to provide accurate advice to customers
	2.4. Information and assistance needs of customers are identified proactively including those with special needs.
	2.4. Accurate information is provided in a clear, courteous and culturally appropriate way.
	2.5. Customers are assisted or instructed in the use of equipment and facilities according to safety requirements, or refer to relevant colleagues where appropriate.
	2.6. **Opportunities to promote** internal products and services are identified and used.
3. Seek feedback on services.	3.1. Customer feedback on facilities, products and services are sought proactively.
	3.2. Customer behavior is observed to inform future service developments and follow procedures for formal customer evaluation.
	3.3. Information on customer feedback is provided to relevant colleagues.

4. Manage and use information about clients and customers	4.1 *Customer information* is determined and recorded where appropriate to provide personalized service.
	4.2 Knowledge of organization promotional initiatives are developed, maintained and implemented where appropriate.
	4.3 Enhanced products and services are provided proactively to clients and customers based on client information.

Variable	Range
Product knowledge	May include but not limited; • Hotel facilities • product features and benefits • safety features • use-by dates • handling and storage requirements • stock availability • price
Enterprise policy and procedures	May include but not limited; • interaction with customers • selling products and services
Legislative requirements	May include but not limited; • Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • industry codes of practice • OHS • sale of second-hand goods • trading hours • food safety • transport, storage and handling of goods
Staff	May include but not limited; • full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions
Pricing structure	May include but not limited; • price reductions • pricing procedures • mark-downs

Customer requirements	May include but not limited; • specific brand • sizing • quality • quantity • price range • usage
Opportunities to promote	May include but not limited; • discussions with colleagues • internal newsletters • leaflets and brochures • staff notice boards • team meetings.
Customer information	May include, but not limited to: • names • preferences and expectations such as favourite products, rooms, additional requirements and special needs • details of products and services experienced • comments and feedback provided

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialized product knowledge to provide accurate advice according to the needs of the customer
Required Knowledge and Attitudes	Demonstrates knowledge of: • specialized product knowledge • enterprises and industry manuals and documentation • stock and merchandise range • service range • procedures for taking orders • pricing procedures, • relevant legislation, policies and procedures requirements

Required Skills	Demonstrates skills to: • interpersonal communication skills • access relevant product and service information • read and understand product information • read and understand store policies and procedures
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level II	
Unit Title	**Provide Quality Customer Service**
Unit Code	**CTH FBS1 06 1021**
Unit Descriptor	This unit describes the knowledge, skill and attitude required to provide quality service to customers in a range of hospitality industry. It also requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity, and to address cross-cultural misunderstandings should they arise.

Elements	Performance Criteria
1. Develop and maintain product knowledge	1.1 *Formal and informal research* are identified and used to develop and maintain knowledge of products and services.
	1.2 Customer feedback and workplace observation are used to evaluate *products*, *services and promotional initiatives* and identify changes in *customer preferences*, *needs and expectations*.
	1.3 Market, *product and service knowledge* obtained is shared with colleagues to enhance the effectiveness of the team.
	1.4 Ideas are suggested to appropriate person for product and service adjustments to meet customer needs for future planning according to organization policy.
2. Provide quality service	2.1 Customer preferences, needs and expectations are determined and clarified.
	2.2 Accurate and appropriate information about products and services is offered to customers to meet their needs and expectations.
	2.3 Customer preferences, needs and expectations throughout the service experience are anticipated and appropriate products and services are provided in a timely manner according to organizational standard.
	2.4 Possible extras, add-ons, personalized and additional services are offered appropriately.
	2.5 *Products and services are promoted* according to current organization goals and promotional focus and employ *selling techniques* appropriately to encourage usage and purchase.

	2.6 Problems in products and services are identified and action is taken immediately to address them and/or notify management.
	2.7 Team member are liaised each other to ensure timely and efficient service.
	2.8 Information is shared with other team members and relevant persons to ensure efficient service and timely and smooth workflow
3. Communicate with customers and colleagues from diverse backgrounds.	3.1 Respect customers and colleagues from different social and cultural groups and treat them with respect and sensitivity. 3.2 Consider social and cultural differences in all verbal and non-verbal communication. 3.3 Respond to others in a non-discriminatory way. 3.4 Make attempts to overcome language barriers. 3.5 Seek help with communication when necessary.
4. Address cross-cultural misunderstandings.	4.1 Identify social and cultural issues that may cause conflict or misunderstanding in the workplace. 4.2 Address difficulties and seek assistance from others when necessary. 4.3 Consider social and cultural differences when difficulties or misunderstandings occur. 4.4 Make efforts to resolve misunderstandings, taking account of social and cultural considerations. 4.5 Escalate problems and unresolved issues to appropriate supervisor or manager for follow-up.
5. Deal with complaints and difficult customer service situations	5.1 Questioning techniques are used to establish and agree on the nature, possible cause and details of the *complaint or difficult customer service situation* with the customer and assess the impact on the customer of the situation.
	5.2 *Communication techniques* are used to assist in the management of the complaint and handle the situation sensitively, courteously and discreetly.
	5.3 Responsibility is taken for finding solution to the complaint within the scope of individual responsibility.
	5.4 Possible options are determined to resolve the complaint and promptly analyze and decide on the best solution, taking into account any *organization constraints*.

	5.5 Appropriate action is taken swiftly to resolve the complaint and prevent escalation, in agreement with customer and to the customer's satisfaction.
	5.6 Appropriate techniques are used to turn complaints into opportunities to demonstrate high quality customer service.
	5.7 Feedback is provided on complaints to appropriate personnel in order to avoid future occurrence.
	5.8 Complaint and solutions are reflected and evaluated to enhance response to future complaints or difficult service situations

Variable	Range
Formal and informal research	May include but not limited; • discussions with colleagues • reading organization information • research of product and service information brochures • general media • membership of industry associations and networks • attendance at conferences, trade shows and industry events • distributing surveys and questionnaires
Products, services and promotional initiatives	May include but not limited; • tours and transport • conferences and conventions • function facilities • entertainment • shopping services • restaurant facilities • food and beverage • add-on services • special offers or packages
Customer preferences, needs and expectations	May include but not limited; • active listening • questioning • observation • recognition of non-verbal signs may be related to: • age

	• gender
	• social and cultural characteristics
	• prior knowledge
	• special need
Product and service knowledge	May include but not limited;
	• general features
	• special features
	• benefits
	• disadvantages
	• price
	• special offers
	• availability
	• how to purchase or order
Promoting products and services	May include but not limited;
	• displays
	• promotions
	• special offers and deals
	• menus and specials
	• word of mouth
	• up-selling
Selling techniques	May include, but not limited to:
	• helping serving
	• up-selling and suggestive selling
	• advising
	• building rapport with customers
	• arousing interest
Complaints or difficult customer service situations	May include but not limited;
	• problems or faults with the service or product
	• delays or poor timing of product or service supply
	• misunderstandings or communication barriers
	• difficult or demanding customers
	• customers with different or special needs or expectations
	• escalated complaints
Communication techniques	May include but not limited;
	• listening and active listening
	• asking questions to gain information, clarify ambiguities and adequately understand requirements
	• rephrasing and repeating questions, requests and statements to

	confirm that they have been correctly understood
	• empathising with the customer's situation while upholding organization policy
	• non-verbal communication and recognition of non-verbal signs
	• using communication techniques appropriate to different social and cultural groups
	• ability to speak clearly, be understood and use appropriate language, style and tone
Organization constraints	May include, but not limited to: • feasibility • costs and budgets • policy and procedures • job role and responsibility

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to provide a total quality service experience • knowledge of different customer preferences and ways to meet both stated and unstated requirements • ability to use selling techniques to promote products and services within a specific tourism or hospitality context • ability to handle and resolve complaints and difficult customer service situations • communicate in a non-discriminatory way with colleagues and customers • identify when assistance is required in socially and culturally diversified communication
Required Knowledge and Attitudes	Demonstrates knowledge of: • any legal issues that impact on the sale of products and services • in-depth knowledge of organization products and services • general knowledge of the market for different types of products and services • different stated and unstated customer preferences and needs, and ways of meeting requirements • protocols, service rituals, and service culture and expectations in relevant industry context • expectations of socially and culturally diverse customers • role of frontline staff in maximising business performance through

	effective up-selling and promotion
	• ways in which different services present and promote products
	• client management and reward systems, such as customer databases, promotions and loyalty programs
	• key principles of fairness and equity in relation to interaction with colleagues and customers
	• key cultural and religious protocols of main social and cultural groups in the society and inbound tourist
	• anti-discrimination policies for the industry and specific organisation
Required Skills	Demonstrates skills to: • communicate skills to source information and determine customer needs and preferences • appropriate personal presentation and use of non-verbal communication • select and use of appropriate communication medium, • formal and informal research skills • conflict resolution techniques • managing own work tasks, timing and workflow • problem-solving techniques to deal with contingencies, difficult service situations and customer complaints
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competence may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and beverage service Level I	
Unit Title	***Conduct Basic Workplace Oral Communication in English I***
Unit Code	**CTH FBS1 07 1021**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to receive, respond and act on basic English workplace communication.

Element	Performance Criteria
1. Welcoming and saying goodbye guests and colleagues	1.1 *Greeting expressions* are identified and discussed by the trainees. 1.2 *Farewell expressions* are identified and discussed by the trainees. 1.3 Greeting expressions and farewell expressions are practiced in conversations. 1.4 Feedbacks, corrections and clarifications about greeting and farewell expressions are. made
2. Introducing oneself and guests and colleagues	*2.1.* ***Expressions of introducing oneself and others*** are identified and discussed by the trainees. *2.2.* Conversations using expressions of introducing oneself and guests are practiced by the trainees. *2.3.* Corrections and clarifications are made about expressions of introducing oneself and others are given.
3. Saying and replaying gratitude with guests and colleagues	3.1 ***Some expressions of saying and replaying gratitude*** *with* guests and colleagues *are* required. 3.2 Some expressions of *saying and replaying gratitude* are discussed and sorted out. 3.3 Some expressions *saying and replaying gratitude* are used in a conversation. 3.4 Corrections and clarifications on expressions of *saying and replaying gratitude* are made.

Variable	Range
Greeting expressions	May include but are not limited to: • Formal: Good Morning, hello, how do you do?, How have you been? • Informal: Morning, hi, hey, how are you doing? • Positive: I'm fine, I am good, I am very well thank you.

	• Negative: I'm not fine, I'm not good, I'm not very well.
	May include but are not limited to: Formal: Good bye, I'm going to + (verb), have a good day. Informal: I 'm gonna + (verb), bye, bye-bye, so long, see you,
Expressions of introducing oneself and others	• Formal: May I introduce myself / allow me to introduce myself, I am glad to introduce you to.../ allow me to introduce you to...) • Informal: I am ..., my name is... This is..., do you know...?, have you two met?
Some expressions of saying and replaying gratitude	**May include but are not limited to:** **Formal**: Thank you, thank you very much indeed, I can't thank you enough, you are welcome, My pleasure. **Informal:** Thanks, thanks a lot/bunch/million, many thanks. It's alright/ok, think nothing of it.

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • uses formal and informal expressions of: ➢ greetings and farewells, ➢ introducing oneself and others, ➢ saying and replaying gratitude
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • formal and informal expressions of: ➢ greetings and farewells, ➢ introducing oneself and others, and ➢ saying and replaying gratitude.
Underpinning Skills	Demonstrates skills of: • receiving and clarifying messages/information/communication • conveying messages/information • make conversations using formal and informal expressions of: ➢ greetings and farewells, ➢ introducing oneself and others, ➢ saying and replaying gratitude.
Resource Implications	The following resources must be provided: • phrase books • dictionaries • audio and audio-visual materials • modules and work sheets • reference books
Methods of Assessment	Competence may be accessed through: • direct observation

	• oral testing (Making Dialogue) • written evaluation (Dialogue Completion/Construction) • individual and group presentations
Context of Assessment	Competence may be assessed individually in the actual workplace or simulation environment in accredited institutions.

Occupational Standard: Food and Beverage Service I	
Unit Title	*Conduct Basic Workplace Oral Communication in a language other than English I(French II)*
Unit Code	**CTH FBS1 08 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and firewalling customers, providing face-to-face routine customer service and other routine workplace activities.

Element	Performance Criteria
1. Welcoming and saying goodbye guests and colleagues	1.1. *Greeting expressions* are identified and discussed by the trainees. 1.2. *Farewell expressions* are identified and discussed by the trainees. 1.3. Greeting expressions and farewell expressions are practiced in conversations. 1.4. Feedbacks, corrections and clarifications about greeting and farewell expressions are made.
2. Introducing oneself and guests and colleagues	2.1. *Expressions of introducing oneself and others* are identified and discussed by the trainees. 2.2. Conversations using expressions of introducing oneself and guests are practiced by the trainees.

	2.3. Corrections and clarifications are made about expressions of introducing oneself and others are given.
3. Saying and replaying gratitude with guests and colleagues	3.1. ***Some expressions of saying and replaying gratitude*** *with* guests and colleagues *are* required.
	3.2. Some expressions of *saying and replaying gratitude* are discussed and sorted out.
	3.3. Some expressions *saying and replaying gratitude* are used in a conversation.
	3.4. Corrections and clarifications on expressions of *saying and replaying gratitude* are made.

Variable	Range
Greeting expressions	May include but are not limited to: • Forma Greeting '' vous'', (Bonjour Madame, Bonjour Monsieur….Etc • Informal Greeting: tu (salut) • Positive: Ça va très bien, super • Negative: **comme**-ci – comme-ca
Fare walling and wishing	**May include but are not limited to:** Formal: Good bye, I'm going to + (verb), have a good day. Informal: I 'm gonna + (verb), bye, bye-bye, so long, see you,
Expressions of introducing oneself and others	• Formal: May I introduce myself / allow me to introduce myself, I am glad to introduce you to.../ allow me to introduce you to...) • Informal: I am ..., my name is... This is..., do you know...?, have you two met?
Some expressions of saying and replaying gratitude	**May include but are not limited to:** **Formal**: Thank you, thank you very much indeed, I can't thank you enough, you are welcome, My pleasure. **Informal:** Thanks, thanks a lot/bunch/million, many thanks. It's alright/ok, think nothing of it.

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • uses formal and informal expressions of: ➢ greetings and farewells, ➢ introducing oneself and others, ➢ saying and replaying gratitude
Underpinning Knowledge and	Demonstrates knowledge of: • formal and informal expressions of:

Attitudes	➢ greetings and farewells, ➢ introducing oneself and others, and ➢ saying and replaying gratitude.
Underpinning Skills	Demonstrates skills of: • receiving and clarifying messages/information/communication • conveying messages/information • make conversations using formal and informal expressions of: ➢ greetings and farewells, ➢ introducing oneself and others, ➢ saying and replaying gratitude.
Resource Implications	The following resources must be provided: • phrase books • dictionaries • audio and audio-visual materials • modules and work sheets • reference books
Methods of Assessment	Competence may be accessed through: • direct observation • oral testing (Making Dialogue) • written evaluation (Dialogue Completion/Construction) • individual and group presentations
Context of Assessment	Competence may be assessed individually in the actual workplace or simulation environment in accredited institutions.

Occupational Standard: Food and Beverage Service Level I	
Unit Title	**Apply 5S Procedures**
Unit Code	CTH FBS1 09 1021
Unit Descriptor	This unit 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.

Elements	Performance Criteria
1. Prepare for work.	1.1. Work instructions are used to determine job requirements, including method, material and equipment. 1.2. Job specifications are read and interpreted following working manual. 1.3. *OHS requirements*, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work. 1.4. *Tools and equipment* are prepared and used to implement 5S.

	1.5. *Safety equipment and tools* are identified and checked for safe and effective operation. 1.6. Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.
2. Sort items.	2.1. Plan is prepared to implement sorting activities. 2.2. Cleaning activities are performed. 2.3. All *items* in the workplace are identified following *the appropriate procedures*. 2.4. Necessary and *unnecessary items* are listed using the *appropriate format*. 2.5. *Red tag* strategy is used for unnecessary items. 2.6. Unnecessary items are evaluated and placed in an appropriate place other than the workplace. 2.7. *Necessary items* are recorded and quantified using appropriate format. 2.8. Performance results are reported using appropriate formats. 2.9. Necessary items are regularly checked in the workplace.
3. Set all items in order.	3.1. Plan is prepared to implement set in order activities. 3.2. General cleaning activities are performed. 3.3. Location/Layout, storage and indication methods for items are decided. 3.4. Necessary tools and equipment are prepared and used for setting in order activities. 3.5. Items are placed in their assigned locations. 3.6. After use, the items are immediately returned to their assigned locations. 3.7. Performance results are reported using appropriate formats. 3.8. Each item is regularly checked in its assigned location and order.
4. Perform shine activities.	4.1 Plan is prepared to implement shine activities. 4.2 Necessary tools and equipment are prepared and used for shinning activities. 4.3 *Shine activity* is implemented using appropriate procedures. 4.4 Performance results are reported using appropriate formats. 4.5 Regular shining activities are conducted.
5. Standardize.	5.1. Plan is prepared and used to standardize activities. 5.2. *Tools and techniques to standardize* are prepared and implemented based on *relevant procedures*. 5.3. Checklists are followed for standardize activities and *reported* to *relevant personnel*.

	5.4. The workplace is kept to the specified standard.
	5.5. Problems are avoided by standardizing activities.
6. Sustain.	6.1. Plan is prepared and followed to sustain activities.
	6.2. Tools and techniques to sustain are discussed, prepared and implemented based on relevant procedures.
	6.3. Workplace is inspected regularly for compliance to specified standard and sustainability of techniques.
	6.4. Workplace is cleaned up after completion of job and before commencing next job or end of shift.
	6.5. Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.
	6.6. Improvements are recommended to lift the level of compliance in the workplace.
	6.7. Checklists are followed to sustain activities and report to relevant personnel.
	6.8. Problems are avoided by sustaining activities.

Variable	Range
OHS requirements	May include, but not limited to: • Legislation/Regulations/Codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Tools and equipment	May include, but not limited to: • Paint • Hook • Sticker • Signboard • Nails • Shelves

	- Chip wood - Sponge - Broom - Pencil - Shadow board/Tools board
Safety equipment and tools	May include, but not limited to: - Dust masks/goggles - Glove - Working cloth - First aid and safety shoes
Items	May include, but not limited to: - Tools - Jigs/Fixtures - Materials/components - Machine and equipment - Manuals - Documents - Personal items (e.g. Bags, lunch boxes and posters) - Safety equipment and personal protective equipment - Other items which happen to be in the work area
The appropriate procedures	May include, but not limited to: - Steps for implementing 5S (sort, set in order and shine) activities. - Written, verbal and computer based or in some other format.
Unnecessary items	Are not needed for current production or administrative operation and include but not limited to: - Defective or excess quantities of small parts and inventory - Out dated or broken jigs and dies - Worn-out bits - Out dated or broken tools and inspection gear - Old rags and other cleaning supplies - Electrical equipment with broken cords - Out dated posters, signs, notices and memos - Some locations where unneeded items tend to accumulate - In rooms or areas not designated for any particular purpose - In corners next to entrances or exists - Along interior and exterior walls - Next to partitions and behind pillars - Under the eaves of warehouses

	• Under desks and shelves and in desk and cabinet drawers
	• Near the bottom of tall stacks of items
	• On unused management and production schedule boards
	• In tools boxes that are not clearly sorted
Appropriate format	May include, but not limited to: • All items, necessary and unnecessary items.
Red tag	A format prepared with a red color paper or card which is filled and attached temporarily on the unnecessary items until decision is made. The red tag catch people's attention because red is a color that stands out. So to fill and attach red tag on items, asks the following three questions: • Is this item needed? • If it is needed, is it needed in this quantity? • If it is needed, does it need to be located here?
Necessary items	Are required in the workplace for current production or administrative operation in the amount needed.

Shine activity	May include, but not limited to:
	• Inspection
	• Cleaning
	• Minor maintenance May include, but not limited to:
	   ➢ Tightening bolts
	   ➢ Lubrication and Replacing missing parts

Tools and techniques to standardize 5S	May include, but not limited to: • 5S Job Cycle Charts • Visual 5S • The Five Minute 5S • Standardization level checklist • 5S checklist • The five Whys and one How approach(5W1H) • Suspension • Incorporation and Use Elimination • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit

	• Awarding system
	• Big cleaning day
	• Patrolling system May include, but not limited to:
	➤ Top management Patrol
	➤ 5S Committee members and Promotion office Patrol
	➤ Mutual patrol
	➤ Self-patrol
	• Checklist and Camera patrols
Relevant procedures	May include, but not limited to:
	• Assign 5S responsibilities
	• Integrate 5S duties into regular work duties
	• Check on 5S maintenance level
	• OHS measures such as signage, symbols / coding and labelling of workplace and equipment
	• Creating conditions to sustain your plans
	• Roles in implementation
Reporting	May include, but not limited to:
	• Verbal responses
	• Data entry into enterprise database
	• Brief written reports using enterprise report formats
Relevant personnel	May include, but not limited to:
	• Supervisors, managers and quality managers
	• Administrative, laboratory and production personnel
	• Internal/external contractors, customers and suppliers

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to:
	• Discuss how to organize KPT.
	• Describe the pillars of 5S.
	• Discuss the relationship between Kaizen elements.
	• Implement 5S in own workplace by following appropriate procedures and techniques.
Required Knowledge and Attitudes	Demonstrates knowledge of:
	• Kaizen principle, pillars and concept
	• Key characteristic of Kaizen
	• Elements of Kaizen
	• Wastes/MUDA
	• Basics of KPT
	• Aims, benefits and principles of KPT

	• Stages of KPT • Structure and role of the components of Junior KPT • Concept and parts of Kaizen board • Concept and benefits of 5S • The pillars of 5S • Three stages of 5S application • Benefits and procedure of sorting activities • The concept and application of Red Tag strategy • Relevant Occupational Health and Safety (OHS) and environment requirements • Benefits and procedure of set in order activities • Set in order methods/techniques • Benefits and procedure of shine activities • Inspection methods • Planning and reporting methods • Method of Communication • Benefits of standardizing and sustaining 5S • Tools and techniques to sustain 5S • Ways to improve Kaizen elements • Benefits of improving kaizen elements • Relationship between Kaizen elements
Required Skills	Demonstrates skills of: • Participating actively in KPT • Technical drawing • Communication skills • Planning and reporting own tasks in implementation of 5S • Following procedures to implement 5S in own workplace • Using sorting formats to identify necessary and unnecessary items • Improving workplace layout following work procedures • Preparing labels, slogans, etc. • Reading and interpreting documents • Observing situations • Gathering evidence by using different means • Recording activities and results using prescribed formats • Working with others • Solving problems by applying 5S • Preparing and using kaizen board • Preparing and using tools and equipment to implement and sustain 5S

	• Improving Kaizen elements by applying 5S
	• Standardizing and sustaining procedures and techniques to avoid problems
	• Procedures to standardizing 5S activities
	• Analysing and preparing shop layout of the workplace
	• Standardizing and sustaining checklists
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

NTQF Level II

Occupational Standard: Food and Beverage Service Level II	
Unit Title	**Operate Bar & Cellar System**
Unit Code	**CTH FBS2 01 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to carry out bar & cellar operations in a range of hospitality enterprises. The unit involves the service of a range of alcoholic and non-alcoholic beverages commonly found in a bar.

Elements	Performance Criteria
1. Prepare bar and cellar area	1.1 Bar & cellar are *set up* to display and work area according to regulatory and enterprise requirements and style of *bar service*.
	1.2 Bar products and materials are checked and restock where necessary, by completing any required documentation.
	1.3 All items are stored in correct place and at correct temperature.
	1.4 Suitable range of decorations, coasters and edible and non-edible garnishes are prepared and stocked, according to enterprise requirements.
	1.5 *Beer systems* & other Beverage are operated, handled, connected and stored according to with manufacturer instructions and relevant safety requirements.
	1.6 Beverage system parts are cleaned in accordance with manufacturer instructions and safety requirements.
	1.7 *Dispensing system* is corrected and reported faults to the appropriate person according to scope of individual responsibility and enterprise contracting arrangements
	1.8 *Refrigeration system* is monitored and accurately, and adjust to comply with product requirements.
2 Monitor quality of beverage products	2.1 Storage temperature is monitored to ensure optimum storage conditions for different *beverage products*.
	2.2 Cellar conditions are checked systematically to ensure the requirements of the international Food Standards Code are met.
	2.3 Systematic product rotations are used to maintain quality.
	2.4 Manual or electronic stock control system is use to assist in monitoring the quality of products and controlling stock during

	receiving, storage and issuing.
	2.5 The quality of beverage is tested products regularly and identifies faults.
	2.6 Appropriate action is taken to rectify faults within scope of individual responsibility or report and follow up with the appropriate person
3 Take and process drink orders	3.1 Orders are taken by either note or memorize them correctly.
	3.2 Products and brand preferences are checked with the customer in a courteous manner.
	3.3 Recommendations and suggestions are made to customers to assist them with drink selection, and promote or up-sell products as appropriate.
	3.4 *Specific customer preferences* are identified.
4 Prepare and serve drinks	4.1 Drinks are prepared according to legal and enterprise standards, using the correct *equipment*, ingredients and standard measures.
	4.2 Drinks are served promptly and courteously according to customer preferences, using required glassware and garnishes.
	4.3 Wastage and spillage are minimized.
	4.4 Beverage quality is checked during service and took corrective action when required.
	4.5 Tray service is provided where appropriate, according to enterprise procedures.
	4.6 Any *mishaps* are attended promptly and safely
	4.7 Customer payments are received and processed
5 Close down bar operations	5.1 When appropriate, equipments and machines are shut down according to enterprise safety procedures and manufacturer instructions.
	5.2 Bar areas are cleared cleaned or dismantled according to enterprise procedures.
	5.3 Any suitable leftover garnishes are stored hygienically and at the correct temperature.
	5.4 Stocks are checked and reordered according to enterprise procedures.
	5.5 Bar is set up correctly for next service, ensuring equipment, stock and glasses are in the correct place.
	5.6 Where appropriate, handover is conducted to incoming bar staff and

	share *relevant information*
6 Reduce negative environmental impacts	6.1 Energy, water and other resources are used efficiently when operating and cleaning the bar to reduce negative environmental impacts. 6.2 Damaged glass are collected and plastic bottles and containers for recycling 6.3 All waste are disposed safely , especially hazardous substances, to minimise negative environmental impacts

Variable	Range
Set-up may include requirements and procedures for	May include but not limited; • dry till • inclusive packages • cash drinks • set limits • pre-set drinks • open and prepare bar
Bar service must include the preparation and service of a range of drinks	May include but not limited; • a variety of mixed drinks and basic cocktails • beers • spirits • wines • non-alcoholic beverages • fortified drinks
Beer systems	May include but not limited to: • direct pull systems • party kegs

	• multiple hook-up • flow back systems • refrigerated beer line systems • ice bank systems • Temperate or instantaneous cooler system
Dispensing systems	May include but not limited to: • beer • post-mix syrups
Refrigeration system	May include but not limited to: • glycol system or refrigerated beer line system • compressors • chiller plates • glycol tanks and pumps • cold rooms • cabinets • portable systems • chilled beer fonts • ice bank or water chilled system • Temprite or instantaneous cooler system
Specific customer preferences	May include but not limited; • ice • garnishes • glassware • mixers • temperature • strength
Equipment includes	May include but not limited to: • blenders, vitamisers, juicers and shakers • coffee-making equipment • cleaning equipment • refrigeration equipment • utensils • glass-washers • beer reticulation equipment • electronic spirit measures • post-mix systems • ice machines • manual and electronic cash registers, credit and electronic funds

	transfer at point of sale (EFTPOS) equipment
Beverages	May include but not limited to: • bulk and packaged beers • wine • spirits • liqueurs • aerated and mineral waters • post-mix • juices and syrups • tea • coffee • carbonated drinks • juices • frappes and 'mock tails' (non-alcoholic cocktails)
Mishaps	May include but not limited to: • spillages • breakages
Relevant information	May include but not limited to: • current customer information, such as preferences or problems • issues relating to beverage quality • stock requirements

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • have knowledge and understanding of the safety requirements for operating bar & cellar equipment • able to operate bar & cellar equipment within standard requirements • able to maintain hygiene and tidiness of bar & cellar area • use of accurate measures and appropriate glassware for drinks • able to prepare a range of standard drinks, both alcoholic and non-alcoholic • able to set up and operate a bar according to established procedures and systems under normal operating conditions and workplace time constraints
Required Knowledge	Demonstrates knowledge of:

and Attitudes	• general knowledge of cellar compliance requirements under various legislation
	• safety issues and safe work practices of specific relevance to bar operations including
	• different types of bars and bar service, including those relevant to events and functions
	• major types of beverages and their characteristics, including beers, spirits, mixed drinks, soft drinks, wines and cocktails with correct handling and storage
	• operational features of typical bar equipment
	• correct and environmentally sound disposal methods for bar waste
Required Skills	Demonstrates skills to:
	• communication skills to provide practical information about cellar issues to colleagues
	• technology skills to work with equipment at an Serviceable and basic maintenance level
	• preparation and serving techniques for a basic range of drinks,
	• problem-solving skills to deal with beverage quality problems
	• numeracy skills to calculate costs, change and ratios and quantities for recipes
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level II	
Unit Title	**Provide Responsible Alcoholic Beverage Service**
Unit Code	**CTH FBS2 02 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol. Responsible practices must be undertaken wherever alcohol is sold or served, including where alcohol samples are served during on-site product tastings.

Elements	Performance Criteria
1. Serve or sale alcohol responsibly	1.1 Responsible *Alcoholic drinks* principles are followed when serving according to provisions of relevant legislation, licensing requirements.
	1.2 Where appropriate, acceptable proof of age are requested or obtained prior to sale or service.
	1.3 *Accurate information* is provided to customers on *alcoholic beverages* according to organisation or house policy and government legislation.
	1.4 Issues are identified related to the sale or service of alcohol to different types of customers, especially *those at risk*, and incorporate them into sales or service

2. Assist customers to drink within appropriate limits.	2.1 **Standard drinks** or **samples** are Prepared and served according to industry requirements and professional standards. 2.2 Professional manner should be applied to encourage customers to drink within appropriate limits. 2.3 **Erratic drinking patterns** are recognized as an early sign of possible intoxication and take appropriate action. 2.4 Emotional and physical states of customers are monitored for signs of intoxication and effects of illicit or other drug use. 2.5 Food and non-alcoholic beverages are offered, where appropriate, 2.6 Requests are declined for alcohol to be dispensed in a manner that is **irresponsible** and advise customers of the reasons for the refusal.	
3. Assess alcohol affected customers and identify those to whom sale or service must be refused.	3.1 Intoxication levels of customers should be assessed by using a number of methods, including observing **changes in behaviour**, observing emotional and physical state, and monitoring noise levels and drink purchases. 3.2 When assessing intoxication, take into account **factors** that may affect individual responses to alcohol. 3.3 Customers to whom sale or service must be identified and refused or ask **proof of age** according to state and territory legislation, including minors, those purchasing on behalf of minors, intoxicated persons, and persons affected by the consumption of illicit and other drugs.	
4. Refuse to provide alcohol.	4.1 Alcohol sale or service are refused in a professional manner, state reasons for the refusal, and where appropriate point out **signage**. 4.2 **Appropriate assistance** is provided to customers when refusing service. 4.3 Where appropriate, give customers are gave a verbal warning and asked to leave the premises according to organisational or house requirements, the specific situation, and provisions of legislation	

	and regulations.
	4.4 Appropriate *communication and conflict resolution* skills are used to handle difficult situations.
	4.5 Refer difficult situations beyond the scope of own responsibility to the appropriate person.
	4.6 Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy.

Variable	Range
Accurate information may be provided to customers	May include but not limited • by use of fact sheets and advertising material that comply with legislative requirements • by use of mandatory signage • verbally
Issues	May include but not limited • demeanour and mood • familiarity with specific customers • perceived effects of illicit and other drug usage • perceived health status • physical stature • social context.
Those at risk	May include but not limited • minors • people affected by the consumption of illicit and other drugs • pregnant women • elders • Young customers.
Standard drinks	May include but not limited • appropriate nip measures • appropriately sized sample glasses • electronic dispensing and measuring devices.
Samples	May include but not limited • brewery

	• distillery • hospitality venue • retail liquor outlet • winery
Erratic drinking patterns	May include but not limited • mixing a wide range of drink types • drinking quickly and asking for more immediately • ordering more than one drink for self-consumption • mixing alcohol consumption with consumption of prescription or illicit drugs • consistently returning to the tasting site to request more samples • ordering multiple samples • ordering large samples • ordering 'triple shots' or extra large drinks.
irresponsible, or which encourages the rapid or excessive consumption of liquor	May include but not limited • jugs of spirits and mixers • large samples • laybacks • multiple samples for self consumption • rocket fuel • shooters • test tubes • yard glasses
Changes in behaviour	May include but not limited • aggressive • disorderly • quarrelsome • violent
Factors	May include but not limited • food intake • gender • general health • other substances taken, especially illicit and other drugs • rate of consumption • weight

Intoxicated denotes	May include but not limited • drunk • those to whom service may be refused due to excessive consumption of alcohol • 'unduly intoxicated' may also be used in some state or territory legislation.
Proof of age	May include but not limited • current drivers licence • passport • photo card • Proof of age card.
Signage	May include but not limited • signs produced in-house that comply with wording required by legislation • standard promotional signs issued by the relevant state or territory licensing authority • Warning notices within any form of advertising.
Appropriate assistance	May include but not limited • assisting the customer to connect with their designated driver • offering alternatives to alcohol, including food • offering to sell or serve non-alcoholic drinks • organising transport for customers wishing to leave • Providing information on taxis.
Communication and conflict resolution skills	May include but not limited • using open and non-aggressive body language • using a number of strategies to diffuse a situation, such as taking the person away from an audience or blaming the refusal on the 'law' • monitoring the reactions of other customers • picking early warning signs and intervening before the person is intoxicated • not using physical touch or body language • Remaining calm and using tactful language.

Evidence Guide

Critical aspects of Competence	Assessment requires evidence that the candidate: • able to serve a range of alcoholic drinks within enterprise acceptable procedure • interpret the legal requirements for responsible sale or service of alcohol • demonstrate organisational or house requirements and use effective communication to serve alcohol
Required Knowledge and Attitudes	Demonstrates knowledge of: • public interest reasons for implementing responsible service of alcohol (RSA) practices • assessing intoxication & effects of alcohol • customers to whom sale or service must be refused according to legislation • key agencies and how to source relevant information on laws, regulations and codes of practice or conduct • methods of supplying information on responsible sale or service of alcohol to customers • current promotional and strategic community education campaigns developed and conducted by agencies and industry groups • factors that affect individual responses to alcohol • what constitutes a standard drink for different beverage types and acceptable measures of alcohol • indicators of erratic drinking patterns • ways of assessing customers affected by the consumption of illicit and other drugs • communications methods used when refusing service • appropriate means of assistance to be offered when refusing service • principles of responsible delivery of packaged liquor • principles of responsible service of alcohol, and their purpose and benefits • principles of harm minimisation and community safety described in the jurisdiction's liquor legislation • strategies to minimise the harm associated with liquor abuse • key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility in licensed premises and the following general requirements of liquor legislation and information that must be customised for each Territory: • organisation specific policies and procedures for the responsible sale or service of alcohol.

Required Skills	Demonstrates skills to: • measures used to serve standard drinks or samples • apply organisation specifications • apply industry-realistic range of customers to whom alcohol is sold or served
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competence may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level II	
Unit Title	**Provide Specialized Food and Beverage Services**
Unit Code	**CTH FBS2 03 1012**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide specialized food and beverage service methods including room service in commercial hospitality establishments.

Elements	Performance Criteria
1. Understand and apply different style of service	1.1. The different style of service are understood 1.2. The working environments are prepared according to the **style of service** 1.3. The **service area** is arranged according to the particular service style 1.4. Different style of service are applied according to enterprise procedure 1.5. Service equipments are prepared and arranged according to the service style
2. Understand and apply Specialized Food and Beverage Services methods	2.1. *Specialized Food and Beverage Services* methods 2.2. Types of Cruise dining styles on a ship are understood 2.3. General guidelines are followed to dining on the high seas 2.4. Pre-Flight cart packing, and galley loading are arranged, checked and delivered 2.5. In flight catering service are provided according to the standard 2.6. Post-Flight Aircraft stripping; equipment washing and sterilization; are done as per standard 2.7. Soda drawers, liquor and/or beer kits are assembled 2.8. Silverware are packed and arranged 2.9. Packaged food and beverage, dry supply uplift (napkins, cups, sugar etc.)items are provided 2.10. Hospital tray and trolley service are understood properly 2.11. Hospital tray and trolley service are provided when required
3. Take and process room service orders	3.1. Room service operation in hotel is understood 3.2. Telephone is answered promptly and courteously according to enterprise procedures and customer service standards. 3.3. Guests' names are checked and used them throughout the interaction. 3.4. Details of orders are clarified, repeated them and checked with guests for accuracy.

	3.5. Suggestive selling techniques are used where appropriate.
	3.6. Approximate time for delivery to guests is advised.
	3.7. Room service orders are recorded and checked the *information*.
	3.8. Room service orders are interpreted and received from doorknob dockets.
	3.9. Transfer orders promptly to the appropriate location for preparation, where required
4. Set up trays and trolleys	4.1. Food and beverage items and **service** *equipment* are prepared for service periods.
	4.2. Trays and trolleys are *set up* appropriately according to enterprise standards for a *range of meals*.
	4.3. Sufficient service equipments are selected and checked for cleanliness and damage.
	4.4. Trays and trolleys are set up so that they are balanced, safe and attractively presented.
	4.5. All food items and beverages are collected promptly in the right order.
	4.6. Trays are checked before leaving the kitchen and prior to entering the room, ensuring orders are completed and all items are served at the correct temperature
5. Present room service meals, beverages and bill to guests	5.1. Entry to guests' rooms is requested by knocking firmly on the door and announcing the department according to enterprise service standards.
	5.2. Guest's room is entered upon appropriate response, and guest is greeted politely and according to enterprise service standards.
	5.3. Guests are consulted about their preferences for where trays or trolleys should be placed in the room and advise them of any potential hazards.
	5.4. Trays or trolleys and furniture are positioned safely and conveniently.
	5.5. Explanations of the meal to guests are offered where appropriate.
	5.6. Meals and beverages are served according to enterprise procedures
	5.7. Guests' accounts are checked for accuracy and present them according to enterprise procedures.
	5.8. Charge accounts are presented to guests for signing and charged to their room account or cash payment is accepted where tendered.
	5.9. Correct change is provided to guests where appropriate.
	5.10. Cash payments are presented promptly to the cashier for processing and payment

6. Clear room service area	6.1 Floors are checked and cleared promptly for used room service trolleys and trays.
	6.2 Trays and trolleys are returned to the room service area and dismantled and cleaned according to enterprise procedures.
	6.3 Station is restocked with equipment, food and beverage according to enterprise procedures.

Variable	Range
style of service	May include but not limited; • Table service • Self service • Assisted service • Single point service • Specialized forms of service
Service area	May include but not limited; • Front part of service outlet • Back side of service outlets
Specialized food and beverage service	May include but not limited; • Room service • Airline flight service • Hospital tray service
Information provided to guests	May include but not limited; • name of service person and department • menu choices and options • specials • approximate time of delivery • description of meal or food and beverage items
Service equipment	May include but not limited; • trays and trolleys • toasters • coffee machines • linen • cutlery, crockery and glassware • warming equipment and lids • printed materials
Typical set-up trays and trolleys service	May include but not limited; • butters • condiments • cereals • juices and other beverages

Range of meals	May include but not limited;
	• breakfast, lunch and dinner
	• complimentary
	• special requests
	• VIPs.

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate:
	• able to set up and serve specialized service orders according to enterprise needs
	• able to communicate with guest while serving
	• able to follow established legislative and enterprise procedures in the handling of food and beverages
	• have product knowledge of the menu and wine list
Required Knowledge and Attitudes	Demonstrates knowledge of:
	• identify and understand different specialized food and beverage service methods and styles
	• room locations within the establishment
	• product knowledge of the menu and wine list
	• structures and procedures for work flow within a food and beverage or room service location
	• relevant legislation relating to OHS and food hygiene
Required Skills	Demonstrates skills to:
	• ordering and service procedures for delivering service items
	• deliver room service
	• customer service skills for up-selling and interacting tactfully and appropriately with guests
	• safe work practices and hygiene issues in relation to delivery of items for room service
	• problem-solving skills to deal with a guest complaint
	• numeracy skills to check guest account and calculate change
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level II	
Unit Title	**Apply Point of Sale Handling Procedures**
Unit Code	**CTH FBS2 04 1021**
Unit Descriptor	This unit describes the knowledge, skills and attitude required to operate point-of-sale equipment, apply store policy and to process simple financial transactions in a range of hospitality sectors work place. Cash and other types of transactions are included in the unit interact with customers.

Elements	Performance Criteria
1. Operate point-of-sale equipment	1.1 *Point-of-sale equipment* is operated according to design specifications.
	1.2 Point-of-sale terminal is opened and closed according to *enterprises policy and procedures*.
	1.3 Point-of-sale terminal is cleared and transferred tender according to enterprise procedure.
	1.4 Cash are handled according to enterprise security procedures.
	1.5 Supplies of change is maintained in point-of-sale terminal according to enterprise policy.
	1.6 Active point-of-sale terminals are attended according to enterprise policy.
	1.7 Records are completed for transaction errors according to enterprise policy.
	1.8 Adequate supplies of dockets, vouchers and *point-of-sale documents* are maintained
	1.9 *Customers* are informed about delays in the point-of-sale Service
2. Use numbers in the workplace	2.1 A range of possible retail workplace *numerical problems* are accurately listed.
	2.2 Numerical information is collected from various sources and calculated accurately with or without the use of a calculator
3. Perform point-of-sale	3.1 *Point-of-sale transactions* are completed according to enterprise policy.

transactions	3.2 Enterprise procedures are identified and applied in respect of cash and non-cash transactions. 3.3 Enterprise procedures are identified and applied in regard to exchanges and returns. 3.4 Information is entered accurately into point-of-sale equipment. 3.5 State price or total and amount of cash received verbally to customer. 3.6 Correct change is tendered
4. Complete sales	4.1 Complete customer order forms, invoices and receipts are recorded accurately. 4.2 Customers requirements are accurately identified and processes according to set timeframes. 4.3 Sales transactions or direct customers to point-of-sale terminals are processed according to enterprise policy without undue delay
5. Process receipts and payments	5.1 Cash float are received and checked accurately where appropriate using correct documentation. 5.2 Check payments are received from the customer and give correct change where appropriate. 5.3 Accurate receipts are prepared and issued including all relevant tax details. 5.4 *Transactions* are processed and recorded according to organization and financial institution procedures. 5.5 When cash payments are required, check documents are checked and cash is issued according to organization procedures. 5.6 Transactions are conducted by using appropriate software applications to meet organization speed and customer service standards

6 Reconcile takings	6.1 **Balancing procedures** are performed at the designated times according to organization policy and in consultation with colleagues.
	6.2 Where appropriate, any cash floats are separated from takings prior to balancing procedure and secured according to organization procedures.
	6.3 Register or terminal reading or printouts are determined where appropriate.
	6.4 Payments received and transfer is adjusted according to organization security procedures.
	6.5 Payments are counted and calculated accurately.
	6.6 Balance between register or terminal reading and sum of payments determined accurately.
	6.7 Discrepancies are investigated and reported in the reconciliation within scope of individual responsibility.
	6.8 Record takings are done according to organization procedures.

Variable	Range
Point-of-sale equipment	May include but not limited to: • cash register • cash drawer • scanner • EFTPOS terminal • electronic scales • security tagging • numerical display board • docket books or computerised ordering system • POS system
Enterprise policy and procedures	May include but not limited to: • Menu card • Service of point-of-sale equipment • security

	- sales transactions - handling techniques of stock - financial transactions - cash handling
Point-of-sale documents	May include but not limited to: - order forms - lay-by slips - credit slips - product return slips - message pads - promotional materials
Customers	May include but not limited to: - new or repeat contacts - internal and external contacts - customers with routine or special requests - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Numerical problems	May include but not limited to: - calculations of cash amounts and change - addition and subtraction - multiplication and division - percentages - measurement - estimation of quantities
Point-of-sale transactions	May include but not limited to: - EFTPOS - cheques - travellers cheques - credit cards and store cards - smart cards - lay-by - returns - exchanges

	• gift vouchers
Transactions	May include but not limited to • cash • credit cards • cheques • EFTPOS • deposits • advance payments • vouchers • company charges • refunds • travellers cheques • foreign currency
Balancing procedures	May include but not limited to • manual • electronic

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • consistently operates point-of-sale equipment according to manufacturer instructions and enterprises policy and procedures • consistently applies enterprises policy and procedures in regard to cash handling and point-of-sale transactions • interprets, calculates and records numerical information accurately • processes sales transaction information responsibly and accurately according to enterprises policy and procedures • ability to conduct accurate and secure financial transactions • knowledge of security principles and procedures in relation to tender and other financial documentation
Required	Demonstrates knowledge of:

Knowledge and Attitudes	• Enterprises policy and procedures in relation to point-of-sale transactions • the range of services provided by the enterprises food and beverage availability • cash and non-cash handling procedures • functions and procedures for operating point-of-sale equipment
Required Skills	Demonstrates skills to: • operate point-of-sale equipment • state price or total and amount of cash received • use language and concepts appropriate to cultural differences • dealing with different types of transactions • literacy skills in regard to sales and delivery documentation • numeracy skills in regard to rendering and tender correct change and undertake simple financial reconciliations • problem-solving skills to identify and investigate a range of routine reconciliation discrepancies • literacy skills to read and interpret documentation, such as credit card details, receipts or cash float documentation
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competence may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level-II	
Unit Title	**Apply Housekeeping and Laundry Operation**
Unit Code	**CTH FBS2 05 1021**
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to Apply housekeeping and laundry operation. It includes the Importance & Functions of Housekeeping and laundry, key control procedure, Cleaning equipment and Agents, and Organization of Housekeeping and laundry Department.

Elements	Performance Criteria
1. Identify housekeeping and laundry operation	1.1 The Importance & Functions of Housekeeping are identified based on the *standard operating procedure (SOPs).*
	1.2 Inter and intra departmental relationship is established with other Departments
	1.3 All *housekeeping and laundry areas* and their main duties and responsibilities are differentiated.
	1.4 Sections of the housekeeping and laundry department, their functions and layout are identified.
2. Identify Guest Rooms and Amenities	2.1 Guest *room types* are identified and classified based on location, bed type, room size and facilities.
	2.2 *Amenities & facilities* are prepared for standard & VIP guest rooms
3. Prepare the Structure of Housekeeping and Laundry Department	3.1 Hierarchy of housekeeping and laundry department in large, medium & small hotels is identified.
	3.2 Attributes of the departments are identified according to the organizational structure.
	3.3 Job descriptions and job specifications of housekeeping and laundry staff are identified based on their duty
4. Use Cleaning equipment and Agents	4.1 *Cleaning equipment, supplies and materials* are selected according to type of cleaning.
	4.2 All equipment is checked in clean and in safe working condition prior to use.
	4.3 Suitable wet and dry *sanitizing agents* and chemicals are selected and prepared.
	4.4 Personal Protective equipment are selected and used based on the duty.
	4.5 All cleaning materials and equipment are stored in a safe place as per the standard operating procedure (SOPs)

6. Provide Lost and Found Facility	*5.1* A lost and found register is established and maintained according to *organizational requirements.*
	5.2 A description and relevant details of the lost or found item with *appropriate person(s)* is recorded and verified
	5.3 Found items are tagged, filed and placed them in a designated location
	5.4 *Identification* of the claimant, ensuring the sign for and date the claimed item(s) is verified according to organizational requirements
6. Provide Valet Service	6.1 The quality of valet *service* offered is enhanced by Knowledge of individual guests is accessed and used to
	6.2 Valet grooming and communication standards are followed in accordance with enterprise standards.
	6.3 Personalised quality service through familiarity with individual needs and preferences is provided.
	6.4 Potential client needs are anticipated where possible and problems pro-actively identify and resolve.
	6.5 Scope of services required with client is agreed.
	6.6 Confidentiality about client property and activities is maintained.

Variable	Range
Standard operating procedure (SOPs)	May include, but not limited to: • Housekeeping Room attendant Cart • Do not disturb rooms • Enter Room • Position Cart • Check out rooms • Rooms deep cleaning • Empty Trash
Housekeeping and laundry areas	May include, but not limited to: • Front-of-the-house • Back-of-the-house areas, • Guest Rooms, • Public Areas, • Maids Room, • Indoor and Outdoor Areas • Linen room
Organizational	May include, but not limited to:

requirements	• Legal and organizational policy and procedures including personnel practices and guidelines • Organizational goals, objectives, plans, systems and processes • Employer and employee rights and responsibilities • Duty of care, code of conduct, code of ethics • Records and information systems and processes • Communication channels and reporting procedures.
Appropriate persons	May include, but not limited to: • Supervisors, managers • Colleagues • Members of the public • Clients • Designated human resource personnel.
Designated locations	May include, but not limited to: • Cupboard/storage facility • Safe facilities.
Identification documents	May include, but not limited to: • Daily/weekly reports • 'lost and found' register • Written and computer reports • Logs, journals
Room types	May include but not limited: • Single: • Double: • Triple: • Hollywood Twin Room: • Double-double: • Studio: • Suite / Executive Suite: • Mini Suite or Junior Suite:
Amenities & facilities	May include but not limited: • Toiletries (e.g. Shampoo, lotion, etc.) • Personal care (combs, shaving cream, razor, shower cap, hair dryer) • Coffee Kit (maker, coffee and creamer) • Tissue box. • Bathrobes and slippers. • Kitchen facilities, like: fridge, coffee maker and microwave • TV with cable. • Towels.etc

Cleaning equipment, supplies and materials	May include but not limited: • Brooms • Mops • Brushes • Dusters / dusting and washing rags • Sprayers • Pile lifter and auto sweeping • Air blowing • Vacuum cleaning • Scrubbing machines • Dry foam machine • Extraction machinery • laundry machine
Sanitizing agents	May include but not limited: • Solvent spray • Anti-static solution • Anti-static spray • Detergent

Services	May include, but not limited to:
	• liaison with client networks:
	   ➢ business
	   ➢ private
	• maintenance of client:
	   ➢ living environment
	   ➢ property
	• provision of personalised advice:
	   ➢ shopping

Evidence Guide	
Critical Aspects of competency	Assessment requires evidence that the candidate: • Identify Housekeeping and laundry operation. • Identify Guest Rooms and Amenities. • Use Cleaning equipment and Agents.
Required knowledge and attitudes	Demonstrate knowledge of: • Housekeeping and laundry operation • Types and Characteristics of guest rooms • Types/Uses/Functions of Cleaning Equipment, Supplies and Materials • Knowledge on Different Areas of housekeeping and laundry function • Types of guest room amenities & facilities • Types of Living Room Appliances and Ornament
Required skills	Demonstrate skills of: • housekeeping and laundry operation

	• reporting and recording information • communicating with others • minimizing waste • decanting chemicals
Resource Implications	The following resources must be provided: • Workplace or fully equipped location with necessary tools and equipment as well as consumable materials
Assessment Methods	Competence may be assessed through: • Interview / Written exam • Observation / Demonstration
Context for Assessment	Competence may be assessed in the workplace or in simulated work.

Occupational Standard: Food and Beverage Service Level-II	
Unit Title	Prepare and Present basic dishes
Unit Code	**CTH FBS2 06 1012**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and present a limited range of simple menu items following standard recipes. While some cooking may be involved, there is no requirement to use the full range of basic cookery methods.

Elements	Performance Criteria
1. Select ingredients.	1.1. Food production requirements are confirmed from food preparation list and standard recipes. 1.2. Ingredient amounts are calculated according to requirements. 1.3. Appetiser and salad ingredients are identified and selected from stores according to recipe, quality, freshness and stock rotation requirements. 1.4. Perishable supplies are checked for spoilage or contamination prior to preparation. 1.5. Various **cookery methods** are used to prepare dishes to enterprise standard. 1.6 Correct quantities and ratios of **commodities** are calculated for specific cookery methods.
2. Select, prepare and use equipment.	2.1. Suitable type and size of equipment are selected as per the requirements. 2.2. Cleanliness of equipment are ensured and safely assembled before use. 2.3. Equipments are used safely and hygienically according to manufacturer instructions. 2.4 Appropriate **equipment and technology** is selected for particular cooking methods.
3. Portion and prepare ingredients.	3.1. Ingredients are sorted and assembled according to food production sequencing. 3.2. Ingredients are weighted and measured and portions are created according to recipe. 3.3. Salad ingredients are cleaned and cut using basic culinary cuts according to quality standards. 3.4. Minimise waste to maximise profitability of food items prepared.

4. Prepare appetisers and salads.	4.1. Relevant cookery methods for salads and appetisers are selected and used.
	4.2. Sauces and dressings are prepared according to recipe.
	4.3. Standard recipes are followed and *food quality adjustments* are made within scope of responsibility.
5. Present and store appetisers and salads.	5.1. Dishes are presented on appropriate service-ware.
	5.2. Dips, sauces and garnishes are added according to standard recipes and regional variations.
	5.3. Dish is visually evaluated and *presentation is adjusted.*
	5.4. Dishes are stored in appropriate *environmental conditions*.
	5.5. Work area is cleaned, and disposed of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

Variable	Range
Cookery methods	May include but not limited; • boiling • poaching • steaming • stewing • braising • roasting • baking • grilling • shallow frying • deep-frying • stir-frying • pan-frying
commodities	May include but not limited; • dairy products, such as milk, butter, yoghurt, cheeses and alternatives • dry goods, such as flours, sugars, pastas and rice • standard fruit and vegetables • eggs • meat, seafood and poultry, which may be fresh, frozen, preserved or pre-prepared, and may also include meat products such as standard cuts, sausages, hams, salami and other meat products • general food items, such as oils, sauces, condiments and flavourings,

	garnishes, coatings and batters
Equipment and technology	May include but not limited; • electric, gas or induction ranges • ovens, including combi ovens • microwaves • grills and griddles • deep-fryers • salamanders • food processors • blenders • mixers • slicers • tilting fry pan and bratt pan • steamers • utensils • cutlery
Food quality factors relating to	May include but not limited; • taste • temperature • texture

Adjusting presentation	May include but not limited;
	• accompaniments and garnishes that maximise visual appeal:
	  • balance
	  • colour
	  • contrast
	• plating food for practicality of:
	  • customer consumption
	  • service
	• wiping drips and spills.

Environmental conditions	May include but not limited; • atmosphere • humidity • light • packaging • temperature • use of containers

	• Ventilation.

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • follow standard recipes for dishes that demonstrate use of ingredients • follow standard recipes to prepare basic appetisers and salads: • use at least four of the following cookery methods and complete mise en place activities when preparing simple dishes:
Required Knowledge and Attitudes	Demonstrates knowledge of: • culinary terms and trade names for ingredients commonly used in the production of different appetisers and salads • contents of stock date codes and rotation labels and their implication for food quality standards • characteristics of different appetisers and salads • quality indicators for appetisers and salads • cookery methods for appetisers and salads • mise en place requirements for appetisers and salads • appropriate environmental conditions for storing appetiser and salad products to • Safe operational practices using essential functions and features of equipment used to produce appetisers and salads.
Required Skills	Demonstrates skills to: • logical and time-efficient work flow • use and characteristics of a range of equipment used for the required methods of cookery • safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns • waste minimisation techniques and environmental considerations in relation to different cookery methods • problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure • literacy skills to read menus, orders and instructions

	• numeracy skills to calculate quantities and portions against orders
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level-II	
Unit Title	Conduct Basic Workplace Oral Communication in English II
Unit Code	CTH FBS2 07 1021
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements with courteous.

Elements	Performance Criteria
1. Apologizing guests and colleagues	1.1. Expressions of apologizing are required 1.2. *Apologizing expressions* are identified and discussed by the trainees. 1.3. *Apologizing expressions* are practiced in conversations. 1.4 Feedbacks, corrections and clarifications about *Apologizing expressions* and practices are made.
2. Asking and replaying guests' and colleagues' health and sickness.	2.1 *Expressions of asking and replying health and sickness* are required. 2.2 *Health and sickness expressions* are *asked and replied* by the trainees. 2.3 Expressions *of asking and replying health and sickness* are practiced. 2.4 Feedbacks, corrections and clarifications on *expressions of asking and replying health and sickness* are made.
3. Asking and giving directions at work place with colleagues and guests	3.1. *Various expressions of asking and giving* are required. 3.2. *Various expressions of asking and giving directions* are identified and discussed by the trainees. 3.3. *Various expressions of asking and giving directions* are practiced. 3.4. Feedback, corrections and clarifications and feedbacks in the use of *expressions of asking and giving directions* are made.

Variable	Range

Apologizing expressions	May include but are not limited to: Formal: I'm very/so/ terribly /awfully sorry, I do apologize, don't worry about it, please, don't bother about…., think nothing of it, never mind. Informal: Sorry, pardon, excuse me…, it's/that's ok, forget it, not worry, it doesn't matter.
Expressions of health and sickness	• Asking health and sickness: What is the matter? What is the matter with you? You look terrible; What is wrong? What is wrong? You don't seem ok. •Replying health and sickness: I am not very well. I have a cough/ headache. I don't feel well. I have got a cold/flue. I feel terrible. I have a sore throat/backache.

Asking and giving directions at work place with colleagues and guests	• Indoor directions: where is the swimming pool/ bar/ hall?
	   Can you tell me where the swimming pool/ bar/ hall is?
	   Do you know where the swimming pool/ bar/ hall is?
	It's on the first/second/ third/ floor.
	It's on your left/right,
	It's in front of behind/ next to/ across from...
	• Outside directions: Excuse me, how do I get the Merchato shop?
	Excuse me; is there a commercial bank around here?
	Excuse me; I am looking for the train station to Kality.
	    Do you know where it is?
	Go straight to..., Go past the roundabout, go under the bridge,
	Yes, it is.../ around...

	Take the first/ second /third left/right, turn left/ right at the bank, take the first/second exit and go straight to...

Evidence Guide

Critical Aspects of Competence	Assessment requires evidence that the candidate: • uses expressions of: apologizing in a day to day workplace communication with guest and colleagues. Asking and replaying guests' and colleagues' health and sickness Asking and giving directions at work place with Colleagues and guests
Underpinning Knowledge and Attitudes	Demonstrates expressions of: ➢ apologizing in a formal and informal situation at work place. ➢ asking and replying colleagues' and guests' health and sickness. ➢ Asking and replying of indoor and outside directions at work place.
Underpinning Skills	Demonstrates skills to: • make conversations using various expressions of: ➢ apologizing in a formal and informal situation at work place. ➢ colleagues' and guests' health and sickness. ➢ indoor and outside directions at work place.
Resource Implications	May include but, not limited to: • signs • Maps, • internet • audio and audio visual materials • modules and worksheets • Reference books.
Methods of Assessment	• direct observation • oral interview and written test • individual and group presentations
Context of Assessment	Competence may be assessed individually in the actual workplace or in accredited institution.

Occupational Standard: Food and Beverage Service Level-II	
Unit Title	**Conduct Basic Workplace Oral Communication in a language other than English**
Unit Code	CTH FBS2 08 1021
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to Routine the workplace requirements with apologetic courteous.

Elements	Performance Criteria
6.7 Apologizing guests and colleagues	3.5. Expressions of apologizing are required 3.6. ***Apologizing expressions*** are identified and discussed by the trainees. 3.7. *Apologizing expressions* are practiced in conversations. 1.4 Feedback, corrections and clarifications about *Apologizing expressions* and practices are made.
4. Asking and replaying guests' and colleagues' health and sickness.	4.1. *Expressions of asking and replying health and sickness* are required. 4.2. ***Asking and replying health and sickness expressions*** are identified and discussed by the trainees. 4.3. Expressions of *expressions of asking and replying health and sickness* are practiced. 4.4. Feedback, corrections and clarifications on *expressions of asking and replying health and sickness* are made.
5. Asking and giving directions at work place with Colleagues and guests	5.1. ***Various expressions of asking and giving*** are required. 5.2. *Various expressions of asking and giving directions* are identified and discussed by thetrainees. 5.3. *Various expressions of asking and giving directions* are practiced. 5.4. Feedbacks, corrections and clarifications and feedbacks in the use of *expressions of asking and giving directions* are made.

Variable	Range
Apologizing expressions	May include but are not limited to: Formal: I'm very/so/ terribly /awfully sorry, I do apologize, don't worry about it, please, don't bother about…., think nothing of it, never mind. Informal: Sorry, pardon, excuse me…, it's/that's ok, forget it, not worry, it doesn't matter.

Expressions of health and sickness	May include but are not limited to:
	  Asking health and sickness:
	  What is the matter?
	  What is the matter with you? You look terrible;
	  What is wrong?
	   What is wrong? You don't seem ok.
	
	• Replying health and sickness:
	
	  I am not very well I have.../a cough/;
	
	  I don't feel well. I have got …/a cold/;
	
	  I feel terrible. I have …/a sore throat/.

Asking and giving directions at work place with Colleagues and guests	May include but are not limited to:
	• Indoor directions: where is the swimming pool/ bar/ hall?
	  Can you tell me where the swimming pool/ bar/ hall is?
	  Do you know where the swimming pool/ bar/ hall is?
	
	  It's on the first/second/ third/ floor.
	  It's on your left, right,
	  It's in front of, behind, next to, across from...
	• Outside directions: Excuse me, how do I get the Merchato shop?
	  Excuse me, is there a Commercial bank around here?
	  Excuse me, I am looking for the train station to Kality.
	   Do you know where it is?
	
	Go straight to..., Go past the roundabout, go under the bridge,

Yes, it is.../ around...

Take the first/ second /third left/right, turn left/ right at the bank, take the first/second exit and go straight to...

Evidence Guide	

Critical Aspects of Competence	Assessment requires evidence that the candidate:
	• uses expressions of:
	  apologizing in a day to day workplace communication with guest and colleagues.
	
	  health and sickness at workplace in communicating with guest and colleagues.
	
	  asking and giving directions at work place with Colleagues and guests.

Underpinning Knowledge and Attitudes	Demonstrates expressions of: ➢ apologizing in a formal and informal situation at work place. ➢ asking and replying colleagues' and guests' health and sickness. ➢ Asking and replying of indoor and outside directions at work place.
Underpinning Skills	Demonstrates skills to: • make conversations using various expressions of: ➢ apologizing in a formal and informal situation at work place. ➢ colleagues' and guests' health and sickness. ➢ indoor and outside directions at work place.
Resource Implications	May include but, not limited to: • maps • signs • internet • audio and audio visual materials • modules and worksheets • Reference books.
Methods of Assessment	• direct Observation • oral interview and written test • individual and group presentations
Context of Assessment	Competence may be assessed individually in the actual workplace or in accredited institution.

NTQF Level-III

Occupational Standard: Food and Beverage Service Level III	
Unit Title	**Coordinate Food and Beverage Service**
Unit Code	**CTH FBS3 01 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organise, prepare and serve food, and alcoholic and non-alcoholic beverages to customers. It incorporates all aspects of organising, preparing and serving a variety of menu items, and alcoholic and non-alcoholic beverage items for a service period in a hospitality enterprise, using a range of service methods and team coordination skills.

Elements	Performance Criteria
1. Coordinate, organize and prepare for food and beverage service	1.1 Individual role and responsibilities within the team environment are identified. 1.2 Roles and responsibility of other team members are identified and recognized. 1.3 *Standards of service* is established and predetermined 1.4 A jobs checklist and work schedule is planed and followed, according to roles and responsibilities of team members. 1.5 The out-let layout planed to accommodate reservations and effective work flow. 1.6 Teams are liaised with other members on the table and out-let set-up, *type of menu and style of service*, and wine and drink list. 1.7 *Mise en place* preparation is checked out according to enterprise procedures and requirements. 1.8 Work operation efficiency and service levels are monitored and supervised on a day-to-day basis. 1.9 Reporting relationships within team and external to team are identified.
2. Resolve conflict situations	2.1 Take responsibility for finding a solution to the conflict within scope of individual responsibility. 2.2 Deal with conflict sensitively, courteously and discreetly and take steps to minimize impact on other colleagues and customers. 2.3 Use effective *communication skills* to assist in management of the conflict. 2.4 Encourage all points of view, acknowledge them and treat them

		with respect.
		2.5 Establish and agree on the nature and details of the conflict with all parties and assess the impact of the situation on them.
		2.6 Determine possible options to resolve the conflict and promptly analyze and decide on the best solution in agreement with all parties, taking into account any *organization constraints*.
		2.7 Use accepted *conflict resolution techniques* to manage the conflict situation and develop solutions.
		2.8 Complete any necessary documentation accurately and legibly within time constraints
3.	Assess and control the safety risk associated with a hazard	3.1 Follow the safety directions of supervisors or managers and heed any workplace safety warning signs.
		3.2 Use any required protective equipment and wear required personal protective clothing.
		3.3 Identify and promptly report unsafe work practices, *issues and breaches of health*, *safety and security procedures*.
		3.4 Report any suspicious behavior or unusual occurrences promptly to the designated person.
		3.5 Access and use risk assessment tools and template documents according to organization procedures.
		3.6 Consult with a range of personnel within the organization to achieve broad input into risk assessment process.
		3.7 Participate with or involve *other personnel* where appropriate in the risk assessment process according to consultation requirements of OHS legislation.
		3.8 Collect sufficient evidence of the type and level of risk that the identified hazard poses.
		3.9 Keep records of risk assessments according to organization procedures
		3.10 Implement control measures according to individual level of responsibility or refer to appropriate personnel for permission or further action.
4.	Coordinate and complete end of service procedures	4.1 *End of service procedures* are coordinated according to enterprise procedures, OHS requirements and *environmental considerations*.
		4.2 Food and beverage service items, equipment and commodities are stored appropriately to minimize waste.
		4.3 Stock levels are checked during closing, prepare a requisition for replacement stock and complete timesheets.

	4.4 Teams are participated in debriefing sessions with colleagues where appropriate, identified possible improvements.
	4.5 Teams are cooperatively working as part of the team according to the work plan and tasks are appropriately delegated.
	4.6 Workplace safety and hygiene procedures are followed according to enterprise and legislative requirements.
	4.7 Quality customer service is provided and complaints are appropriately dealt according to enterprise procedures.
	4.8 Problems are identified, possible solutions are determined and appropriate action is taken to resolve the situation according to job role and enterprise procedures.
	4.9 *Performance* is measured and recorded against standards by indentifying quality problems promptly.
	4.10 Performance is evaluated; necessary *corrective action* is taken and communicated to immediate supervisor.

Variable	Range
Service standards	May include but not limited; • Restaurant and bar service (breakfast, lunch, dinner; type of service, cocktails, wine, alcoholic and non-alcoholic)
Type of menu and style of service	May include but not limited; • set menu (table d'hôte) • à la carte • function requiring cocktail • cafe or bistro espresso coffee service • afternoon tea service • beverage service • plate, semi-silver, silver or gueridon service
Mise en place	May include but not limited; • preparing garnishes, condiments and other commodities • preparing alcoholic and non-alcoholic beverage orders • collecting and checking the mise en place for various service styles • preparing items in particular to service styles • organising table ware for specific service
Communication skills	May include but not limited; • listening and active listening • questioning techniques, such as asking the right question to elicit the other parties' needs • asking questions to gain information, clarify ambiguities and adequately understand requirements • rephrasing and repeating questions, requests and statements to

	confirm that they have been correctly understood
	• empathising with the colleague or customer's situation while upholding organization policy
	• assertiveness
	• non-verbal communication and recognition of non-verbal signs
	• ability to speak clearly to be understood and use appropriate language, style and tone
Organization constraints	May include but not limited; • costs and budgets • organization policy on refunds or exchange • lack of availability of replacement items, services or tickets
Conflict resolution techniques	May include but not limited; • problem-solving • negotiation • use of appropriate communication skills
Issues and breaches of health, safety and security procedures	May include but not limited; • loss of keys • strange or suspicious persons • broken or malfunctioning equipment • loss of property, goods or materials • damaged property or fittings • lack of suitable signage when required • lack of training on health and safety issues
Other personnel	May include but not limited; • staff under supervision • peers and colleagues • supervisors • managers • contractors • OHS representatives • OHS committee members.
Information provided to customers may include:	• food menu options, choices and specials • wine and cocktail drink list choices and specials • product knowledge of food, alcoholic and non-alcoholic beverages • local area knowledge and venue facilities
Special requests or dietary requirements may include:	• cultural needs and restrictions • specific dietary requirements related to medical requirements, such as food exclusions for allergies and medications, and diabetic and other diets • preferences for particular ingredients and cooking methods
Process accounts may include:	• depositing money in cash register, processing and giving change • using an electronic POS system with touch screen and/or PALM

	order pad
	• processing credit cards manually or EFTPOS
	• handing over account to the cashier to process
End of service procedures	May include but not limited;
	• safe storage of food and beverage items
	• cleaning procedures related to floor and bar areas and equipment
	• debriefing sessions, including quality service reviews
	• restocking
	• preparations for the next service period
Environmental considerations	May include but not limited;
	• recycling and minimising waste
	• responsible disposal of waste
	• efficient energy use
	• efficient water use
Performance	May include but not limited;
	• Low performance
	• Medium performance
	• High performance
Corrective Action	May include but not limited;
	• Reward
	• Punishment/Sanction

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate:
	• collection of direct, indirect and supplementary evidence showing provision of integrated service
	• ability to carry out a number of activities effectively and simultaneously
	• ability to deal with typical issues, such as conflict, workplace safety and security
	• ability to maintain the cleanliness and tidiness of work areas, including dealing with disposables and recyclables
	• ability to participate in the service process and work flow as part of a team and take responsibility for own work and the quality of outcomes
	• compliance with OHS requirements and demonstrated health and safety practices
Required Knowledge and Attitudes	Demonstrates knowledge of:
	• work place standards and procedures
	• relevant legislative and regulatory requirements related to hygiene, health, safety, security

	• current knowledge of food and beverage menu items offered by the enterprise
Required Skills	Demonstrates skills to: • planning and organising work on the floor • prioritising, sequencing and monitoring tasks and procedures • working within or setting timelines • integration and application of food and beverage service skills, including mise en place, service procedures, close down and customer relations • team coordination, task allocation and providing advice and support as required • communication skills to deal effectively with colleagues and customers, and solve problems and conflicts • calculate or estimate bills, stock requirements and required ingredients, materials or equipment
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	**Prepare and Serve Cocktails**
Unit Code	**CTH FBS3 02 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and serve cocktails in a range of hospitality enterprises. Cocktails are drinks with a base, usually of one or more spirits, to which other ingredients are added.

Elements	Performance Criteria

1. Promote cocktails to customers	1.1 *Display materials* are appropriately used to promote cocktails.
	1.2 Customers are accurate offered information in a courteous manner about the style and *range of cocktails* available
	1.3 Customers are encouraged to buy cocktails according to enterprise policy.
2. Prepare cocktails	2.1 Correct cocktail glassware and *equipment* are selected and used according to enterprise and industry standards.
	2.2 Cocktails are correctly made according to enterprise and industry *recipes*.
	2.3 Eye appeal, texture, flavor and required temperature are considered in preparing cocktails.
	2.4 options for new cocktails are considered using suitable combinations of *alcoholic* and *non-alcoholic* ingredients, and develop them according to enterprise policy
3. Present and serve cocktails.	3.1 Cocktails are attractively presented with appropriate accompaniment
	3.2 **Garnishes** and decorations are used according to enterprise standards.
	3.3 Cocktails are served by following enterprises procedures
	3.4 Wastage and spillage are avoided according to enterprise standards.

Variable	Range
Display materials	May include but not limited; • Cards • brochures • cocktail lists • photographs • any other materials used to promote cocktails
Range of cocktails	May include but not limited; • blended • shaken • stirred • built • floated
Cocktail equipment	May include but not limited; • shakers • jugs • standard and specialised cocktail glassware

	- stirrers and swizzles - blenders - ice crushers - glass chillers - ice shavers - cleaning tools - bar towels - toothpicks
Recipes include those developed by the enterprise as well as traditional recipes	May include but not limited; - brandy Alexander - piña colada - brandy crusta - tom collins - champagne cocktail - martini - margarita - grasshopper - tequila sunrise - daiquiri - bloody mary - black velvet - whisky sour - white Russian - screwdriver
Alcoholic ingredients	May include but not limited; - spirits - fortified wines - liqueurs
Non-alcoholic ingredients	May include but not limited; - fruit and vegetables - fruit and vegetable juices - milk and cream - eggs - spices - sugar - sugar syrup - salt - cordials - bitters
Garnishes	May include but not limited; - maraschino cherries, - olives, - limes wedges,

	• lemons wedges, • orange slices • whipped cream

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to prepare and present a variety of standard cocktails correctly • preparation of quantities of cocktails within industry-standards
Required Knowledge and Attitudes	Demonstrates knowledge of: • recipes for the most popular traditional cocktails • typical alcoholic ingredients of cocktails • typical non-alcoholic ingredients of cocktails • range and variety of cocktail making equipment • range and variety of cocktail glassware • origins, nature and characteristics of cocktails • cocktail making methods • requirements of the relevant Federal or Regional Liquor Act in relation to service of alcohol
Required Skills	Demonstrates skills to: • preparation and presentation of a variety of different cocktails • safe work practices and hygiene issues in relation to cocktail preparation and presentation • able to read and interpret cocktail recipes • weighting skills to calculate quantities of ingredients for cocktails • promotion skills to sale cocktails
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	**Provide Advice on Alcoholic Beverage**
Unit Code	**CTH FBS3 03 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate a range of local and imported beverages such as wine, beers, spirits and liqueurs; and provide advice to customers on their selection.

Elements	Performance Criteria
1. Evaluate beverages	1.1 A range of *alcoholic beverages* know how is developed
	1.2 The characteristics of a range of alcoholic beverages are identified and explored using the full range of *sensory evaluation techniques*.
	1.3 Sensory evaluation process is reviewed about viticulture and specific wine styles, regions and production methods and *other information*
	1.4 informed opinions are developed about beverages that support *work as a specialist*
2. Handle, store and monitor products	2.1 Alcoholic beverages are stored and cellared according to *particular requirements.*
	2.2 Drink quality is monitored and recognized based on in depth knowledge of drinks.
	2.3 Alcoholic beverages are served appropriately and at the correct temperature according to type and style of alcoholic beverages and customer preference.
	2.4 Issues with beverage *quality* are resolved through appropriate corrective action.
3. Advise customers on wines, beers, spirits and liqueurs.	3.1 Accurate advice is provided about Local and imported beers, wines, spirits and liqueurs to customers.
	3.2 Different styles and features of beers, wines, spirits and liqueurs are discussed taking in to account of customer level of knowledge.
	3.3 *Business considerations* is determined when providing advice and make adjustments accordingly.
	3.4 Customers are assisted in selecting beverages according to taste, price preferences and other specific needs.

4. Extend and update knowledge of wines, beers, spirits and liqueurs.	4.1 **_Formal and informal research_** is conducted to access current, accurate and relevant information about beers, spirits and liqueurs.
	4.2 Customer taste trends are identified based on customer contact and workplace interactions.
	4.3 Information on current and emerging beverage service trends and customer preferences are sourced.
	4.4 Informed input about beers, spirits and liqueurs are provided to support organizational activities.

Variable	Range
Local and imported beverage	May include but not limited; • wine • basic spirits • mid and top range spirits • beer of different strengths • beer of different types • traditional and contemporary liqueurs
Sensory evaluation techniques	May include but not limited; • visual appraisal • smell or nose appraisal recognizing 'off' odors • taste appraisal
Other information	May include but not limited; • promotional information • details of production methods • reference texts on wines • product reviews • presentation sessions from growers, wholesalers, distributors • information on wines currently listed in Ethiopia
Work as a specialist	May include but not limited; • making presentations on drinks • selling drinks to corporations • selling drinks to individuals • conducting specialised drinks tastings • developing drinks list suggestions • providing drinks tours
Particular requirements	May include but not limited; • temperature • humidity • stock rotation • shelf life

	• amount of UV light • vibrations
Impaired quality	May include but not limited; • oxidation • tartrates • cloudiness • cork faults • presence of hydrogen sulphide
business considerations	May include but not limited; • profitability requirements • current stock • supplier arrangements • stock availability • range being promoted
Formal and informal research	May include but not limited; • talking to product suppliers, winemakers and vineyard managers • memberships of associations and industry bodies • reading general and trade media and supplier information • attending trade shows • attending wine tastings • reading wine reference books • using the internet

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • identification of different characteristics of drinks using sensory evaluation techniques • knowledge of alcoholic drinks, as detailed under required knowledge • ability to maintain and extend current and relevant knowledge of alcoholic drinks and to apply that knowledge to different workplace activities
Required Knowledge and Attitudes	Demonstrates knowledge of: • the full range of sensory evaluation techniques and their relevance to different types of drinks • characteristics of major alcoholic drinks • label terminology and interpretation • principal grape varieties used in wine types • how alcoholic drinks compare with wines in terms of general types and styles • climatic classification of alcoholic drinks origin including factors that influence the character beverage

	• drink production methods and variations
Required Skills	Demonstrates skills to: • communication skills to articulate advice on beverages, and to discuss and debate different ideas and opinions about beverages • critical thinking skills to evaluate wide ranging information about drinks and apply and adapt information to beverages specialist activities • literacy skills to research and interpret detailed information about beverages from a variety of sources • problem-solving skills to identify product faults and make judgments about appropriate remedial action
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III

Unit Title	**Provide Silver and Guerdon Service**
Unit Code	**CTH FBS3 04 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide full silver and gueridon service in a restaurant service. The unit has strong links to other specialist food and beverage units.

Elements	Performance Criteria
1. Prepare tables for silver and gueridon service	1.1 Know how on silver and gueridon service is developed and updated 1.2 Tables are prepared and set to service standard, with the appropriate ***trolley and equipment*** for a given menu*.* 1.3 ***Tables are prepared*** and set to gueridon service standard, with the appropriate equipment and utensils for a given menu*.* 1.4 Cutlery and crockery are changed on the table in silver and gueridon service style at the appropriate time, to suit the customer's choice of menu items. 1.5 Trolleys are stocked, displayed polished and cleaned correctly with clean implements, utensils and linen according to enterprise standards and hygiene requirements. 1.6 Food, alcohol and other ingredients are selected and examined for quality and condition prior to display on the trolley according to menu and service requirements. 1.7 Foods are presented and displayed effectively using their colors, varieties and shapes to attract customers.
2. Recommend and sell foods to customers	2.1 ***Promotional materials*** are used and positioned appropriately 2.2 Dish names are explained correctly to customers, using appropriate language and terminology, to assist them in the selections of foods. 2.3 The nature and features of silver and gueridon service are explained to customers in clear, simple language as required. 2.4 Ingredients of items and preparation methods are named, explained and showed correctly to customers to assist them in making selections
3. Work in cooperation with kitchen staff	3.1 Correct preparation, presentation and timing of meals service staff are ensured and liaised with kitchen staff. 3.2 An ***appropriate relationship*** is established between the chef and serving staff to ensure silver and gueridon service between the kitchen and dining room is maintained effectively
4. Use silver service techniques to serve meals	4.1 Select correct utensils and equipment for silver service. 4.2 Balance servers correctly and position them appropriately at the table for silver service. 4.3 Serve ***food items*** correctly, using the appropriate silver service techniques. 4.4 Portion and place food and condiments correctly, based on advice

	from kitchen or head waiter.
	4.5 Handle hot dishes carefully and provide advice to customers.
5. Prepare and serve foods by gueridon service	5.1 Prepare gueridon food dishes correctly to standard recipes according to hygiene and safety procedures.
	5.2 Carve and serve meats, fish and poultry as required according to customer preferences.
	5.3 Prepare appropriate accompaniments and finishing ingredients correctly.
	5.4 Involve customers in the preparation process and invite them to select ingredients, choose the finishing method and determine the size of portions.

Variable	Range
Equipment & Trolleys	May include but not limited; • desserts • flambé • salads • hors d'oeuvres • smoked salmon and meats to be carved • flatware (cutlery) • carving boards • cooking and serving cutlery • linen • service crockery • fuel • towel for hand cleaning • lighter • burner • trolleys • bowls • service trays, platters and doilies • service cloths for wine service • heated plates and hot serving utensils • serving utensils
Prepare tables	May include but not limited; • selecting and setting up linen, glassware, cutlery and crockery according to menu requirements • polishing cutlery, glassware and crockery • folding napkins • using floral decorations or bud vases • chair placement

Promotional materials	May include but not limited;
	• wine lists
	• menus or recipes
	• advertising cards,
	• flyers
	• brochures
An appropriate relationship with kitchen	May include but not limited;
	• good and respectful communication
	• identification of particular needs and problems
	• timely lodgement of orders and requests to allow for preparation and garnishing of menu items
Food items	May include but not limited;
	• meat and poultry
	• fish and seafood
	• hors d'oeuvres and appetisers
	• desserts and sweets
	• condiments and accompaniments
	• sauces
	• garnishes
	• cheese and dairy products
	• fruits
	• salads
	• vegetables
	• specialist items or cuisine

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate:
	• ability to prepare for silver service and use silver service techniques to serve a variety of meals
	• ability to prepare and serve a range of foods from the gueridon trolley
	• knowledge of the importance of timing in silver and gueridon service
	• ability to use equipment safely, hygienically and according to manufacturer instructions
Required Knowledge and Attitudes	Demonstrates knowledge of:
	• silver service techniques for all types of food
	• safety work practices and hygiene issues in relation to silver service
	• liaise with other team members,
	• calculate portions and quantities
	• origins and purpose of gueridon service
	• ranges and styles of service available
	• uses and functions of trolleys and equipment

Required Skills	Demonstrates skills to:
	• silver and gueridon service techniques for major types of food
	• safety work practices and hygiene issues in relation to silver and gueridon service
	• customer service and communication skills to liaise with other team members,
	• numeracy skills to calculate portions and quantities
	• food trolley display techniques
	• gueridon cooking and carving techniques for all major food groups and menu items
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	**Provide Advice on Food and Beverage Matching**
Unit Code	**CTH FBS3 05 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate a range of beverages and their compatibility with different food items and cuisines, provide advice to customers on their selection.

Elements	Performance Criteria
1. Conduct product tasting.	1.1 Assess the compatibility of both local and imported wines with various food items and cuisines. 1.2 Assess the compatibility of *alcoholic beverage* with *major food* items and cuisines. 1.3 Determine the ways in which different methods of cooking affect food compatibility with different beverages. 1.4 Evaluate the ways in which food features affect interactions with different beverages. 1.5 Determine the ways in which beverage production techniques affect beverage compatibility with different foods.
2. Provide advice on food and beverage compatibility.	2.1 Provide informed opinions and ideas to support the selection of compatible food and beverage items. 2.2 Exchange and discuss options, ideas and information in a manner that builds positive rapport with customers and colleagues. 2.3 Provide tailored food and beverage matching advice that is appropriate to the common customers specific need. 2.4 Determine the ways in which different methods of cooking affect food compatibility with different beverages. 2.5 Take account of business considerations when providing advice. 2.6 Adapt and adjust advice appropriately to meet particular organisational requirements.
3 Contribute to menu development	3.1 Plan the content of menus in consultation with appropriate kitchen staff. 3.2 Balance menu suggestions in terms of cost and variety to reflect the type of enterprise and regional location. 3.3 Plan menus to take into account various dietary needs and cultural requirements of customers. 3.4 Take into consideration customer feedback and preferences in the menu development process. 3.5 Where appropriate, undertake consultation with those responsible for the development of wine lists.

	3.6 Where appropriate, develop menus to ensure required profit margin is obtained for the enterprise. 3.7 Develop menus to ensure that format and design are clear, accurate and appropriate to enterprise needs. 3.8 Take into consideration particular target groups when developing menus
4. Extend and update own knowledge of food and beverage compatibility.	4.1 Research conducted to access information on current and emerging food and beverage service *trends* and customer preferences. 4.2 Customer taste trends are identified based on customer contact and workplace interaction. 4.3 Informed input is provided about food and beverage matching to support organizational activities.

Variable	Range
Alcoholic beverages	May include but not limited; • still wines • fortified wines • sparkling wines • beer • spirits • liqueurs
Major food types,	May include but not limited; • appetisers • cheeses • fruits and vegetables • meat, fish and seafood • salads • sauces and accompaniments • soups • sweets and desserts
common customers specific need	May include but not limited; • food and beverage matching • cellaring requirements • optimum time to drink • comparisons between products • value for money
The major methods of cookery	May include but not limited; • baking • boiling • braising • deep-frying • grilling • pan-frying

	• poaching
	• roasting
	• shallow frying
	• steaming
	• stewing
	• stir-frying
Types of menus	May include but not limited; • à la carte • set menu (table d'hôte) • function or buffet
Dietary needs	May include but not limited; • food exclusions for allergies and food intolerance • vegetarian • modified sodium • low-fat or low-cholesterol • gluten-free • diabetic
Cultural requirements	May include but not limited; • kosher • halal • vegetarian • Hindu.
current and emerging trends	May include but not limited; • contemporary eating and drinking habits • cultural and ethnic influences • developments in particular countries or cuisines • ◦economic trends • health and fitness issues • major events and festivals • media influence • new ideas from chefs • seasonal and popular influences

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to identify major food types, their characteristics and how those characteristics affect compatibility with beverages • ability to set up and conduct a product tasting in accordance with relevant safety, hygiene and other workplace requirements • ability to identify traditional and contemporary food and beverage matches across above cuisines, food types and beverage styles • ability to provide accurate advice about products being tasted

Required Knowledge and Attitudes	Demonstrates knowledge of: • major food types, their characteristics and how those characteristics affect compatibility with beverages: • the following major methods of cookery and their impact in regard to food and beverage matching: • the following beverage production techniques and their impact in regard to food and beverage matching: • compatibility of the beers, spirits, wines and liqueurs with various food items and cuisines • different ways that alcohol is used in cooking and the impact on food items • current and emerging trends in food and beverage matching • business considerations in the provision of information on food and beverage matching • factors to consider in achieving a balance between food and beverages on a menu.
Required Skills	Demonstrates skills to: • able to help customers in regards to food and beverage matching • customer service and communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication • Read workplace policies and procedures relating to hygiene, safety, legal and enterprise requirements and RSA provisions • organizational skills to co-ordinate the set up and conduct of product tasting • problem-solving skills to respond to common wine product faults and routine customer service issues
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	**Provide Accommodation Services**
Unit Code	**CTH FBS3 06 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide arrival and departure services to guests in commercial accommodation establishments. It requires the ability to check daily arrivals, allocate rooms, check guests in and out of their accommodation and complete invoicing of guest charges

Elements	Performance Criteria
1. Prepare for guest arrival	1.1 Know how on front office service is developed 1.2 Reception area is prepared for service and checks all necessary equipment prior to use. 1.3 Daily arrival details is checked and reviewed prior to guest arrival. 1.4 Rooms are allocated according to guest requirements and enterprise policy. 1.5 Uncertain arrivals or reservations are followed up according to enterprise procedures. 1.6 Accurate arrivals lists are compiled and distributed to relevant people or departments. 1.7 Colleagues and other departments are informed about special situations or requests in a timely manner
2. Welcome and register guests	2.1 Guests are warmly and courteously welcomed. 2.2 *Details of reservation* are confirmed with guests. 2.3 Enterprise procedures for guests registering are followed with or without reservations, and complete registration within acceptable timeframes and according to enterprise security requirements. 2.4 Correct *accounting procedures* are followed according to enterprise practices. 2.5 Relevant details are clearly explained to guests, such as room key or electronic card, guest mail, messages and safety deposit facility arrangements. 2.6 Correct enterprise procedures are followed where rooms are not immediately available or overbooking has occurred in order to minimize guest inconvenience. 2.7 Arrivals are monitored and actual arrivals are checked against expected arrivals, reporting deviations according to enterprise procedures

3. Organize guest departure	3.1 Departure lists are reviewed for accuracy.
	3.2 Information on departing guests is obtained from other departments in a timely manner to facilitate preparation of account.
	3.3 Guest accounts and check are generated for accuracy.
	3.4 Account is clearly and courteously explained to guests; accounts processed, and received and processed payments.
	3.5 Keys or electronic cards are recovered from guests and process correctly.
	3.6 Action guest requests for *assistance with departure* courteously, or refer requests to the appropriate department for follow up.
	3.7 Express checkouts are processed according to enterprise procedures where appropriate.
	3.8 Correct procedures are followed for group checkout and process accounts according to enterprise procedures
4. Prepare front office records and reports	4.1 *Front office records* are prepared and updated within designated timelines.
	4.2 Correct enterprise policy is follow in regard to room changes, no shows, extensions and early departures.
	4.3 Reports and records are distribute to the appropriate departments within designated timelines

Variable	Range
Guests	May include but not limited; • individuals • groups • international tourists • domestic tourists • business travellers • attendees at events, conferences, meetings and functions
Reservation details	May include but not limited; • name • contact details • arrival and departure times • length of stay • type of accommodation required and bed configuration • payment details • special requests • rates and discounts
Accounting procedures	May include but not limited; • credit card payments • prepayments • deposits • vouchers and discount rates

	• group rates • refunds • checking final guest accounts • payments for additional services such as telephone calls, meals and mini-bar • issuing receipts
Assistance with departure	May include but not limited; • organising transport • making forward bookings • luggage assistance

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to check daily arrivals accurately, allocate rooms, check guests in and out of their accommodation and complete invoicing of guest charges within typical workplace time constraints • ability to provide accommodation reception services for different customer types with various reservation requirements, in a range of accommodation types • ability to communicate with guest
Required Knowledge and Attitudes	Demonstrates knowledge of: • in-depth product knowledge of the accommodation venue • reservations and bookings terminology • check-in and check-out procedures for groups and individuals • documentation received and issued in an accommodation reception desk context • types of reports handled or generated by the front desk, • front desk security systems, including issuing of keys or electronic cards and safety deposit arrangements • range of needs and expectations of different types of guests • relationships between the front desk and other areas of operation, including housekeeping,
Required Skills	Demonstrates skills to: • use verbal and written reservations system and product codes • apply high-level interpersonal communication skills to provide quality customer service to a diverse customer base • have skills to prepare, present and explain guest accounts and occupancy reports and statistics
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	**Establish and Maintain Quality Control of Food**
Unit Code	**CTH FBS3 07 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to ensure that high standards of food quality are established and maintained in a commercial catering environment. Quality data may be collected over different timeframes, according to enterprise requirements and practice

Elements	Performance Criteria
1. Establish and implement procedures for quality control	1.1 Appropriate *quality procedures* are applied to ensure the quality of raw materials, cooking processes, portion control, presentation and protection of food from contamination for all menu items. 1.2 Products and services are ensured and meet consistent enterprise requirements. 1.3 Food items are ensured and matched menu descriptions 1.4 Received goods are *checked* against workplace standards and specifications
2. Monitor quality	2.1 Procedures are applied to monitor *quality standards*, including observation, formal audits and reviews, tasting and seeking feedback. 2.2 Procedures are applied to monitor and ensure compliance with *quality parameters,* current food safety programs, legislative and regulatory requirements
3. Solve quality-related problems	3.1 Problems are identified related to quality control of food. 3.2 Problems are solved related to quality control of food

Variable	Range
Quality procedures	May include but not limited; • formal audits against enterprise quality standards and requirements • formal compliance inspections against industry and regulatory requirements • feedback from colleagues and customers • reviews of costs and revenues
Quality check	• Visual inspection • Physical measurements • Check against quality specifications
Quality standards	• Ingredients • Intermediate product

	• Final product
	• Serving processes
Quality parameters	• Nutritional value
	• freshness
	• Temperature
	• Appealing
	• Flavor
	• Texture
	• Consistency
	• Hygienic

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • demonstrated ability to establish, implement and maintain quality control systems in a commercial catering facilities • knowledge of food safety regulations and requirements • knowledge of quality systems and options suitable for a commercial cookery or catering enterprise
Required Knowledge and Attitudes	Demonstrates knowledge of: • role of quality control in the catering facilities and its link to overall business performance and profitability • key areas for monitoring quality • features and benefits of different quality control mechanisms used in commercial kitchens
Required Skills	Demonstrates skills to: • problem-solving skills to deal with quality or service breakdowns highlighted in audits and reviews • prepare reports about food quality and read information about food safety legislation and standards • calculate ratios of satisfaction and summarise audit responses as percentages
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage service Level III	
Unit Title	**Conduct Workplace Oral Communication other Language**
Unit Code	**CTH FBS3 08 1021**
Unit Descriptor	This unit describes the knowledge, skills and attitude required to understand and use a language other than English for very simple, commonly used expressions of a basic and predictable nature in tourism and hospitality workplaces. It covers activities such as welcoming and fare welling guests, providing face-to-face routine customer service and other routine workplace activities. This unit can be used for training delivery and assessment of basic oral proficiency in any language other than English. There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Elements	Performance Criteria
1. Asking, giving and describing information of routine workplace communication in the house keeping area.	1.1. ***Different expressions of asking, giving and describing information*** like things, ideas and persons are used. 1.2. *Various expression of ask, giving and describing information* like things, ideas and persons are identified and discussed by the trainees. 1.3. Different ways of expressions on asking *giving and describing-information* like things, ideas and persons are performed. 1.4. Feedbacks and clarifications on different expressions of *giving and describing information* like things, ideas and persons are given.
2. Asking, giving and describing information of routine workplace communication in the front office area.	2.1. Different *expressions of asking, giving and describing things, ideas and persons in the front office area* are used. 2.2. ***Various expressions on asking, giving and describing things, ideas and persons in the front office area*** are identified and discussed by the trainees. 2.3. Different *ways of expressions on asking, giving and describing ideas, persons and things in the front office area* are performed. 2.4. Feedbacks and clarifications are made on different expressions of *asking, giving and describing ideas, persons and things in the front office area*.

Variables	Ranges
Various expressions on asking, giving and describing information of	•**May include but are not limited to:** Guest:

routine work place communication in the house keeping area.	Please, come in… I need more tissue rolls/bed sheet. Where is/ I couldn't find/ the shampoo/ remote control? The shower/faucet/coffee make doesn't work. The Washing basin leaks. The shower head is broken. The sink is blocked. The room is not cleaned. I'm sorry, it hasn't been cleaned yet. Housekeeping: Knock, Knock, Knock. Housekeeping. May I come in? Do you need anything for the room? Would you like to have hand towels/two? It should be on the coffee table/beside/under the bed. Here you are sir. /Madam. What is your room number? I will report it and get someone to help you.
Various expressions on asking, giving and describing information of routine work place communication in the front office area.	•**May include but are not limited to:** ➢ In the front office area Guest: My name's Evan. I would like to check in/out? I would like to book/ reserve a room? I want to book/ reserve a single/double/twin/family room. What is the rate of your room? Can you tell me the exchange rate? Can I have a quiet and peaceful/large/spacious room? What facilities do you have?

	I would like/ want large/small/ spacious/ lovely/ quiet and peaceful/ cheap/less expensive/fancy/luxurious room. I would like/ want a studio/single/double/twin/family/ room **Receptionist:** Good morning/ afternoon/ evening, Sheraton Addis, Hana speaking, how may I help you? Do you have a reservation? What kind of room would you like? Smoking / none smoking? Shall I charge this to your room? May I have your key card, please? Certainly, Sir/ Madam. Let me check the availability. The cost is £/$16.50, including vat. We are fully booked. Could I have your name, please? Could you spell your name, please? How could you spell that? Was that 'b' for ball or 'd' for door? Could I have your Address/ID/passport? Could you fill in/out this form, please? Put your signature, here. How would you like to pay? We don't accept credit card/cheque. I / porter will show/ take you to your room. This way, please. There's a sauna/ gym/ swimming pool/ beauty salon. It is a single / double /twin/ a family/ room. It is a large/small/ spacious/ lovely/ quiet and peaceful/fancy/ luxurious room. It has a hot/ cold bath/ shower/sauna bath/ shower box.

Evidence Guide	

Critical Aspects of Competence	Demonstrates skills and knowledge to:
	• use appropriate expressions of:
	   ➢ giving, asking and describing information in the house keeping area,
	   ➢ giving, asking and describing information in the front office area.

Underpinning Knowledge and Attitudes	Demonstrates knowledge of: ➢ language in asking, giving and describing information in the house keeping area. ➢ language in asking, giving and describing information in the front office area.
Underpinning Skills	Demonstrates skills to: • Identify appropriate expressions on: ➢ asking, giving, and describing information in the house keeping area. ➢ asking, giving and describing information in the front office area.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices include: • Audio and audio-visual materials • Modules and worksheets • different written formats related day to day activities, facilities, services and procedures at work place • reference books • Brochures, pamphlets, magazines • Pictures, signs and maps.
Methods of Assessment	Competence may be accessed through: • Interview / Written Test • Oral Testing • Observation / Demonstration with Oral Questioning.
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting or in a class room.

Occupational Standard: Food and Beverage Service III	
Unit Title	Conduct Routine Workplace Communication in a language other than English(French III)
Unit Code	**CTH FBS3 09 1021**
Unit Descriptor	This unit covers the knowledge, attitude and skill needed to conduct routine workplace communication in conveying the necessary information by asking, giving and describing.

Elements	Performance Criteria
1. Asking, giving and describing information of routine workplace communication in the house keeping area.	**1.1.** **Different expressions of asking, giving and describing information** like things, ideas and persons are used. **1.2.** *Various expression of ask, giving and describing information* like things, ideas and persons are identified and discussed by the trainees. **1.3.** Different ways of expressions on asking *giving and describing-information* like things, ideas and persons are performed. **1.4.** Feedbacks and clarifications on different expressions of *giving and describing information* like things, ideas and persons are given.
2. Asking, giving and describing information of routine workplace communication in the front office area.	**2.1.** Different *expressions of asking, giving and describing things, ideas and persons in the front office area* are used. **2.2.** ***Various expressions on asking, giving and describing things, ideas and persons in the front office area*** are identified and discussed by the trainees. **2.3.** Different *ways of expressions on asking, giving and describing ideas, persons and things in the front office area* are performed. **2.4.** Feedbacks and clarifications are made on different expressions of *asking, giving and describing ideas, persons and things in the front office area.*

Variables	Ranges
Various expressions on asking, giving and describing information of routine work place communication in the house keeping area.	• **May include but are not limited to:** Guest: Please, come in… I need more tissue rolls/bed sheet. Where is/ I couldn't find/ the shampoo/ remote control? The shower/faucet/coffee make doesn't work. The Washing basin leaks. The shower head is broken. The sink is blocked.

	The room is not cleaned. I'm sorry, it hasn't been cleaned yet. Housekeeping: Knock, Knock, Knock. Housekeeping. May I come in? Do you need anything for the room? Would you like to have hand towels/two? It should be on the coffee table/beside/under the bed. Here you are sir. /Madam. What is your room number? I will report it and get someone to help you.

Various expressions on asking, giving and describing information of routine work place communication in the front office area.	●**May include but are not limited to:**
	    ➢ In the front office area
	Guest: My name's Evan.
	   I would like to check in/out?
	   I would like to book/ reserve a room?
	   I want to book/ reserve a single/double/twin/family room.
	   What is the rate of your room?
	   Can you tell me the exchange rate?
	   Can I have a quiet and peaceful/large/spacious room?
	   What facilities do you have?
	   I would like/ want large/small/ spacious/ lovely/ quiet and
	    peaceful/ cheap/less expensive/fancy/luxurious room.
	   I would like/ want a studio/single/double/twin/family/ room
	Receptionist:
	   Good morning/ afternoon/ evening, Sheraton Addis, Hana
	    speaking, how may I help you?
	   Do you have a reservation?
	   What kind of room would you like?
	   Smoking / none smoking?
	   Shall I charge this to your room?
	   May I have your key card, please?
	   Certainly, Sir/ Madam.
	   Let me check the availability.

	The cost is £/$16.50, including vat.
	We are fully booked.
	Could I have your name, please?
	Could you spell your name, please?
	How could you spell that?
	Was that 'b' for ball or 'd' for door?
	Could I have your Address/ID/passport?
	Could you fill in/out this form, please?
	Put your signature, here.
	How would you like to pay?
	We don't accept credit card/cheque.
	I / porter will show/ take you to your room.
	This way, please.
	There's a sauna/ gym/ swimming pool/ beauty salon.
	It is a single / double /twin/ a family/ room.
	It is a large/small/ spacious/ lovely/ quiet and peaceful/fancy/ luxurious room.
	It has a hot/ cold bath/ shower/sauna bath/ shower box.

Evidence Guide	

Critical Aspects of Competence	Demonstrates skills and knowledge to:
	• use appropriate expressions of:
	  ➢ giving, asking and describing information in the house keeping area,
	  ➢ giving, asking and describing information in the front office area.

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	  ➢ language in asking, giving and describing information in the house keeping area.
	  ➢ language in asking, giving and describing information in the front office area.

Underpinning Skills	Demonstrates skills to:
	• Identify appropriate expressions on:
	  ➢ asking, giving, and describing information in the house keeping area.
	  ➢ asking, giving and describing information in the front office area.

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices include: • Audio and audio-visual materials • Modules and worksheets • different written formats related day to day activities, facilities, services and procedures at work place

	• reference books • Brochures, pamphlets, magazines • Pictures, signs and maps.
Methods of Assessment	Competence may be accessed through: • Interview / Written Test • Oral Testing • Observation / Demonstration with Oral Questioning.
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting or in a class room.

Occupational Standard: Food and Beverage Service level III	
Unit Title	**Prevent and Eliminate MUDA**
Unit Code	CTH FBS3 10 1021
Unit Descriptor	This unit covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her workplace by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis It covers responsibility for the day-to-day operation of the work and ensures Kaizen Elements are continuously improved and institutionalized.

Element	Performance Criteria
a. Prepare for work.	1.1. Work instructions are used to determine job requirements, including method, material and equipment. 1.2. Job specifications are read and interpreted following working manual. 1.3. ***OHS requirements***, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work. 1.4. Appropriate material is selected for work. 1.5. ***Safety equipment and tools*** are identified and checked for safe and effective operation.
2. Identify MUDA and problem	2.1 Plan of MUDA and problem identification is prepared and implemented. 2.2 Causes and effects of MUDA are discussed. 2.3 All possible problems related to the process /Kaizen elements are listed using ***statistical tools and techniques***. 2.4 All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board. 2.5 ***Tools and techniques*** are used to draw and analyze current situation of the work place. 2.6 Wastes/MUDA are identified and measured based on ***relevant procedures***. 2.7 Identified and measured wastes are reported to relevant personnel.
3. Analyze causes of a problem.	3.1 All possible causes of a problem are listed. 3.2 Cause relationships are analyzed using ***4M1E***. 3.3 Causes of the problems are identified. 3.4 The root cause which is most directly related to the problem is selected. 3.5 All possible ways are listed using ***creative idea generation*** to eliminate the most critical root cause.

	3.6 The suggested solutions are carefully tested and evaluated for potential complications. 3.7 Detailed summaries of the action plan are prepared to implement the suggested solution.
4. Eliminate MUDA and Assess effectiveness of the solution.	4.1. Plan of MUDA elimination is prepared and implemented by *medium KPT* members. 4.2. Necessary attitude and the *ten basic principles* for improvement are adopted to eliminate waste/MUDA. 4.3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS. 4.4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements. 4.5. *Tangible and intangible results* are identified. 4.6. Tangible results are compared with targets using *various types of diagrams*. 4.7. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.
5. Prevent occurrence of wastes and sustain operation.	5.1. Plan of MUDA prevention is prepared and implemented. 5.2. Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared. 5.3. Occurrences of wastes/MUDA are prevented by using *visual and auditory control methods*. 5.4. Waste-free workplace is created using *5W and 1H*sheet. 5.5. The completion of required operation is done in accordance with standard procedures and practices. 5.6. The updating of standard procedures and practices is facilitated. 5.7. The capability of the work team that aligns with the requirements of the procedure is ensured and trained on the new *Standard Operating Procedures (SOPs)*.

Variable	Range
OHS requirements	May include, but not limited to: • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • PPE are to include that prescribed under legislation/regulations/codes of

	practice and workplace policies and practices.
	• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.
	• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	May include, but not limited to: • Dust masks/goggles • Glove • Working cloth • First aid and • Safety shoes

Statistical tools and techniques	May include, but not limited to:
	 • 7 QC tools May include, but not limited to:
	    ➢ Stratification
	    ➢ Pareto Diagram
	    ➢ Cause and Effect Diagram
	    ➢ Check Sheet
	    ➢ Control Chart/Graph
	    ➢ Histogram and Scatter Diagram
	 • QC techniques May include, but not limited to:
	    ➢ Brain storming
	    ➢ Why analysis
	    ➢ What if analysis
	    ➢ 5W1H

Tools and techniques	May include, but not limited to: • Plant Layout • Process flow • Other Analysis tools • Do time study by work element • Measure Travel distance • Take a photo of workplace • Measure Total steps • Make list of items/products, who produces them and who uses them & those in warehouses, storages etc. • Focal points to Check and find out existing problems • 5S • Layout improvement

	• Brainstorming
	• Andon
	• U-line
	• In-lining
	• Unification
	• Multi-process handling &Multi-skilled operators
	• A.B. control (Two point control)
	• Cell production line
	• TPM (Total Productive Maintenance)
Relevant procedures	May include, but not limited to:
	• Make waste visible
	• Be conscious of the waste
	• Be accountable for the waste and measure the waste.
4M1E	May include, but not limited to:
	• Man
	• Machine
	• Method
	Material and Environment
Creative idea generation	May include, but not limited to:
	• Brainstorming
	• Exploring and examining ideas in varied ways
	• Elaborating and extrapolating
	• Conceptualizing
Medium KPT	May include, but not limited to:
	• 5S
	• 4M (Machine, Method, Material and Man)
	• 4p (Policy, Procedures, People and Plant)
	• PDCA cycle
	Basics of IE tools and techniques
The ten basic principles for improvement	May include, but not limited to:
	• Throw out all of your fixed ideas about how to do things.
	• Think of how the new method will work- not how it won.
	• Don't accept excuses. Totally deny the status quo.
	• Don't seek perfection. A 5o percent implementation rate is fine as long as it's done on the spot.
	• Correct mistakes the moment they are found.
	• Don't spend a lot of money on improvements.
	• Problems give you a chance to use your brain.
	• Ask "why?" At least five times until you find the ultimate cause.

	• Ten people's ideas are better than one person's. • Improvement knows no limits.
Tangible and intangible results	May include, but not limited to: • Tangible result may include quantifiable data • Intangible result may include qualitative data
Various types of diagrams.	May include, but not limited to: • Line graph • Bar graph • Pie-chart • Scatter diagrams • Affinity diagrams
Visual and auditory control methods	May include, but not limited to: • Red Tagging • Sign boards • Outlining • Add ones • Kanban, etc.
5W and 1H	May include, but not limited to: • Who • What • Where • When • Why and • How
Standard Operating Procedures (SOPs).	May include, but not limited to: • The customer demands • The most efficient work routine (steps) • The cycle times required to complete work elements • All process quality checks required to minimize defects/errors • The exact amount of work in process required

Evidence Guide	
Critical aspects of Competence	Demonstrate knowledge and skills to: • Discuss why wastes occur in the workplace • Discuss causes and effects of wastes/MUDA in the workplace • Analyze the current situation of the workplace by using appropriate tools and techniques • Identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques

	• Use 5W and 1H sheet to prevent • Detect non-conforming products/services in the work area • Apply effective problem-solving approaches/strategies. • Implement and monitor improved practices and procedures • Apply statistical quality control tools and techniques.
Underpinning Knowledge and Attitude	Demonstrate knowledge of: • Targets of customers and manufacturer/service provider • Traditional and kaizen thinking of price setting • Kaizen thinking in relation to targets of manufacturer/service provider and customer • value • The three categories of operations • the 3"MU" • wastes occur in the workplace • The 7 types of MUDA • QC story/PDCA cycle/ • QC story/ Problem solving steps • QCC techniques • 7 QC tools • The Benefits of identifying and eliminating waste • Causes and effects of 7 MUDA • Procedures to identify MUDA • Necessary attitude and the ten basic principles for improvement • Procedures to eliminate MUDA • Prevention of wastes • Methods of waste prevention • Definition and purpose of standardization • Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement • Methods of visual and auditory control • TPM concept and its pillars. • Relevant OHS and environment requirements • Method and Lines of communication • Methods of making/recommending improvements. • Reporting procedures • Workplace procedures associated with the candidate's regular technical duties • organizational structure of the enterprise

Underpinning Skills	Demonstrate skills to: • Draw & analyze current situation of the work place • Use measurement apparatus (stop watch, tape, etc.) • Calculate volume and area • Apply statistical analysis tools • Use and follow checklists to identify, measure and eliminate wastes/MUDA • Identify and measure wastes/MUDA in accordance with OHS and procedures • Use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure. • Apply 5W and 1H sheet • Update and use standard procedures for completion of required operation • Apply Visual Management Board/Kaizen Board. • Detect non-conforming products or services in the work area • Work with others • Read and interpret documents • Observe situations • Solve problems • Communicate information • Gather evidence by using different means • Report activities and results using report formats • Implement and monitor improved practices and procedures
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

NTQF Level-IV

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	**Develop and Implement a Food Safety Program**
Unit Code	**CTH FBS4 01 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a food safety program for a range of service industry operations where food is stored, prepared, displayed, served and disposed of.

Elements	Performance Criteria
1. Evaluate organization requirements for the food safety program	1.1 The ***characteristics of the organization*** are evaluated.
	1.2 All food handling operations and processes are examined and potential or existing ***food hazards*** are identified.
	1.3 All ***critical control points*** are identified in the food preparation system where food hazards can be controlled.
	1.4 Product suppliers are identified and the quality assurance specifications are determined that relate to foodstuffs supplied.
	1.5 Existing product specifications are evaluated covering all food items prepared and sold.
	1.6 Existing ***policies***, ***procedures*** and monitoring practices are evaluated, including record keeping and the need for change are assessed.
2. Develop a food safety program to control hazards	2.1 Food safety program is designed to suit the characteristics and needs of the organization, in consultation with appropriate colleagues and stakeholders.
	2.2 Food safety program is ensured and complied with regulatory requirements and standards.
	2.3 Food production flow charts are developed to document the critical control points for the ongoing control of food hazards.
	2.4 Methods of food hazard control is established and documented for each critical point.
	2.5 Food safety policies and procedures are developed for food hazard control.
	2.6 Procedures for the systematic ***monitoring of controls*** are developed and a recording system is established to document the monitoring.
	2.7 Procedures for implementing corrective actions when hazards are found not to be under control.

	2.8 Develop or modify and record product specifications covering all food items prepared and sold.
	2.9 Training needs are identified and a training plan or program is developed based on needs.
	2.10 Schedule for regular review of the food safety program is developed.
	2.11 Food safety program is set out, including all policies and procedures, in a clearly articulated written document and provide to regulatory authorities as required
3. Implement the food safety program	3.1 Food safety programs, policies, procedures and product specifications are communicated to colleagues in the workplace and ensure display of appropriate signage and access to information.
	3.2 Appropriate training and mentoring are organized related to the food safety program.
	3.3 Operational activities are monitored to ensure that policies and procedures for hazard control, monitoring and documentation are consistently followed by all employees.
	3.4 The response is managed to *incidents where food hazards are found* not to be under control and oversee the implementation of corrective action procedures.
	3.5 Swift amendments are made to any practices that led to the food safety breach, and document, communicate and implement changes.
	3.6 All *documents that relate are* maintained *to the management of the food safety program*, monitor performance and adjust the program accordingly
4. Participate in food safety audit	4.1 The food safety program is audited by a food safety auditor or compliance inspector at the auditing frequency applicable to the business and according to legislative requirements.
	4.2 Teams are participated in any inspections of the premises or documents that relate to food safety management and provide assistance to the food auditor or compliance inspector.
	4.3 All records of food audits are retained according to legislative requirements
5. Evaluate and revise the food safety program	5.1 Regularly scheduled review of the food safety program is conducted in consultation with colleagues to ensure its adequacy.
	5.2 Tests and measures are carried out to validate required food safety controls.
	5.3 Policies, procedures, product specifications, monitoring systems and all record keeping methods are reviewed; required changes and

	incorporate amendments are identified.
	5.4 Food safety program, including all current policies, procedures, product specifications and monitoring documents are prepared, updated and written document are clearly articulated and provided to regulatory authorities as required.
	5.5 Changes are communicated to the food safety program to all employees and they are incorporated into the production system as scheduled.
	5.6 the need for additional training is identified based on changes to food safety practices.

Variable	Range
Characteristics of the organisation	May include but not limited; • size and nature of organisation • at risk client groups with a higher than average risk of harm from food contamination, such as: • children or babies • pregnant women • aged persons • people with immune deficiencies or allergies • layout of food storage, preparation, display and service areas • food items prepared and sold or menu items • production equipment • facilities • re-thermalisation and service requirements
Food hazards	May include but not limited; • anything related to food, including work practices and procedures, that have a potential to harm the health or safety of a person • actual or potential • chemical, microbiological or physical • any food contaminated with chemical or microbiological elements • foods highly susceptible to microbiological contamination • processes where food is vulnerable to contamination, including: • requirements for food to be touched by hand • requirements for re-thermalisation or defrosting • displays of food and buffets • working with temperatures that promote the rapid growth of micro-

	organisms
Critical control points	May include but not limited; • receiving • storing • preparing • processing • displaying • packaging • serving • transporting • disposing
Policies and procedures	May include but not limited; • food receiving, storage, preparation, display and service • methods of food hazard control for each critical point • systematic monitoring of hazard controls and record keeping • communication and food safety information provision • employee training in hygiene and food handling • personal hygiene and suitable dress standards • record maintenance • contingency management • corrective actions when hazards are found not to be under control • scheduled evaluation and review of food safety program • audit of food safety program • pest control • cleaning and sanitation • equipment maintenance
Monitoring of controls	May include but not limited; • food quality reviews and tests • bacterial swabs and counts • chemical tests • temperature tests • internal audit of food safety practices

	• analysis of incidents where food hazards are found not to be under control
Incidents where food hazards are found	May include but not limited; • food poisoning • customer complaints • misuse of single use items • stocks of out-of-date foodstuffs • spoilt or contaminated food • unclean equipment • existence of pests and vermin
Documents that relate to the management of the food safety program	May include but not limited; • documented food safety program • policies, procedures and product specifications • Records of the monitoring of hazard controls,

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • able to develop, implement, monitor, evaluate and make ongoing improvements to a complete food safety program for a given service industry operation • development and documentation of a comprehensive food safety program • knowledge of food safety systems and options suitable for a service industry and food preparation organization
Required Knowledge and Attitudes	Demonstrates knowledge of: • components of food safety programs as specified and required by food safety regulators • components of policies, procedures, product specifications and monitoring documents • options for the structure and implementation of a food safety program, including the use of the HACCP method • consultative and communication mechanisms used by organisations to develop and implement procedural systems • understanding of federal, and state or territory food safety legislative

	compliance requirements,
	• HACCP principles, concepts, procedures and processes
	• principles and methods of food storage, production, and display and service for the industry sector and food business
	• main types of safety hazards and contaminations found in food handled by the industry
	• principles and methods of personal hygiene and safe food handling practices
Required Skills	Demonstrates skills to:
	• ability to develop, implement, monitor, evaluate and make ongoing improvements to a complete food safety program for a given service industry operation
	• development and documentation of a comprehensive food safety program inclusive of policies, procedures, product specifications and monitoring documents
	• use of food safety systems and options suitable for a service industry food preparation organisation
	• work activities conducted over a period of time so that establishing, monitoring, evaluating and reviewing a food safety program can be assessed
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	**Plan and Coordinate Events**
Unit Code	CTH FBS4 02 1021
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organize events or functions from the perspective of working within a commercial venue.

Elements	Performance Criteria
1. Develop and Interpret event proposal	1.1 Event brief is accurately interpreted and assessed in terms of organization's capacity to meet the stated requirements. 1.2 Action is evaluated and planed required for development of the proposal or bid. 1.3 Liaison is undertaken with the client to clarify requirements where appropriate 1.4 *Details and options* for inclusion are researched and developed in the proposal or bid after consultation with suppliers and other relevant agencies. 1.5 *Current and emerging factors* and trends for impact on bid preparation are assessed. 1.6 Appropriate current and emerging technology are identified and integrated into proposal. *1.7* Support for the proposal or bid obtained from *relevant individuals and agencies.* 1.8 Possible competitors are evaluated and strategies are developed to address competitive issues
2. Establish and confirm event requirements	2.1 Client liaison is established to *specific event operational requirements*. 2.2 Quotations are calculated to ensure maximum profitability of the function and provide to client according to organization procedures. 2.3 *Options and ideas* are developed in consultation with colleagues and suppliers to assist client with event planning. 2.4 *Additional sales opportunities* are identified and pursued through effective communication with client to ensure maximum profitability of the function. 2.5 Final event details are negotiated and agreed with confirmation in writing provided to client, including financial and other conditions 2.6 Relevant *event documentations* are prepared, maintained and issued to clients and suppliers
3. Coordinate in-house event services	3.1 Appropriate colleagues and suppliers' liaison are maintained to facilitate effective planning of event services. 3.2 Appropriate *internal and external resource requirements* are identified and organized. 3.3 Relevant information about new and previously unused services is researched for incorporation into current and future events.

	3.4 Possible *event impacts* are identified considered and take appropriate action to address these impacts.
	3.5 **Event documentation are prepared, updated and distributed** to clients, relevant colleagues and suppliers according to organization procedures.
	3.6 Relevant *event briefings* are prepared and organized in a timely fashion.
	3.7 Use of printed materials are minimized and electronic transmission of clients and event document are maximized to reduce negative environmental impacts
4. Monitor and evaluate in-house services	4.1 Event set-up and operation are monitored according to service agreements and relevant safety requirements.
	4.2 *Operational problems* are identified promptly and appropriate action is taken.
	4.3 Feedback from clients, colleagues and suppliers are obtained and use this information for future event organization.
	4.4 *Post-event administrative requirements* are finalized accurately and promptly.

Variable	Range
Details and options	May include but not limited;
	• general concepts and themes
	• business program
	• social program
	• costs which ensure profitability of the bid proponent
	• travel and touring arrangements
	• accommodation
	• entertainment
	• staging
	• special features
	• sample promotional materials
	• references and details of other successful undertakings
	• organisational information, including structure and personnel
	• support statements, information from other organisations
	• approach to environmental impacts and issues
	• proposals relating to use of technology
	• risk management approaches
	• potential negative environmental impacts and proposed minimal impact practices for the event and particular site

Current and emerging factors and trends	May include but not limited; • overall industry context • sponsoring organisation objectives • sustainability • information from other similar events • competitor activity • emerging technologies • new product and service options
Relevant individuals and agencies	May include but not limited; • high profile individuals • sponsors • local businesses • community agencies • government agencies • statutory authorities
Specific event operational requirements	May include but not limited; • catering • technical equipment • overall format and style • access • bump-in and bump-out • security • timing
Options and ideas	May include but not limited; • refining or adjusting catering options • ideas about technical requirements • possible use of other suppliers
Additional sales opportunities	May include but not limited; • extra services • upgraded services
Event documentation	May include but not limited; • paper-based or electronically transmitted materials • access and security details • booking conditions • confirmations • financial documents, including invoices and receipts • running sheets • service vouchers • information packs

Internal and external resource requirements	May include but not limited; • entertainment • equipment • furniture • catering • security • display or decoration • other specialist services, such as interpreters
Event impacts	May include but not limited; • access • crowds • noise • security • staffing requirements • negative environmental impacts due to
Event briefings	May include but not limited; • internal staff • external suppliers • participants • staff in client organization
Operational problems	May include but not limited; • failure to provide agreed services • deficit in quality of services being provided • non-performance of internal or external suppliers • technical malfunctions • last minute changes in client requirements • unforeseen incidents or circumstances
Post-event administrative requirements	May include but not limited; • finalising accounts • collating event feedback

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to undertake the proposal or bidding process for a specific event • development of a proposal or bid for a specific complex event in a competitive bidding environment • ability to coordinate efficient, resource effective and safe events and provide services that meet agreed client requirements • accuracy in presentation of event information and the ability to tailor venue services to meet client needs
Required Knowledge and Attitudes	• Demonstrates knowledge of: • components to be included in event proposals and bids • networks and interrelationships of different industry sectors and organisations and their impact on the development of event proposals and bids • event management logistical and operational factors that impact on proposal and bid development • risk management issues to be considered in formulation of event proposals and bids • sources of specialist advice and expertise for the development of proposal and bid materials • presentation techniques for proposal and bid materials, including current technology options • general characteristics of different types of events and event clients for different styles of venue • role of different venue personnel in the event management process, including the relationships of different venue personnel to clients • understanding of event costing and venue profitability requirements
Required Skills	Demonstrates skills: • to assess, evaluate and develop options to address potentially complex event requirements • to interpret and develop complex documents • to estimate costs, test different financial scenarios and present costs and quotations for event staging • to coordinate a complete event within a framework of existing venue procedures and systems • to anticipate and respond to a range of event planning and operational issues

	• communication and interpersonal skills to establish and conduct positive business relationships with internal and external clients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	**Plan Catering for Function**
Unit Code	**CTH FBS4 03 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan the catering for an event or function. It involves developing the catering concept and planning and developing an operational plan to meet requirements.

Elements	Performance Criteria
1. Identify overall event objectives and scope.	1.1 Key objectives of the *event or function* are clarified and agreed in consultation with stakeholders. 1.2 *Broad factors influencing catering* are analyzed and consulted with *stakeholders* to determine overall approach.
2. Prepare the catering concept for an event or function.	2.1 Ideas are contributed to the event concept, theme and format, according to scope of responsibility. 2.2 *Key catering elements* in consultation with stakeholders are identified and defined to reflect event or function objectives and meet customer needs. 2.3 *Creative elements* are incorporated into the catering concept and theme. 2.4 Operational and service are verified practicality of the catering concept, theme and format through consultation and analysis.
3. Prepare and implement an operational plan for the catering of an event or function.	3.1 *Operational plan* are prepared for the provision of catering and *ancillary services*, steps, activities and sequence are identified. 3.2 Appropriate *risk management issues* are incorporated into the plan. 3.3 Details are reviewed, verified and finalized with the client. 3.4 Accurate and complete information are provided on the catering concept and operational plans to all relevant stakeholders to ensure timely and effective planning and implementation. 3.5 Approval is obtained from relevant stakeholders prior to implementation. 3.6 Catering plan is implemented and monitored for the event, making adjustments as required. 3.7 Feedback is obtained after the event and review plans to evaluate client satisfaction and degree to which it met objectives and client requirements.

Variable	Range
Event or function	May include but not limited; • sporting events • defence operations • exhibitions and shows, such as trade shows • product launches • conferences • meetings or seminars • training events • social celebrations
Broad factors influencing catering	May include but not limited; • event purpose • concept, style and theme • date and time • duration • nature of venue • numbers • audience or market profile • equipment availability • overall budget estimate
Stakeholders	May include but not limited; • event customers • suppliers and contractors • local community • organising committees • local authorities • colleagues • facilitators • entertainers
Key catering elements	May include but not limited; • type of food, including nutritional and cultural requirements • beverage requirements • style of service • timing of service • location of production and service • link between food and other aspects of the event, such as speeches

	• production and transport issues • catering staff requirements • liaison with others involved in the event
Creative elements	May include but not limited; • innovative presentation of food and beverage • food with interesting links to other event aspects • unusual combinations of food items or service ideas • innovative options to address particular operational limitations
Operational plan	May include but not limited; • costing of components and total catering • on-site catering management • staffing and contracting • roles and responsibilities • logistics and transport details • resources, e.g. venue, commodities, equipment, machinery, vehicles and staff • security arrangements • purchasing and storage of food, beverage, materials and equipment • production and distribution of food and beverage • recycling and correct and environmentally sound disposal practices for kitchen waste and hazardous substances
Ancillary services	May include but not limited; • theme and decor • management of event • staffing • logistics
Risk management	May include but not limited; • availability of equipment • power sources and back-up options • general food safety issues • beverage dispensing system safety • food safety issues for particular food types • seasonal fluctuations in food prices • customer preferences and inherent risks • cooking and service times • venue access and impacts on food preparation

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to plan catering that reflects event objectives and is operationally practical • knowledge of the range of catering options to be considered for different event styles and contexts • knowledge of issues and challenges associated with event catering • planning, evaluation and monitoring catering for an event or function can be assessed • demonstration of skills through the planning of catering for at least two different styles of event
Required Knowledge and Attitudes	Demonstrates knowledge of: • formats and features of different types of events • catering options and styles for different types of events, different types of customers, and varying numbers • operational constraints for catering within different styles of venue or site and in different climatic conditions • space and equipment requirements for different styles of catering and varying numbers • safety considerations associated with different types of catering equipment, • risk management issues to be considered in the particular context of event catering
Required Skills	Demonstrates skills to: • critical thinking skills to analyze event concept and develop, evaluate and select catering options • planning and organizational skills to develop cohesive operational plans and procedures for event catering • communication skills to consult and liaise on catering requirements with customers and other stakeholders • literacy skills to interpret event information and develop catering documentation and specifications
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	**Manage Food and Beverage operation**
Unit Code	**CTH FBS4 04 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the food and beverage service activities. It involves the importance of managing work and staffing issues and legal trends in all areas of food and beverage operations.

Elements	Performance Criteria
1. Monitor and improve workplace operations.	1.1 Efficiency and service levels are monitored on an ongoing basis through close contact with day-to-day operations.
	1.2 Workplace operations are ensured to support overall organization goals and *quality assurance initiatives*.
	1.3 Quality problems and issues are identified promptly and make appropriate adjustments, with relevant approvals.
	1.4 *Procedures and systems* are adjusted in consultation with colleagues to improve efficiency and effectiveness.
	1.5 Colleagues are proactively consulted about ways to improve efficiency and service levels, including potential for new technologies.
	1.6 Feedback is provided to colleagues and management to inform future planning.
	1.7 Current and emerging industry trends and practices are identified and evaluated for relevance to own work situation.
2. Plan and organize workflow.	2.1 Current workload of colleagues is assessed accurately.
	2.2 Work is scheduled in a manner that enhances efficiency and customer service quality.
	2.3 Work is delegated to appropriate people according to *principles of delegation*.
	2.4 Workflow and progress is assessed against agreed objectives and timelines.
	2.5 Colleagues are assisted in prioritization of workload through supportive feedback and coaching.
	2.6 Timely input is provided to appropriate management regarding staffing needs.

3. Develop team commitment and cooperation.	3.1 **Plans and objectives** are developed and clearly communicated in consultation with the **team**.
	3.2 Consistent Plans and objectives are made with organization goals.
	3.3 **Expectations**, **roles and responsibilities** of team members and leaders are communicated in a way that encourages individuals and teams to take responsibility for their work.
	3.4 Teams and individuals are encouraged to develop **innovative approaches** to work.
	3.5 Individual and team efforts and contributions are identified, encouraged, valued and rewarded.
	3.6 **Open and supportive communication styles** are modeled and encouraged within the team.
	3.7 **Information is sought and shared from the wider environment** with the team.
	3.8 The team's interests is represented appropriately in the wider environment
4. Manage team performance	4.1 The skills of team members are assessed and provide opportunities for **individual development**.
	4.2 Team performance is monitored to ensure progress towards achievement of goals.
	4.3 Tasks and responsibilities are delegated appropriately, identify barriers to delegation and implement processes to overcome them.
	4.4 Mentoring and coaching is provided to support team members.
	4.5 **Recognition and reward** is provided for team achievements.
5. Ensure compliance with legal requirements	5.1 The need for specialist advice on **legal and licensing requirements** is assessed and sought assistance where appropriate.
	5.2 Relevant legal information is recorded and distributed to colleagues at appropriate times and in suitable formats for the intended audience.
	5.3 Information updates and training is organized for colleagues and staff where appropriate.
	5.4 **Workplace systems and procedures** is established and monitored including a risk management approach to ensure compliance with legal requirements.
	5.5 Aspects of operations that may infringe or potentially infringe laws are identified and advice is solicited on how to develop and implement modifications

Variable	Range
Quality assurance initiatives	May include but not limited; • formal • informal
Procedures and systems	May include but not limited; • service standards • work practices • use of technology • administrative standards and procedures • health and safety issues
Principles of delegation	May include but not limited; • knowledge of team strengths and weaknesses • knowledge of context-specific factors, such as resource constraints • self-knowledge • communication • evaluation
Plans and objectives	May include but not limited; • sales targets • performance targets for a particular project • increased productivity • meeting key performance indicators • organizational strategies • operational activities • task management • contingency management
Team	May include but not limited; • project-based • permanent teams • paid workers • volunteers
Expectations, roles and responsibilities	May include but not limited; • nature and scope of work • relationships with others in the workplace and interdependent areas of activity • roles of leaders and managers, including information provision,

	decision making, planning and organising, and monitoring staff • expectations around communication • reporting requirements
Innovative approaches	May include but not limited; • making suggestions about better ways of doing things • alerting colleagues to the potential of new technologies • trying new approaches to old problems • seeking information or ideas from unexpected places
Open and supportive communication styles	May include but not limited; • planned and unplanned exchanges of information • providing open access to documents • using technology to support effective communication, e.g. email groups • involving others in developing solutions • being prepared to declare own need for assistance • providing constructive feedback
Information from the wider environment	May include but not limited; • overall organization objectives • rationale for management decisions • changes in organization policies • marketing information and targets • business performance information, including financial • technology updates • plans for new equipment • training developments
Opportunities for individual development	May include but not limited; • internal training and professional development • external training and professional development • change in job responsibilities • opportunity for greater autonomy or responsibility • formal promotion
Recognition and reward for team members	May include but not limited; • informal acknowledgment • acknowledgment to the whole team of an individual's good performance • presentation of awards • written report to management • incentive initiatives

Legal and licensing requirements	May include but not limited; • liquor • businesses preparing and selling food • gaming • sale of travel products • security • OHS • industrial relations • taxation • EEO • anti-discrimination • trades • access to protected areas
Workplace systems and procedures to ensure compliance with legislation	May include but not limited; • recruitment, termination and other human resource management issues • food safety programs • in-house policies to ensure responsible service of alcohol • inspections and auditing • risk assessments • consumer complaint and dispute resolution processes • training practices • approval processes and protocols for various work activities • general work practices and work organization approaches • workplace design • distribution of information within the organization • signage

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to monitor effectively and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, workflow planning, delegation and problem-solving required in a frontline management role • ability to build positive team spirit and effectively manage overall

	team performance within a specific workplace context
	• general knowledge of the legislation that affects business operations in a particular industry sector
Required Knowledge and Attitudes	Demonstrates knowledge of: • leadership and management roles and responsibilities within the relevant industry sector • key concepts of quality assurance and how it is managed and implemented in the workplace • typical work organization and work planning methods appropriate to the industry sector • principles of effective delegation • roles of and functions performed by supervisors and managers • different leadership styles and the characteristics of effective leadership • principles of teamwork, including characteristics of effective teams, roles and attributes of team members, organization of teams, potential team problems and the benefits of effective teamwork • role and theories of motivation and their application to different workplace contexts • organizational structure and group dynamics • formal and informal communication methods and application • legislative issues that impact on team management
Required Skills	Demonstrates skills to: • communication and leadership skills to provide positive support to a team • develop work schedules and timelines • support and motivation to a team and overcome communication barriers • planning and organizational skills to ensure activities and initiatives important to team development are integrated into own work planning • problem solving and decision making skills • research skills to source and access legal information and advice
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	**Develop and Manage Marketing Strategies**
Unit Code	CTH FBS4 05 1021
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and manage marketing strategies, including developing a marketing plan.

Elements	Performance Criteria
1. Collect and analyze information on the internal business environment.	1.1 Core activities, customer base, business values and current business direction are identified and confirmed.
	1.2 *Information* on current and past marketing and its effectiveness is identified and analyzed.
	1.3 Performance information from all areas of the business is reviewed to identify strengths, weaknesses and critical success factors.
	1.4 Current *capabilities and resources* are identified and recorded including the need for specialist assistance.
	1.5 Any under-performing products and services identified, analyzed and reported on reasons for under-performance.
	1.6 Information is recorded and reported according to organization requirements
2. Collect and analyze information on the external business environment.	2.1 Information identified and analyzed on expected market growth or decline with associated risk factors.
	2.2 Projected changes are recorded and analyzed in the labor force, population and economic activity.
	2.3 C*omparative market information* is gathered and analyzed.
	2.4 Industry and customer *trends and developments* are identified and analyzed including emerging issues and technology.
	2.5 Legal, ethical and environmental constraints of the market and potential business impacts identified and analyzed.
	2.6 Information recorded and reported according to organization requirements
3. Develop marketing strategies.	3.1 Specific opportunities identified and analyzed based on internal and external market analysis.
	3.2 Marketing strategies that are consistent with direction, values and business plans of the organization are developed.

	3.3 Marketing strategies ensured to meet *legal and ethical constraints*.
	3.4 Strategies are developed in consultation with key stakeholders
4. Prepare marketing plan.	4.1 Marketing plan is formulated to clearly communicate all priorities, responsibilities, timelines and budgets.
	4.2 Timely opportunities is provided for colleagues to contribute to marketing plan.
	4.3 Marketing plan is submited for approval where appropriate according to organization policy
5. Implement and monitor marketing activities.	5.1 Activities detailed in the plan are implemented and monitored in a cost-efficient manner and according to schedule and contingencies.
	5.2 Marketing reports are produced according to organization policy.
	5.3 Information is shared on marketing activities with operational staff to maintain awareness of current organization focus

Variable	Range
Sources of information	May include but not limited; • peers • internet • official statistics • government agencies • industry associations • business advisory services • financial institutions • industry publications
Capabilities and resources	May include but not limited; • human resources • financial resources • equipment capacity • staff skill levels • hours of operation • communication capabilities • location and position • e-business capacity
Comparative market information	May include but not limited; • best practice information • benchmarking • competitor information

Trends and developments	May include but not limited; • economic • ecological and environmental • government activities • social and cultural • demographic • technological • industrial
Legal and ethical constraints	May include but not limited; • legislation • regulations • codes of practice • cultural expectations and influences • social responsibilities, such as protection of children and environmental protection

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to develop a marketing strategy and plan for a specific tourism or hospitality product, service or organisation • knowledge and understanding of specific implementation and monitoring issues • work activities conducted over a period of time to allow the candidate to develop and implement a marketing strategy for a given product or service • development and implementation of a marketing strategy that targets and involves individuals or businesses
Required Knowledge and Attitudes	Demonstrates knowledge of: • data collection tools and research methodologies of particular relevance to marketing • marketing planning techniques and formats • internal and external issues that impact on market planning in a given industry context • in-depth knowledge of industry marketing and distribution networks in the relevant context • legal issues that impact on marketing activities including Trade Practices and Fair Trading legislation
Required Skills	Demonstrates skills to: • research and analytical skills to analyse internal and external business environments • planning and organisational skills to implement the marketing plan • literacy skills to analyse a wide range of complex market and business information from varied sources

	• numeracy skills to develop marketing resource strategies and scenarios
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	**Plan Menu**
Unit Code	CTH FBS4 06 1021
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan menus for cuisines. It requires the ability to develop menu concepts and content, cost and developing systems required to support the menu and its production, and to plan, design and arrange the printing of menus

Elements	Performance Criteria
1. Plan and develop menus	1.1 Menu concepts and content, cost are developed and developing systems required to support the menu and its production, and to plan, design and arrange the printing
	1.2 Key *characteristics of menus* are identified for cuisines according to enterprise practices.
	1.3 *Menus* and the sequence of menu items are planed and designed, according to cuisine requirements and conventions, enterprise procedures and customer requirements and preferences.
	1.4 Menus are planned to provide a balanced variety of freshness,

	flavors, colors, textures and delicacies according to cuisine requirements, seasonal factors and enterprise practice.
	1.5 Results of a sales analysis are incorporated into menu planning.
	1.6 Menus are planned, including the number of courses offered, within the constraints of kitchen equipment, utensils and the staff skill levels within the enterprise
2. Cost menus for profitability and control expenditure	3.1 Ingredients, overhead expenses, and labor and production costs are accurately calculated.
	3.2 Yields, losses and portions are considered when costing dishes.
	3.3 Menu items are priced according to constraints, appropriate selling prices, seasonal influences and to ensure maximum profitability.
	3.4 Food costs are monitored and controlled through implementing procedures to determine percentages and reduce wastage.
	3.5 Labor costs are monitored and controlled through staff rosters, scheduling, and award conditions and rates.
3. Plan and design printed menus	2.1 **Printed menus** are **Planned** and **designed** to suit traditional customs, theme, occasion and decor of the enterprise.
	2.2 Required conventions are followed in using names, description of menu items and terminology, and ensure that all are suitable for the market, style of menu, occasion, festivities and cultural practices.
	2.3 Sequence or arrangements of service are presented on printed menus.
	2.4 Color combinations, paper stock and weight, and costing are taken into consideration on menus printing.
	2.5 Proofs are checked to ensure that spelling, meanings and descriptions are correct and according to instructions
4. Control menu-based production	4.1 Product use and quality are optimized through portion control and yield testing.
	4.2 **Stock control measures** are applied.

Variable	Range
Characteristics of menus	May include but not limited; • quality commodities • correct cooking methods • harmonising of flavours • nutritional balance • textures

	• colours
	• presentation
	• seasonal influence
	• festivities, festivals, formal banquets and religious events
Menus	May include but not limited;
	• Classical
	• Modern
	• Speciality
	• Ethnic
	• European
	• Asian
	• Arabian
	• Ethiopian
Planning and designing printed menus	May include but not limited;
	• consulting others about styles and requirements according to tradition
	• developing and producing menus in consultation with professional designers and printers
Stock control measures must include:	May include but not limited;
	• ordering in economic quantities
	• receipt and checking procedures
	• storage practices
	• inventory control and security
	• seasonal variations in temperature

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate:
	• ability to develop menus within a cuisine
	• knowledge of cuisine style, including cultural considerations, ingredients, culinary terminology and equipment
	• principles of costing menus
	• knowledge of yield from raw materials, wastage and stock control
	• planning and developing a menu within a particular cuisine, including complementary and sequential menu items
	• costing of a specific menu, including working within budgetary constraints
	• ability to undertake menu planning and design in consultation with others

Required Knowledge and Attitudes	Demonstrates knowledge of: • cuisine characteristics, and cultural and religious practices • culinary terms related to particular cuisines, including regional variations • costs of supply of ingredients • yield of raw ingredients and portion sizes in general and for the organisation in particular • food wastage and control • stock control • labour costs for commercial kitchens in general and for the organisation in particular
Required Skills	Demonstrates skills to: • menu planning and development • preparation of menu information for design and printing • proofread printed menus and identify errors • research information for menu development within a specific cuisine • write menus and explanations about specialised cuisines • cost a menu within budgetary constraints and operate stock control systems
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	**Monitor Catering Revenue and Costs**
Unit Code	**CTH FBS4 07 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and monitor the costs involved in operating a food service operation. Control systems may be computerised or manual and may cover stock control, online purchasing, income and expenditure, and summary reports of stock usage

Elements	Performance Criteria
1. Establish and maintain a purchasing and ordering system	1.1 Appropriate basic systems are established and implemented for purchasing and ordering efficiently to maximize profit and quality and to minimize costs and wastage. 1.2 Systems are established and maintained for storing food items to avoid deterioration, wastage, theft and spoilage. 1.3 Stock records are systematically and regularly updated
2. Establish and maintain a financial control system.	2.1 Departmental and operational income and expense statements are accurately prepared and recorded on time. 2.2 Budget forecasts are met within defined fiscal periods and adequately explain any variations. 2.3 Financial records are updated and used effectively.
3. Maintain a production control system	3.1 Food control and production schedules are developed and maintained them in a manner that maximizes efficiency and minimizes waste. 3.2 Work flows and staff rostering are designed to minimize unit labor cost. 3.3 Daily sales are monitored and make timely adjustments to menus to reflect customer preferences
4. Select and use technology	4.1 *Appropriate computer systems and business machines* are selected and use them to increase ease and efficiency. 4.2 *Appropriate software* is selected according to the needs of the establishment

Variable	Range
Appropriate computer systems	May include but not limited; • point-of-sale systems, such as cash registers • integrated computer-based systems • calculators • fax machines
Appropriate software	May include but not limited;

	- spreadsheets - accounting - database - financial planning and tracking - stock control - rostering - scheduling and production

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: - knowledge of financial systems relevant to kitchen operations - ability to set up a food production system linked to cost and revenue control systems and targets - ability to develop and maintain an efficient cost control and monitoring system within a commercial cookery environment
Required Knowledge and Attitudes	Demonstrates knowledge of: - costing, yield testing and portion control - role of the kitchen as a profit centre within an overall business - features and benefits of typical record keeping and accounting systems used in commercial kitchens - features and benefits of inventory and stock control systems used in commercial kitchens - labour costs for catering operations in general and for the organisation in particular
Required Skills	Demonstrates skills to: - implementing purchasing, receiving, storing, holding and issuing procedures - organisational skills and teamwork - problem-solving skills to develop approaches to cost-control challenges - analyse information and trends - calculate data related to cost and revenue controls
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: - Interview / Written Test / Oral Questioning - Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	Utilize Specialized Communication Skills in English
Unit Code	CTH FBS4 08 1021
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to writing, and conversing with customers and colleagues participate in workplace meetings and discussions, Providing detailed information and offering help and advice to meet specific needs of clients.

Elements	Performance Criteria
1. Read, write, and converse with customers and colleagues.	1.1. ***Some reading and writing materials*** related to workplace are required. 1.2. The required materials are read, discussed and written. 1.3. Appropriate work place conversations based on the reading and writing materials are made. 1.4. Feed backs and corrections are given.
2. Participate in work place meetings and discussions	2.1. Expressions on arranging, starting, participating and ending meetings are required. 2.2. Expressions on arranging, starting, participating and ending meetings are identified and discussed by the trainees. 2.3. Sample meetings are presented. 2.4. Corrections and clarifications on expressions on arranging, starting, participating and ending meetings are made.
3. .Provide detail information and offer help and advice	3.1. Some ***detailed pieces of information*** related to day to day activities, facilities, services and procedures at work place are provided. 3.2. Some expressions on offering help and advice are given and discussed. 3.3. Conversations on offering help and advice are presented. 3.4. Feed backs, corrections and clarifications are given.
4. Respond to unpredictable situations and problems.	4.1. Expressions related to responding ***unpredictable situations and problems*** are required. 4.2. The expressions in various situations are given and discussed. 4.3. Conversations on responding in various unpredictable situations and problems are presented. 4.4. Feed backs, corrections and clarifications on responding in various unpredictable situations and problems are given.

Variable	Range
Some reading and writing materials	Related to work place such as: • brochures, magazines, newspapers and price lists • signs, maps, diagrams, forms, labels and tickets • pamphlets, timetables, charts, price tags and menus • tour documentation and tickets • booking conditions • invoices
Detailed pieces of information	may relate, but not limited to: • work place and local facilities, locations, guiding, activities and events • roles and responsibilities of support personnel • food and beverage products and services • functions, meetings and event services • tourism products and services • workplace health and security • shopping locations, including post office • medical and emergency services • timetables and • itineraries
Unpredictable Situations and problems	May include, but not limited to: • lost luggage and stolen property • lost people • delays to vacation schedule, and changes and errors in itinerary • service quality issues, such as special dietary needs and dissatisfaction with room, room service or food • medical emergencies and minor injuries • breaches in security and work place health and safety rules • non-functioning equipment • lack of other guests' awareness and knowledge of social and cultural conventions

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • demonstrates effective communication skills with clients accessing service and work colleagues • ability to use a range of extended written communication skills effectively in descriptive statements • ability to communicate constructively and sensitively to solve problems and conflict, and reassure customers and colleagues in a particular work place
Required Knowledge and	Demonstrates knowledge of:

Attitudes	• communication process such as reading, writing and conversing in various work place situations • communication skills relevant to client groups
Required Skills	Demonstrates skills that include, but not limited to: • active listening • feedback • interpretation • role boundaries setting • negotiation • establishing empathy • positive and effective written communicative and interactive techniques to establish rapport, provide detailed information and advice, be responsive to customers and deal with the needs of a particular work place relevant to the languages being assessed.
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place using: • audio and audiovisual materials • modules and work sheets • different written formats related everyday activities, facilities, services and procedures at work place • reference books
Methods of Assessment	Competence may be accessed through: • interview / written test • observation / demonstration with oral questioning • individual and group presentations. • making conversations.
Context for Assessment	Competence may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level IV	
Unit Title	Conduct Complex Workplace Communication in a language other than English (French IV)
Unit Code	**CTH FBS4 09 1021**
Unit Descriptor	This unit covers the knowledge, attitude and skill needed to conduct routine workplace communication in conveying the necessary information by asking, giving, describing, comparing and recommending.

Elements	Performance Criteria
1. Asking, giving and describing routine workplace information and communication in the food and beverage service area.	**1.1.** **Different expressions of asking, giving and describing information** about food and beverage are used. **1.2.** *Various expression of ask, giving, comparing and describing information* about food and beverage are identified and discussed by the trainees. **1.3.** Different ways of expressions on asking *giving and describing-information* about food and beverage are performed. **1.4.** Feedbacks and clarifications on different expressions of *giving and describing information* about food and beverage are given.
2. Comparing, describing and recommending routine workplace information and communication in the food and beverage service area.	2.1. Different *expressions of* comparing, describing and recommending information about food and beverage are used. 2.2. **Various expressions on comparing, describing and recommending information** about food and beverage are identified and discussed by the trainees. 2.3. Different *ways of expressions on* comparing, describing and recommending information about food and beverage *area* are performed. 2.4. Feedbacks and clarifications are made on different expressions of comparing, describing and recommending information about food and beverage.
3. Dealing with complaints and problems of routine workplace communication in the food and beverage service area	3.1 **Expressions responding to unpredictable situations and problems** are required. 3.2 The expressions in various unpredictable situations and problems are given and discussed. 3.3 Conversations on responding in various unpredictable situations and problems are presented.

Variable	Range
	3.4 Feed backs, corrections and clarifications on responding in various unpredictable situations and problems are given.

Variable	Range
Different expressions of asking, giving and describing information	May include, but not limited to: Waiter/waitress. • Do you have a reservation? • Would you like a table for two/ three etc? • When would you like to reserve? • One moment let me check the availability. • I'm sorry we are fully booked on that day. • What view would you like? • What is your address? • How would you like to pay? • This way, please. • Have a seat please. • Here are the menu and the wine list. • Are you ready to order? • Would you like something to drink? • What would you like as starter/ main dish/ dessert? • Anything else? • What vegetables would you like? • Would you like a bottle or a glass? • Certainly sir/Madam, I will bring some right away. Guest: • I would like to reserve a table. • I would like it on the 3rd of August 2022. • My name is.../ my address is.../ my phone number is... • I have a special order./ I would like ... on the table when we arrive. • Yes, can I have...?/ I would like to have... • I would like rare/ medium/ well done. • Coffee, please. • I need more glass, please/can I have another fork please? • I will have a glass of wine, please? • I will have broccoli, cabbage, spinach and aubergine. • We need some more bread, please.

Various expressions on comparing, describing and recommending information	May include, but not limited to: Guest: • What is Kitfo/ Shero/ Dorow etc? • What are the ingredients? • Does this food have vegetables/ meat/ pork? • Is it cooked or raw? • Does it have some spices? • What is the side dish? • Can we choose the side dish? • Which one is Spicer/ taster/sweeter? • What do you recommend/ suggest? • What do you recommend/ suggest/ something less spicy/ alcoholic? • What do you recommend/ suggest/ something not too dry/ sweet/ fruity? • What about Guder/Kemila/ Acacia? Waiter/waitress. • It is a kind of stable/ cultural/ special occasion food/drink. • It is kind of fish/ meat / chicken/ vegetable prepared from.... • It is a kind of spicy/sweet/fruity food/ drinks. • May I suggest/recommend....,it is very tasty/ fresh/ • Have you tried? It is quite dry/ a little sweet/fruity/ • Guder red is a much direr than Acacia rose. • Acacia rose is a lot sweeter than Kemila white. • Indian food is much Spicer than European dish.
Expressions responding to unpredictable situations and problems	May include, but not limited to: Guest: • My steak is overdone. I asked for it rare. • We ordered our drinks 20 minutes ago. • Waitress, this is the worst soup I've ever tasted. It's terribly salty. • Waiter, you must have the slowest service in town. • I don't like to complain but this dish is completely uneatable. The meat is completely uncooked. • Look at this glass, waiter. There's lipstick on it. • Waiter, this is the draughtiest spot in the restaurant.

	• This plate is dirty/ chipped/ cracked/ stained.
	• This milk is watery/ sour/ cold.
	• This wine is corked/ sour/ too dry/ too sweet/ warm.
	• This table cloth/ spoon/ knife/ fork/ glass is dirty/ not clean.
	Waiter/waitress.
	• I'm terribly sorry, sir. I'll see the wine waiter for you.
	• I'm sorry, sir, I'll change it for you.
	• I'll take it back to the kitchen, sir. Would you like to order something else?
	• I'm sorry, madam. We're short–staffed tonight. I'll be with you in a moment.
	• I'm sorry, but I asked for my dessert without cream.
	• So sorry, madam. One moment and I'll change it for you
	• I'm sorry, sir. What exactly is wrong?
	• I'll speak to the chef immediately, sir. Can I bring you something else?
	• One moment, madam, I'll see what I can do.
	• My apologies, sir. I'll get you a new one.

Evidence Guide	
Critical Aspects of Competence	Assessment the candidate requires demonation of communication skills by: • Asking, giving and describing routine workplace information about food and drinks to customers and colleagues. • Comparing, describing and recommending information about food and drinks to customers and colleagues. • Dealing with complaints and problems about food and drinks with customers and colleagues
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Language in asking, giving and describing routine workplace information about food and drinks to customers and colleagues. • Language in comparing, describing and recommending information about food and drinks to customers and colleague. • Language in dealing with complaints and problems about food and drinks with customers and colleagues.
Underpinning Skills	Demonstrates skills of communication at workplace that include,

	but not limited to:
	• asking, giving and describing routine workplace information about food and drinks to customers and colleagues.
	• comparing, describing and recommending information about food and drinks to customers and colleague.
	• dealing with complaints and problems about food and drinks with customers and colleague.
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices include:
	• Audio and audio-visual materials
	• Modules and worksheets
	• different written formats related day to day activities, facilities, services and procedures at work place
	• reference books
	• Brochures, pamphlets, magazines
	• Pictures, signs and maps.
	• Internet materials.
Methods of Assessment	Competence may be accessed through:
	• interview / written test
	• observation / demonstration with oral questioning
	• individual and group presentations.
	• making conversations.
Context for Assessment	Competence may be assessed in the work place or in a simulated work place setting

OS Prepared by

Name	Email	Telephone No
Yetaseb Seyoum	yetaseb@gmail.com	+251922404612
Girmay Reade		+251920283100
Getahun Dessalegn		+251925963188
Abiy Kebede		+251911081914
Yadunael Atinafu		+251966904127
Hamid Hussein		+251913945151