FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

OCCUPATIONAL STANDARD

FOOD AND BEVERAGE CONTROL

NTQF Level III-IV

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 Ethiopian Occupational Standards (EOS) are - a 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 Ethiopian 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 Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:
- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guides

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 (Unit of Competence Chart) including the Unit Codes and the Unit of Competence titles
- The contents of each Unit of Competence – this includes further directions on the contents and format of the unit of competence

- Occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for these standards and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Food and Beverage Control

Occupational Code: CTH FBC

NTQF Level III

CTH FBC3 01 1021 Develop and Update Hospitality Industry	**CTH FBC3 02 1021** Develop and apply cookery skills	**CTH FBC3 03 1021** Maintain and practice food safety and quality
CTH FBC3 04 1021 Develop and Update Tourism Industry	**CTH FBC3 05 1021** Establish stock purchasing and control systems	**CTH FBC3 06 1021** Monitor Receiving and storing stock
CTH FBC3 07 1021 Maintain financial records	**CTH FBC3 08 1021** Serve food and beverage to customers	**CTH FBC3 09 1021** Conduct Basic Workplace Oral Communication in language Other Than English
CTH FBC3 10 1021 Apply 5S Procedures		

Occupational Standard: Food and Beverage Control

Occupational Code: CTH FBC

NTQF Level IV

CTH FBC4 01 1021 Manage food and beverage revenue	**CTH FBC4 02 1021** Implement food safety and quality system	**CTH FBC4 03 1021** Provide Advice on Alcoholic Beverage
CTH FBC4 04 1021 Use a computerized cost control system	**CTH FBC4 05 1021** Prepare and monitor budget	**CTH FBC4 06 1021** Plan menus
CTH FBC4 07 1021 Develop and Apply Catering Control Principles	**CTH FBC4 08 1021** Prepare and Interpret Financial Information	**CTH FBC4 09 1021** Conduct Food and Beverage control
CTH FBC4 10 1021 Conduct Workplace Oral in language Other Than English	**CTH FBC4 11 1021** Prevent and eliminate MUDA	

Occupational Standard: Food and Beverage Control Level III	
Unit Title	**Develop and Update Hospitality Industry Knowledge**
Unit Code	**CTH FBC3 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 to: • 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 to: • 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 to: • Consumer protection • Duty of care • EEO (equal employment opportunity) • Anti-discrimination • Work place relations

	• Child sex tourism
Ethical issues	May include but not limited to: • Confidentiality • Commission procedures • Overbooking • Pricing • Tipping • Familiarizations • Gifts and services free of charge • Product recommendations
Current issues	May include but not limited 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 initial and updated hospitality industry information and to apply this to day-to-day activities. • Understood the hospitality industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues relating to a specific sector or workplace • Understood the key legal and ethical issues for the hospitality industry.

Underpinning 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:
	   • Food and beverage
	   • Front office
	   • Food production or kitchen operations
	   • Housekeeping

	- Clubs - Gaming - Security and maintenance - Finance and marketing - Overview of quality assurance, quality activities and continuous improvement in the hospitality industry and the role of individual staff members within the quality process. - Industry information sources. - Role of trade unions and employer groups in the industry - Environmental responsibilities of the industry, including waste minimization and recycling. - Main objectives, requirements and impact on individual staff of federal and regional legislation, regulations and guidelines that apply to the industry in the following areas: - Liquor, including responsible service of alcohol - Health and safety - Hygiene - Gaming - Workplace relations - Workers' compensation - Consumer protection and trade practices - Duty of care - Building regulations - Equal employment opportunity (EEO) and anti-discrimination - Overview of current and emerging technology used in the hospitality industry
Underpinning Skills	Demonstrates skills to: - Identifying relevant information - Questioning techniques to obtain information - Note taking - Sorting and summarizing information - Communication and literacy skills to source, read and interpret general information on the hospitality industry - Literacy skills to read and interpret plain English information documents that relate to legal issues affecting 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 control Level III	
Unit Title	**Develop and apply cookery skills**
Unit Code	**CTH FBC302 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply basic principles and methods used in cookery including foreign and local cuisines as well as regional specialisations and aassembling and preparing ingredients for menu items.

Elements	Performance Criteria
1. Select and use cooking equipment and technology	1.1. Appropriate equipment and technology for particular cuisine styles and required ***cooking methods*** were selected. 1.2. ***Equipment's*** were set up, used and maintained hygienically, safely and according to manufacturer instructions, enterprise specifications and traditional requirements
2. Assemble and prepare ingredients for menu items	2.1 Ingredients are identified according to recipes or enterprise requirements. 2.2 Correct quantities are calculated and ratios are prepared for ingredient of specific menu items. 2.3 Cut and portion ingredients for specified dishes are prepared based on enterprise portion specifications. 2.4 The ingredients according to the correct quantity, type and quality required are assembled. 2.5 Ingredients in the required form and timeframe are prepared using appropriate preparation methods and cutting techniques.
3. Apply methods of cooking, and prepare and cook a range of given menu items	3.1 D***ishes*** using specified ingredients are prepared by employing a range of cooking methods according to recipe specifications for a given menu. 3.2 Cooking process are completed in a logical and sequential manner. 3.3 Problems with the cooking process identified promptly and corrective actions are taken. 3.4 Menu items are presented according to cuisine style and enterprise practices. 3.5 Kitchen team members are worked together to ensure timely preparation of dishes.
4. Carry out safe work practices	4.1. ***legislative and regulatory requirements*** are complied. 4.2. A clean and tidy workplaceis maintained by **maintenance** staffs according to health and safety requirements and enterprise

procedures.

4.3. Workplace food hygiene and safety procedures are followed during preparation, cooking and serving of food and menu items.

Variable	Range
A range of cooking methods:	May include but not limited to: • Deep-frying • Stir-frying1 • Barbecuing • Grilling • Shallow frying • Roasting • Braising • Stewing • Steaming • Baking • Boiling • Oil and water blanching
Equipment	May include but not limited to: • Barbecues • Roasting drums • Charcoal grills • Mincers • Tandoori ovens • Contemporary ovens • Woks • Steamers • Cutting, chopping and slicing implements such as cleavers and knives • Strainers • Scoops and skimmers • Ladles • Whisks • Food processors • Microwaves • Skewers • Sharpening steels and stones

Dishes to be prepared	May include but not limited to: • Fresh and dried vegetables, fruits and salad vegetables • Culturally appropriate meats, such as chicken, beef, lamb, goat and pork • Seafood, such as prawns and other crustaceans, squid, shellfish and fish • Herbs, spices and condiments • Eggs • Rice and farinaceous products • Items specific to particular dishes and cuisines
Legislative and regulatory requirements	May include but not limited to: • Hygiene in food handling and storage • OHS • Council regulations • Pest and vermin control
Maintenance	May include but not limited to: • Seasoning woks and other utensils • Sharpening knives and cleavers • Care of pestles and mortars • Care of specialised equipment, such as steamers

Evidence Guide	
Critical aspects of competence	Assessment requires evidence that the candidate: • Prepare dishes within realistic time constraints using a range of cookery methods appropriate to the style of cuisine. • Apply knowledge of major ingredients, culinary terminology and equipment to the various methods of cookery and cuisine styles being used. • Apply range of cookery methods applied to ingredients relevant to the particular foreign cuisine, on more than one occasion. • Application of food hygiene and ohs principles and procedures during the cooking and presentation process.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Underlying principles of foreign cookery for particular cuisine styles. • Culinary terms related to particular foreign cuisines. • Knowledge and use of typical ingredients, herbs and spices, condiments, thickening and flavouring agents relevant to the particular foreign cuisine and appropriate cookery methods.

	- Effects of cooking techniques on nutrition, taste, texture and appearance. - Typical food allergies and consequences - Principles and practices of personal and professional hygiene related to working in a kitchen, including appropriate uniform and other personal protective equipment
Underpinning Skills	Demonstrates skills to: - Food preparation techniques for particular cuisines. - Use of equipment, both traditional and contemporary, including its care and maintenance. - Safe work practices, particularly in relation to bending, lifting and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns. - Waste minimization techniques and environmental considerations in relation to different methods of foreign cookery. - Problem-solving skills to deal with shortages of food items, mistakes or problems in ingredients or meals produced, and equipment failure. - Numeracy skills to calculate quantities and portions against menus and 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 Control III	
Unit Title	**Maintain and practice food safety and quality**
Unit Code	**CTH FBC3 03 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses and also about the delivery of stock and appropriately store, rotate and maintain the quality of stock items.

Elements	Performance Criteria
1. Follow hygiene procedures and identify food hazards.	1.1. ***Organizational hygiene procedures*** are followed. 1.2. Unsafe practices that breach hygiene procedures are reported promptly. 1.3. Food hazards that may affect the health and safety of customers and colleagues are identified. 1.4. Hygiene hazards are removed or minimized and also reported as appropriate for follow-up.
2. Report any personal health issues.	2.1. ***Personal health issues*** are reported that likely cause a hygiene risk. 2.2. Incidents of food contamination are reported that resulting from personal health issues. 2.3. Participation in food handling activities is ceased where own health issue may cause food contamination.
3. Prevent food contamination.	3.1 . Clean clothes are maintained, required personal protective clothing are worn, and only organization-approved bandages and dressings are used. 3.2 ***Food contamination*** is prevented from clothing and other items worn. 3.3 Unnecessary direct contact with ready to eat food is prevented. 3.4 Hygienic personal contact with food and food contact surfaces are ensured. 3.5 Hygienic cleaning practices are maintained to prevent food-borne illnesses.

Variable	Range
Organizational hygiene procedures	May include but not limited to: • Wash your hands with soap and clean water before touching food and immediately after handling raw food (e.g., meat, eggs), handling bins, touching pets, or going to the toilet. • Clean and disinfect all surfaces immediately after preparing food. • Ideally, use different colour-coded chopping boards for raw and ready-to-eat foods. • Cover food or keep it in sealed containers to stop germs getting in. • Store and prepare raw food away from cooked and ready-to-eat foods. • Keep any pets or animals away from food preparation and eating areas.
Personal health issues	May include but not limited to: • Physical Activity and Nutrition. • Overweight and Obesity. • Tobacco. • Substance Abuse. • HIV/AIDS. • Mental Health. • Injury and Violence. • Environmental Quality
Food contamination	May include but not limited to: • Biological contamination. • Chemical contamination. • Physical contamination. • Cross-contamination

Evidence Guide	
Critical aspects of competence	Skills must be demonstrated in a retail environment.

	Assessment must ensure use of:
	• Project or work activities that show the candidate's ability to identify workplace hazards, and assess and control safety risks for a given service industry operation in line with regulatory requirements • Access and use appropriate template documents for hazard identification and risk assessment • Apply appropriate methods for hazard identification, and risk assessment and control • Understand the consultative approach to hazard identification, assessment of associated safety risks and implementation of controls • Apply knowledge of OHS legislation requirements for hazard identification, and risk assessment and control • Able to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist • Apply knowledge of specific and relevant OHS legislative requirements • Demonstrate of skills in conducting risk assessments for different hazard scenarios
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: Reasons for protecting food from contamination • Different types of contamination: Methods of rejecting contaminated food • Quarantining the storage of items that are likely to be the source of contamination of food: • Infestation of animal and pest waste
Underpinning Skills	Demonstrates skills to control and monitor • Commercial refrigeration facilities: • Freezer • Fridge • Computers, printers and stock control software systems • Electronic equipment used for stock control • Containers for hot and cold storage • Designated: • Delivery area • Storage areas for dry goods and perishables

	- Recording systems - Proformas used by the workplace - Organisation specifications: - Temperature recording charts - Thermometers
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 control III	
Unit Title	**Develop and Update Tourism Industry Knowledge**
Unit Code	**CTH FBC3 04 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and update current and emerging information on the tourism industry, including industry structure, current technology and key environmental issues, community, legal and ethical issues that must be considered and applied by tourism industry personnel in their day-to-day work.

Elements	Performance Criteria
1. Source and apply general information on the structure and operation of the tourism industry	1.1. *Sources of information* are understood and the structure and operation of the *tourism industry* are identified. 1.2. Specific *information* of relevance to the tourism industry is accessed and comprehended. 1.3. Knowledge of the tourism industry to *enhance the quality of work performance* is accessed and used
2. Source and apply information on legal and ethical issues that impact on the tourism industry	2.1 Information on *legal issues* to assist effective work performance is obtained. 2.2 Day-to-day tourism organization activities according to legal obligations and *ethical industry practices* are conducted.

3. Source and apply information on tourism industry technology	3.1. Information on current and emerging *technologies* that impact on the tourism organization process issourced and accessed. 3.2. The potential effects of different technologies on the tourism organization process are identified. 3.3. Knowledge of current and emerging technology in day-to-day work activities is applied.
4. Update personal and organizational knowledge of the tourism industry	4.1. A range of *opportunities to update knowledge* of the tourism industry are identified and used. 4.2. *Current issues* of concern to the industry are monitored. 4.3. Updated information with colleagues, according to organizational procedures, and incorporate into day-to-day work activities are shared.

Variable	Range
Sources of information on and opportunities to update knowledge	May include but not limited to: • Formal and informal research • Media • Reference books • Legislation or Ethiopian publications describing the law and responsibilities to comply • Libraries • Unions • Industry associations and organisations • Industry journals • Computer data, including internet • Personal observations and experience • Informal discussions and networking with colleagues • Industry seminars • Training courses • Familiarisation tours of tourism destinations and facilities • Participation or membership in professional industry associations • Participation in industry accreditation schemes • Use of industry codes of conduct or ethics

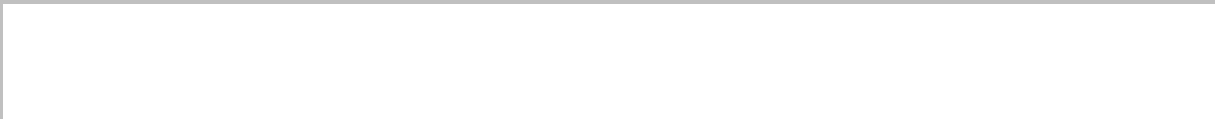| Tourism industry	May include but not limited to: • Accommodation • Attractions • Transport • Retail travel • Tour wholesaling: • Tour operations • Meetings, incentives, conventions and events • Tour guiding • Information services and promotion: • Coordination

Information of relevance to the tourism industry	May include but not limited to:
	 • Different tourism markets and their relevance to industry sectors
	 • Relationships between tourism and other industriesincluding:
	     • Events
	     • Hospitality
	     • Entertainment
	     • Arts
	     • Sports
	     • Agriculture
	     • Conservation
	     • Science and research
	     • Retail
	 • Different sectors and businesses within the industry, their interrelationships and the services available in each sector
	 • Major tourism industry bodies and associations
	 • Economic and social significance of the tourism industry, which may relate to:
	     • Employment
	     • Effect on local amenities and facilities
	     • Population changes due to tourism development
	     • Community role in tourism
	 • Role of and impacts on local communities
	 • Environmental issues for tourism including:
	     • Protection of natural and cultural integrity
	     • Minimal impact operations
	     • Environmental sustainability
	     • Waste management
	     • Energy-efficient operations

	• Land ownership
	• Land access and usage
	• Industrial relations
	• Specific features of the local and regional industry
	• Career opportunities within the industry
	• Roles and responsibilities of individual staff members in a successful tourism business, including ethical practices and quality assurance
Enhancing the quality of work performance	May include but not limited to: • Making contacts with networks for obtaining key information to develop, deliver and improve tourism operations • Suggesting new and improved ways of doing things • Performing work duties within legal, ethical and social guidelines to ensure smooth tourism operations • Improving skills, knowledge and productivity to improve tourism operations by accessing and attending industry professional development courses or activities
Legal issues	May include but not limited to: • Consumer protection • EEO • Anti-discrimination • Workplace relations • Public liability and duty of care • Licensing • Land ownership, management and access • Environmental management • Risk management • OHS • Child sex tourism
Ethical industry practices	May include but not limited to: • Maintaining the rights and lifestyle conditions of local community residents. • Agreed compliance with codes of conduct, practice or ethics. • Truth and honesty regarding all information given to customers • Product recommendations • Declaration of commissions, fees and other charges • Subcontracting and provision of services as promoted • Pricing

	• Procedures for payment of commissions
	• Bookings at venues
	• Overbooking
	• Confidentiality of customer information
	• Tipping
	• Familiarisations
	• Gifts and services free of charge
	• Preferred product arrangements
Technologies	May include but not limited to:
	• Current and emerging industry technology, including e-business
	• Internal and industry wide reservation, operations and financial and tracking systems.
	• Project management systems.
Current issues	May include but not limited to:
	• Maintaining organisational and industry profitability by productivity and pricing flexibility
	• Industry initiatives
	• Government initiatives
	• Emerging markets
	• Environmental and social issues
	• Labour issues
	• Industry expansion or retraction

Evidence Guide	
Critical aspects of competence	Assessment requires evidence that the candidate:
	• Able to source initial and updated tourism industry information and apply this to day-to-day activities to maximise effective performance in specific tourism sector contexts
	• Develop general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues that relate to a specific sector or workplace
	• Develop general knowledge of the key environmental, community, legal and ethical issues for the tourism industry

Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Sources of general information on the tourism industry structure, the functions, key characteristics and business interrelationships of the different sectors. • The general nature of allied and crossover industries including hospitality, meetings, incentives, conferences and events • The existence and primary functions of trade unions in the industry. • The existence and primary functions of local, regional, state and national tourism information service and marketing organisations • The existence and primary functions of tourism research bodies • The existence and basic aspects of state, territory and local council laws that impact on tourism operations and actions that must be adhered to by tourism businesses. • Current and emerging technology used in the tourism industry, including e-business
Underpinning Skills	Demonstrates skills to: • Research skills to identify, interpret and sort relevant information • Communication skills including active listening and questioning to obtain information and to provide a verbal summary of information. • Ethiopian information documents about legal issues, industry accreditation schemes and codes of conduct. • Summarise and record information in basic documents such as information sheets, portfolios and files.
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 Control Level III	
Unit Title	**Establish stock purchasing and control systems**
Unit Code	**CST FBC3 05 2021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and implement stock control and cost-effective stock purchasing and supply systems for a business. This unit is relevant to organisations where stock management is an integral and essential part of business operations, and where there are complex purchasing and control issues to be considered.

Elements	**Performance Criteria**
1. Determine stock requirements.	1.1. Business data, forecasting methods and standard measures are used to calculate required stock levels for *specific industry sector*. 1.2. Stock requirements for standard business periods are determined for peak seasons and special events. 1.3. Cost-effective purchase quantities are established based on business information and supplier advice.
2. Establish optimum supply arrangements.	2.1 Quality of supply is evaluated based on feedback from colleagues and customers. 2.2 Source of potential suppliers are reviewed. 2.3 Appropriate and accurate **purchase specifications** are developed. 2.4 Suppliers are assessed against specifications, considering all relevant factors. 2.5 Terms of purchase is assessed, and negotiated with suppliers to achieve optimum supply arrangements. 2.6 Sources of supplies are adjusted and make accurate records of agreements.
3. Develop and implement stock control systems.	3.1. **Stock control systems** are developed and communicated to relevant staff. 3.2. Special control systems are developed for stock with high wastage or loss. 3.3. Workplace systems are monitored and make adjustments according to feedback and operational experience. 3.4. Training of staff is initiated to minimize stock wastage *specific organizations*.

4. Develop and maintain inventory and receiving systems	4.1. Receiving Tasks and Records completed.
	4.2. The difference between physical and *perpetual inventory* systems are explained.
	4.3. The two key objectives of an effective beverage purchasing programs are listed.
	4.4. The purpose of effective beverage receiving and storage practices are explained.

Variable	Range
Specific industry sector:	May include but not limited to: • Forecasting methods for calculating required stock levels • Formulas for yield testing and use of standard measures • Methods to calculate cost-effective order quantities for different stock items • Types of computer stock control systems used, their functions and features • Stock security systems • Types of storage and their suitability for different kinds of stock • Supply sources for different types of products • Appropriate terminology and formats for, and inclusions of, purchase specifications
Specific organisation	May include but not limited to: • Relevant stock and product life and storage requirements for specific goods. • Standard business periods, peak seasons and special events.
Perpetual inventory	May include but not limited to: • Tracking and updating inventory records after every transaction of goods received or sold through the use of technology. • Regular physical inventory counts on a scheduled and periodic basis.

Purchase specifications	May include but not limited to:
	- Budget - Color - Deadlines for supply - Delivery or pick up requirements - Detailed description - Expected supply cost - Fresh or frozen food - General description - Grade - Numbers to be purchased - Product name - Quality - Required labelling - Size - Special instructions or requirements - Storage procedures - Upper purchase price barrier - Use for product - Weight
Stock control systems:	May include but not limited to: - Bin card system - Integrated point-of-sale system - Ledger system

Evidence Guide	
Critical aspects of competence	Assessment requires evidence that the candidate: - Establish and implement cost-effective stock purchasing and control systems. - Monitor stock control systems involving the above stock items, stock quality and cost-effectiveness of supply over one stock cycle. - Produce stock control reports and data required to calculate

	cost-effective purchasing of the above items.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Specific industry sector • Specific organisation • Sources of business data relevant to stock purchasing and control • Factors which influence purchase specifications: • Reasons for stock loss and damage and methods to control these • Stock control systems • Stock control procedures and template documents and reports.
Underpinning Skills	• Interpret complex supplier cost sheets, specific terms of purchase, and supplier contracts. • Sort and analyse information to make decisions on supply arrangements. • Prepare complex and accurate purchase specifications and stock control system documents. • Negotiate complex supply arrangements and liaise with stock suppliers. • Work with budgets • Interpret complex stock performance, wastage and stocktake reports. • Interpret supply costs and calculate cost-effective quantities for purchase. • Monitor the quality and cost of supply, identify deficiencies and adjust purchasing arrangements. • Negotiate cost-effective supply and maximise profitability. • Plan, establish and monitor stock control systems. • Use a computer, keyboard and stock control software.
Resources Implication	• The candidate has accessed appropriate computers, printers and stock control software systems current commercial purchase specifications, stock control procedures and reports, supplier cost and contractual documentation used for the purchase of stock suppliers with whom the individual can interact and negotiate.

Methods of Assessment	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 Control III	
Unit Title	**Monitor Receiving and storing stock**
Unit Code	**CTH FBC3 06 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, replenishing stock levels, taking delivery of stock, Store supplies in appropriate conditions and also to rotate and maintain stock. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.

Elements	Performance Criteria
1. Replenish stock levels.	1.1. Stocks are rotated, replenished and presented according to organizational requirements for stock levels.
	1.2. Stock waste or shrinkage is recorded according to organizational procedures.
	1.3. Optimal stock levels are maintained on retail shop floor.
2. Take delivery of stock.	2.1. Incoming stocks are checked against orders and delivery documentation.
	2.2. Records are identified and *discrepancies are* reported.
	2.3. Items are inspected for damage, quality and use-by dates and findings are recorded according to organizational procedures.
	2.4. Details of incoming *stock* are recorded according to organisational procedures.

3. Maintain perishable supplies at optimum quality.	3.1 Environmental conditions of all storage areas and equipment to maintain perishable supplies are regularly checked and adjustedat optimum quality.
	3.2 Temperature checks are conducted and supplies are protected from spoilage according to food safety procedures.
	3.3 Supplies are protected from damage of **cross-contamination** and pests.
	3.4 Perishable supplies are rotated for maximum use according to expiration dates.
	3.5 Stocks are promptly stored or displayed in designated location.
4. Store supplies in appropriate conditions	4.4. Temperature checks on delivered goods ensured that they are within specified tolerances are conducted.
	4.5. Temperature results *are*recorded according to **organizational procedures**.
	4.6. Deficiencies with delivered food items are identified, and supply within scope of own responsibility, or report findings are rejected.
	4.7. Correct environmental conditions are chosen and prepared for the storage of perishable supplies.
	4.8. Dates are coded for perishable supplies to maximize their use.
	4.9. Supplies are promptly stored in appropriate storage area to minimize wastage and avoid food contamination.
5. Rotate and maintain stock.	5.1.Stocks are rotated for maximum use and minimum wastage.
	5.2.The quality of stock and report findings is regularly checked.
	5.3.All excess or spoilt stock and waste, especially hazardous substances are safely disposed, to minimize negative environmental impacts.
	5.4.Cleanliness of stock handling and storage areas are maintained, and problems are identified and reported.
	5.5.**Stock control** systems and equipment's are used according to organizational speed and accuracy requirements.

Variable	Range

Stock control	May include but not limited to: • Used to show how much stock you have at any one time and how you keep track of it. • It applies to every item you use to produce a product or service, from raw materials to finished goods.
Organizational procedures	May include but not limited to: • Procedure explains a specific action plan for carrying out a policy. • Procedures tells employees how to deal with a situation and when • Procedures save time and stress
Discrepancies	May include but not limited to: • incorrect data recorded during receiving/inbound stock • Misplaced stock/incorrect location • Inadequate handling of damaged and returned stocks • Stock loss due to theft • Human error during stock take process • Incorrect unit of measurement in counting used • Not updating the inventory system • Stocks incorrectly labelled • Stocks mistaken for similar product and mixing • Human error during order processing (e.g.Picking) • Supplier fraud • Faulty inventory management software or stock take equipment
Cross-contamination	May include but not limited to: • Infected linen • Dirty equipment and utensils • Food to food • Equipment to food • People to food

Stock	May include but not limited to:
	- Raw materials and components - ready to use in production - Work in progress - stocks of unfinished goods in production - Finished goods ready for sale - Consumables - for example, fuel and stationer

Evidence Guide	
Critical aspects of competence	Must demonstrate knowledge and skills of competence to: - Establish and implement stock rotation systems, replenish and present stock according to organizational requirements. - Monitor dates are coded for perishable supplies cycle. - Produce stock control reports and data required to calculate cost-effective purchasing of the above items.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: - Replenishing and presenting stocks according to organizational requirements for stock levels. - Know details of incoming stock are recorded according to organisational procedures. - Developing how perishable supplies are rotated for maximum use according to expiration dates.
Underpinning Skills	Demonstrates skills to control and monitor - Commercial refrigeration facilities: - Freezer - Fridge - Computers, printers and stock control software systems - Electronic equipment used for stock control - Containers for hot and cold storage - Designated: - Delivery area - Storage areas for dry goods and perishables - Recording systems - Performance used by the workplace - Diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations for the groups selected from the list in the Performance Evidence - Organisation specifications: - Current commercial stock control procedures and documentation

	for the ordering, monitoring and maintenance of stock
	• Temperature recording charts
	• Thermometers
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 Control Level III	
Unit Title	**Maintain financial records**
Unit Code	**CTH FBC3 07 1021**
Unit Descriptor	This unit describes the skills and knowledge required to the concepts of accounting, maintains daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for hospitality purposes. It includes carry out

Elements	Performance Criteria
	basic routine cost calculations.

Elements	Performance Criteria
1. Understand basic Accounting	1.1. Basic accounting is defined and understood to perform company's financial information efficiently and effectively in accordance with the requirement of organization. 1.2. Accounts are *classified* and described in accordance within the organization. 1.3. Business *transaction* is analysed and identified accurately *and completely* within organizational timelines
2. Maintain daily financial records	2.1 . Daily financial records are maintained in accordance with *organizational requirements* for accounting purposes 2.2 *Discrepancies* or errors are identified and rectified in *documentation* 2.3 Transactions are communicated to *designated persons* in accordance with organizational requirements. 2.4 Credit and debit transactions are promptly and accurately entered into *journals* in accordance with organizational requirements
3. Monitor cash control	3.1 Cash flow is ensured for accuracy of accounts in accordance with organisational and legislative requirements 3.2 *Payments* are made and received in accordance with organisational and legislative requirements 3.3 Outstanding accounts are collected or followed up within designated timelines 3.4 Payment documentation is checked for accuracy of information and despatch to creditors within designated timeline

Variable	Range
Classifications	May include but not limited to: • Asset • Liability • Capital • Revenue • Expense

Organizational requirement	May include but not limited to: • guidelines for reconciling journals • legal and organizational policies, guidelines and requirements • procedures for totalling adjusted journals • quality assurance and/or procedures manuals • resolution procedures • security procedures
Discrepancies	May include but not limited to: • bank charges • dishonoured cheques • errors in transposing between source documents and journals interest.
Documentation	May include but not limited to: • purchase credit notes • purchase invoices • sales credit notes • sales invoices
Journals	May include but not limited to: • cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions	May include but not limited to: • cash and credit card receipts • cash and credit card payments • petty cash • sales • refunds • rebates • interest expenses or interest received • direct debits and credits • returns and allowances journal entries • bad debts journal entries • main, general journal entries • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt

Payments	May include but not limited to:
	• cash
	• cheque
	• credit card
	• direct debit

Evidence Guide	
Critical aspects of competence	Must demonstrate knowledge and skills competence of/to: • understanding the concepts accounting practice • identify business transactions • identifying and responding to discrepancies and errors • transferring and recording financial data accurately • reconciling expenditures and revenue • knowledge of organizational policies and procedures relating to maintaining financial records
Required Knowledge and Attitudes	Demonstrates knowledge of: • features of financial record-keeping systems relevant to the industry sector or organization • bookkeeping cycle relevant to a particular industry sector or organization • principles of bookkeeping and general understanding of bookkeeping terminology, including • income and expenditure types relevant to a particular industry sector or organization • nature of source documents relevant to a particular industry sector or organization • Procedures for identifying and using relevant workplace technology when carrying out cost calculations • Typical mathematical problems and appropriate action and solutions
Required Skills	Demonstrates skills to: • problem-solving skills to identify and resolve discrepancies in transaction journals and reconciliations • organizational skills to logically organize, file and maintain a wide range of business source documents • literacy skills to interpret a range of source documents numeracy skills to make basic calculations, identify numerical discrepancies and work with financial reconciliations • Communicate effectively with others when carrying out basic workplace calculations

	- Read and interpret instructions, procedures and information relevant to basic workplace calculations - Work collaboratively with others when carrying out basic workplace calculations - Promptly report and/or rectify any identified problems that may arise when carrying out basic workplace calculations - Operate and adapt to differences in equipment in accordance with standard operating 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.

Occupational Standard: Food and Beverage control Level III	
Unit Title	**Serve Food and Beverage to Customers**
Unit Code	CTH FBC3 08 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. ***Food and beverage service outlet*** information is developed and understood. 1.1 ***Furniture*** and fittings are checked for cleanliness and condition prior to service according to enterprise procedures, and take corrective action where required. 1.2 The ***environment*** is prepared and adjusted to ensure comfort and ambience for customers, as appropriate. 1.3 ***Table is set up*** according to enterprise requirements, customer requests, staff convenience and safety. 1.4 Furniture is checked for stability of customer and service personnel access according to legislative requirements. 1.5 ***Equipment*** is checked and prepared for service and remove, clean or replace items not meeting enterprise standards. 1.6 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.
3. Take and process orders	3.1. Recommendations and suggestions are made to customers to assist them with drink and meal selection. 3.2. Customer questions on menu items are answered correctly and courteously 3.3. 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. 3.4. The ordering system is operated according to enterprise procedures. 3.5. Information is relayed about any special requests or dietary or cultural requirements to relevant person where appropriate. 3.6. 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. *Accountsare 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 bainsmarie • 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 control	
Unit Title	**Conduct Basic Workplace Oral Communication in language Other Than English**
Unit Code	**CTH FBC3 09 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.

Elements	Performance Criteria
1. Be courteous to customers and colleagues	1.1. The specific language needed in order to conduct basic communications is identified. 1.2. Use appropriate, very simple, ***commonly-used courtesy expressions*** with customers or colleagues including greeting and welcoming, fare welling, apologizing and thanking. 1.3. Recognize and observe any social and cultural conventions of the specific language speaker to support communication. 1.4. Make efforts to communicate through use of gestures or use of basic vocabulary in the other person's language where language barriers exist. 1.5. Identify and use ***appropriate resources*** and seek assistance from those with suitable language skills

2. Communicate with customers and colleagues in a language other than English to support routine workplace activities	2.1 Understand and use key words, short phrases and gestures to enhance *communication*. 2.2 Use any *visual techniques* to enhance or replace oral communication. 2.3 *Workplace interactions* are conducted in a courteous manner. 2.4 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise. 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication. 3.3 Dialogue is initiated with appropriate staff/personnel. Communication problems and issues are raised as they arise.

Variable	Range
Commonly-used courtesy expressions	May include, but not limited to: • Good Morning • How are you? • Goodbye • May I help you? • This way please • Have you had lunch? • Did you have a good trip? • May I clean your room now? • Do you need another towel? • Sorry, I don't understand. Do you speak English?
Appropriate resources	May include, but not limited to: • language mats • phrase books • dictionaries • pamphlets written in the specific language • menus written in the specific language • signs written in the specific language • international signage, such as 'No Smoking' signs • websites with translating facilities

Communication	May include, but not limited to:
	• listening to requests and comments
	• providing factual information
	• conducting simple product and service transactions, such as:
	• answering very simple queries about products and services, including:
	• in-house facilities
	• local attractions and places of interest
	• shopping centres
	• tour desk
	• pick-up and drop-off point for tours
	• transport terminals, and taxi and other transport services
	• providing general assistance within the scope of responsibility
	• providing very simple directions

Evidence Guide	
Critical aspects of competence	Assessment requires evidence that the candidate:
	• This unit can be used to assess basic oral proficiency in any language other than English. Assessment is customised to the requirements of a particular language.
	• Assessment should not only focus on the language being assessed but must also incorporate the practical customer service requirements of the tourism or hospitality industry, i.e. the assessment of language are conducted while the candidate is carrying out typical tourism or hospitality vocational activities.
	• This unit can apply to any tourism and hospitality sector, workplace and circumstance. Assessment activities must ensure that the use of a specific language is contextualised and linked to vocational activities which are relevant to the particular tourism or hospitality sector and workplace. For example, if assessment is linked to restaurant service, language usage should relate to a restaurant.
	Evidence of the following is essential:
	• ability to use appropriate courtesy expressions, key words, phrases, short expressions and numbers in a language other than English in order to fulfil common customer needs

	• ability to gesture in a socially and culturally appropriate manner
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • general knowledge of the culture and the social and cultural conventions relevant to the language being assessed, including traditions, attire, eating habits, table manners, body language and taboo topics • general awareness of cross-cultural communication issues sufficient to avoid giving offence to customers and colleagues
Underpinning Skills	Demonstrates skills to: • communication and interpersonal skills to allow for positive and courteous interaction with customers • cross-cultural language skills to use key words, phrases, short expressions and numbers routinely required to fulfil common customer needs relevant for the particular workplace and to the language being 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	Competence may be accessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration

Occupational Standard: Food and Beverage Control Level III	
Unit Title	Apply 5S Procedures
Unit Code	CTH FBC3 10 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 5S.	5.1. Plan is prepared and used to standardize 5S activities.
	5.2. *Tools and techniques to standardize 5S* 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 5S.	6.1. Plan is prepared and followed to sustain 5S activities.
	6.2. Tools and techniques to sustain 5S are discussed, prepared and implemented based on relevant procedures.
	6.3. Workplace is inspected regularly for compliance to specified standard and sustainability of 5S 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-4

Occupational Standard: Food and Beverage Control Level III	
Unit Title	**Manage food and beverage revenue**
Unit Code	**CTH FBC4 01 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to make, implement, and monitor pricing decisions to maximise yield and business profitability.

Elements	Performance Criteria
1. Analyze and forecast business activity.	1.1. Existing performance data and budget targets analyzed. 1.2. Sources of business activity from different distribution channels and market segments are interrogated and compared. 1.3. **External market factors**, competitor activity and changing customer demand patterns are evaluated. 1.4. Scenarios and forecasts around future **business performance and revenues** are developed.
2. Make pricing decisions.	2.1 Net, fixed and variable delivery costs confirmed. 2.2 Distributor commissions and mark-ups reviewed and incorporated. 2.3 Standard and promotional rates are set for different times, trading periods and based on analysis of forecasts, pricing options and optimum yield. 2.4 The need for **special conditions** is assessed and applied as required. 2.5 Pricing structures and associated terms and conditions are documented with consideration of consumer protection requirements.
3. Implement pricing decisions.	3.1. Pricing initiatives to colleagues are communicated to internal and external partners, and distribution channels. 3.2. **Mechanisms and collateral** are established to support pricing decisions in different market segments.
4. Monitor pricing initiatives.	4.1. Revenue results achieved monitored through pricing and distribution initiatives on a timely basis. 4.2. Initiatives are adjusted based on results and broader business and market analysis. 4.3. Performance data for future analysis recorded.

Variable	Range
Business performance and	May include but not limited to: • Financial reports

revenue	• Historical trends • Market analysis • No-show reports • Occupancy and load reports • Sources of business • Supply and demand analysis
Mechanisms and collateral	May include but not limited to: • Channel management systems • Global distribution systems • Types of promotions • Online requirements:
External market factors	May include but not limited to: • Competitor activity • Complementary activity • Travel capacity
Special conditions	May include but not limited to: • Block out dates • Inclusions • Payment requirements • Stay controls

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Evidence Guide	
Critical aspects of competence	Assessment requires evidence that the candidate: • Apply key principles and terminology of revenue management • Interpret complex business performance information • Apply current information and communications technology • Apply current industry and business data.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Key principles and terminology of revenue management: • Types of business performance data used in revenue management: • Mechanisms and collateral that support initiatives in different market segments: • Sector-specific factors that impact revenue management initiatives: • Aspects of consumer protection law that impact on pricing and distribution.

Underpinning Skills	Demonstrates skill of: • Interpret complex business performance information. • Analyse business performance data • Calculate different commission and markup-structures • Assess profitability scenarios. • Interrogate complex business information and develop business strategies in response • Develop strategic responses to business performance challenges. • Work with financial and forecasting models and online distribution channels.
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 Control Level III	
Unit Title	**Implement food safety and quality system**
Unit Code	**CTH FBC4 02 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a food safety program for all stages in the food production process, including receipt, storage, preparation, service and disposal of food. It requires the ability to determine program requirements and prepare policies and procedures for other personnel to follow.

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*** in the food preparation system are identified where food hazards can be controlled. 1.4 Product suppliers are identified and the quality assurance specifications that relate to foodstuffs supplied are determined. 1.5 Existing product specifications covering all food items prepared and sold are evaluated. 1.6 Existing ***policies***, ***procedures*** and monitoring practices, including record keeping are evaluated, and the need for change is assessed.
2. Develop a food safety program to control hazards	2.1 The food safety program is designed to suit the characteristics and needs of the organization, in consultation with appropriate colleagues and stakeholders. 2.2 The food safety program is ensured to comply 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 are 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 are developed for implementing corrective actions when hazards are found not to be under control.
	2.8 The product specifications are developed, modified and recorded 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 A schedule is developed for regular review of the food safety program.
	2.11 The food safety program, including all policies and procedures is set out, in a clearly articulated written document and provided 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 display of appropriate signage and access to information is ensured.
	3.2 Appropriate training and mentoring related to the food safety program are organized.
	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 to incidents where **food hazards** are found not to be under *control*is managed and the implementation of corrective action procedures are overseen.
	3.5 Swift amendments are made to any practices that led to the food safety breach, and changes are documented, communicated and implemented.
	3.6 All **documents** that relate to the managementof the food safety program*,* monitor performance are maintained and the program is adjusted accordingly
4. Participate in food safety audit	4.1 The food safety program is ensured that it is audited by a food safety auditor or compliance inspector at the auditing frequency.
	4.2 Participated in any inspections of the premises or documents that relate to food safety management.
	4.3 All records of food audits are retained according to legislative requirements

5. Evaluate and revise the food safety program	5.1 A 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 are identified and amendments are incorporated.
	5.4 An updated food safety program, including all current policies, procedures, product specifications and monitoring documents is prepared, in a clearly articulated written document and provided to regulatory authorities as required.
	5.5 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 to: • Size and nature of organisation • At risk client groups
Food hazards	May include but not limited to: • Anything related to food, actual or potential • Chemical, microbiological or physical • Foods highly susceptible to microbiological contamination
Critical control points	May include but not limited to: • Receiving • Storing • Preparing • Processing • Displaying • Packaging • Serving • Transporting • Disposing
Policies and procedures	May include but not limited to: • Food receiving, storage, preparation, display and service • Methods of food hazard control for each critical point • Personal hygiene and suitable dress standards • Record maintenance

	• Contingency management • Audit of food safety program • Pest control • Cleaning and sanitation • Equipment maintenance
Monitoring of controls	May include but not limited to: • Food quality reviews and tests • Bacterial swabs and counts • Chemical tests • Temperature tests • Internal audit of food safety practices
Incidents where food hazards are found not to be under control	May include but not limited to: • 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	May include but not limited to: • Documented food safety program • Policies, procedures and product specifications

Evidence Guide	
Critical aspects of competence	Assessment requires evidence that the candidate: • Able to develop, implement, monitor, evaluate and make ongoing improvements. • Develop a documentation of a comprehensive food safety program inclusive of policies, procedures, product specifications and monitoring documents • Know food safety systems and options suitable for a service industry food preparation organization • Develop a project or work activities conducted over a period of time so that establishing, monitoring, evaluating and reviewing a food safety program can be assessed
Underpinning Knowledge and	Demonstrates knowledge of:

Attitudes	• Components of food safety programs as specified and required by food safety regulators and under national codes or standards for food safety
	• 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 as the basis
	• Consultative and communication mechanisms used by organizations to develop and implement procedural systems
	• Understanding food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations and inspection regimes
	• Regulatory requirements for food safety audits
	• HACCP principles, concepts, procedures and processes
	• Techniques for identifying hazards and critical control points
	• Principles and methods of food storage, production, and display and service for the industry sector and food business
	• Main types of safety hazards and contamination found in food handled by the industry sector and food business
	• Conditions for development of microbiological contamination for the food types handled by the industry sector and food business
	• Principles and methods of personal hygiene and safe food handling practices
	• Acceptable control methods for identified food hazards, especially time and temperature controls used in the storage, preparation, display and service of food
Underpinning 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 and in line with regulatory requirements
	• Development and documentation of a comprehensive food safety program inclusive of policies, procedures, product specifications and monitoring documents
	• Knowledge of food safety systems and options suitable for a service industry food preparation organization
	• Project or 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 III	
Unit Title	**Provide Advice on Alcoholic Beverage**
Unit Code	**CTH FBC4 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 specialized 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 Control Level III	
Unit Title	Use a computerized cost control system
Unit Code	CTH FBC4 04 1021

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use a computerised food and beverage controlling system to create, maintain and administer food and beverage products and services. The unit covers the required computer skills to use all system functions and capabilities and not the related sales skills, which are found in other units.

Elements	Performance Criteria
1. Apply Computerized Stock and inventory control	1.1. Manual or paper-based stock records are verified and transferred to applicable *system software*. 1.2. How much stock should you keep are followed? 1.3. Stock control methods are prepared 1.4. Different stock control systems are used to keep and track using computer software 1.5. Stock security is maintained 1.6. Quality of your stock is controlled 1.7. Stock control administration is handled
2. Apply computerized Stock control methods	2.1 Minimum stock level prepared and maintained. 2.2 Stock review is updated and recorded. 2.3 *Just in Time (JIT)* computerized controlling systems are performed. 2.4 Re-order *lead time* using computerized controlling systems is performed. 2.5 Economic Order Quantity (EOQ) computerized controlling system is performed 2.6 *First in, first out (FIFO)*computerized controlling system is performed.
3. Perform Stock control administration	3.1 Delivery and supplier notes for incoming goods are prepared. 3.2 Purchase orders, receipts and credit notes are controlled. 3.3 Reports and returns notes are investigated. 3.4 Requisitions and issue notes for outgoing goods are developed and controlled.
4. Use Computerized and manual Stock security	4.1 Expensive portable equipment's are Identified and marked 4.2 Regular inventories are taken. 4.3 Procedures to prevent theft are set.

Variable	Range
system software	May include but not limited to: • Inventory software • Property management system software • Material control software • Food and beverage control software
First in, first out (FIFO)	May include but not limited to: • First In, First Out, commonly known as FIFO, is a stock-management and valuation method in which stock produced or acquired first are sold, used, or disposed of first
Lead time	May include but not limited to: • The amount of time between when a purchase order is placed to replenish products and when the order is received in the warehouse
Just-in-Time (JIT)	May include but not limited to: • A form of inventory management that requires working closely with suppliers so that raw materials arrive as production is scheduled to begin, but no sooner. The goal is to have the minimum amount of inventory on hand to meet demand.

Evidence Guide	
Critical aspects of competence	Must demonstrate knowledge and skills competence of/to: • Interpret system codes, abbreviations and complex product information controlled by the system, • Use capabilities and functions of a computerized F&B control or operations system.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Manage controlling processes for particular stock and inventory • Interpret statistical data within various reports.
Underpinning Skills	Demonstrates skills of: • Accessing product information • Providing specific product information and advice for department of foods and beverages, or finance • Numeracy skills to calculate quantities of stocks and to measure different inventories
Resources	Access is required to real or appropriately simulated situations,

Implication	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.

Occupational Standard: Food and Beverage Control Level IV	
Unit Title	**Prepare and Monitor Budgets**
Unit Code	**CST FBC4 05 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and monitor budgets. It builds on the skills in unit Manage finances within a budget. It includes budget planning, estimation, development, negotiation and monitoring. It requires sound knowledge of accounting principles, budget development methods, and presentation formats for different types of budgets.

Elements	Performance Criteria
1. Prepare budget information.	1.1 Scope and nature of budgetary planning activity are determined and confirmed with relevant colleagues.
	1.2 *Sources of data* required for *budget* preparation are identified, accessed and interpreted.
	1.3 *Internal and external factors* are analyzed for potential impact on budget.
	1.4 Adequate notice of the opportunity is provided to relevant colleagues to contribute to the budget planning process.
2. Prepare budget.	2.1 Budget is drafted based on analysis of all available information and according to organization policy.
	2.2 Income and expenditure and support are estimated with valid, reliable and relevant information, including income and expenditure for previous time periods.
	2.3 *Types of costs* are defined and classified according to organizational requirement
	2.4 Options are assessed and presented where appropriate.
	2.5 Recommendations are presented clearly, concisely and in an appropriate format.
	2.6 Organization objectives are reflected appropriately within the draft budget.
	2.7 The draft budget is circulated to appropriate individuals for comment.
3. Finalize budget.	3.1 Budget is negotiated according to organization policy and procedures.
	3.2 Modifications are agreed and incorporated accurately and in

	consultation with colleagues.
	3.3 Final budget is completed in required format within designated timelines.
	3.4 Colleagues are informed of final budget decisions and their application within the relevant work area, including reporting and financial management responsibilities.
4. Monitor and review budget.	4.1 Budget is reviewed regularly against estimated performance to assess actual performance and accurate *financial reports* are prepared.
	4.2 All financial commitments are incorporated promptly and accurately into budget and all budget reports.
	4.3 Significant deviations are taken and appropriated investigate.
	4.4 Changes in the internal and external environment are analyzed during budget review, and adjustments made accordingly.
	4.5 Relevant information is collected and recorded to assist in future budget preparation.

Variable	Range
Sources data	May include but not limited to: • performance data from previous periods • financial proposals from key stakeholders • financial information from suppliers • customer or supplier research • competitor research • management policies and procedures • organization budget preparation guidelines • declared commitments in given areas of operation • grant funding guidelines or limitations
Budgets	May include but not limited to: • sales budgets • purchasing budgets • stock budget • debtor budget • departmental budgets • wage budgets • event budgets • cash flow budgets and grant funding budgets

	• budgets for micro, small, medium or large businesses
Internal and external factors	May include but not limited to: • organizational and management restructures • organizational objectives • new legislation or regulation • growth or decline in economic conditions • significant price movement for certain commodities or items • shift in market trends • venue availability and cost (for events) • human resource requirements
Financial reports	May include but not limited to: • periodic reports showing budget versus year-to-date actual and financial commitments • periodic sales reports • taxation commitments • funding acquittals in relation to grants received
Types of costs	May include but not limited to: • Direct cost • Indirect cost • Overhead cost

Evidence Guide	
Critical aspects of competence	Assessment requires evidence that the candidate: • Understanding of the technical processes and procedures that must be followed in budget preparation sound analysis of the factors that impact the budget and budget development process ability to prepare realistic and accurate budgets within relevant workplace context preparation of multiple budgets to meet specific and differing workplace needs project or work activities conducted over an operationally realistic period of time so that the planning and evaluation aspects of preparing and monitoring a budget can be assessed
Required Knowledge and Attitudes	Demonstrates knowledge of: • Role and nature of the budget development process within different businesses and contexts accounting terminology,

	principles and practices relevant to budget preparation in any context and for different types of budgets budget preparation and monitoring principles, practices and techniques, including: ➢ information required for budget preparation ➢ components of a budget and a budget performance report ➢ techniques for making budget estimates ➢ type of supporting information required ➢ use of software for preparing and monitoring budgets ➢ how to present budgets and budget reports ➢ budget deviation management, including common reasons for deviations ➢ regulatory issues that may impact on budget development in the relevant work context
Required Skills	Demonstrates skills of: • Planning and organizational skills to organize a timely, efficient and consultative budget development process communication and negotiation skills to liaise with colleagues on potential complex and conflicting budget development issues critical thinking and problem-solving skills to develop different options for addressing budgetary challenges literacy skills to interpret and analyse information that deals with complex ideas and concepts numeracy skills to interpret and analyse financial information, including forecasts and previous performance data, and to develop financial estimates 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.
Methods of Assessment	Competence may be assessed through: Interview / Written Test Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Plan menus**
Unit Code	**CTH FBC4 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 Key *characteristics of menus* for cuisines are Identified according to enterprise practices. 1.2 *Menus* and the sequence of menu items are planned and designed according to cuisine requirements and conventions, enterprise procedures and customer requirements and preferences. 1.3 Menus are planned to provide a balanced variety of freshness, flavors, colors, textures and delicacies according to cuisine requirements, seasonal factors and enterprise practice. 1.4 Results of a sales analysis incorporated into menu planning. 1.5 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	2.1 Ingredients, overhead expenses, and labor and production costs Calculated accurately. 2.2 Yields, losses and portions are considered when costing dishes. 2.3 Menu items are priced according to constraints, appropriate selling prices, seasonal influences and to ensure maximum profitability. 2.4 Food costs are monitored and controlled through implementing procedures to determine percentages and reduce wastage. 2.5 . Labor costs, monitored and controlled through staff rosters, scheduling, and award conditions and rates.
3. Plan and design printed menus	3.1 *Printed menus* are *Planned and designed* to suit traditional customs, theme, occasion and decor of the enterprise. 3.2 Required conventions in using names, description of menu items and terminology are followed and ensure that all are suitable for the market, style of menu, occasion, festivities and cultural practices. 3.3 The sequence or arrangement of service Presented on printed menus.

	3.4 Printing of menus arranged taking into consideration color combinations, paper stock and weight, and costing.
	3.5 That spelling, meanings and descriptions checked proofed to ensure that are correct and according to instructions
4. Control menu-based production	4.1. Product use and quality through portion control and yield testing Optimized.
	4.2. *Stock control measures* Applied

Variable	Range
Characteristics of menus	May include but not limited to: • 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 to: • Classical • Modern • Speciality • Ethnic • European • Asian • Arabian • Ethiopian
Planning and designing	May include but not limited to: • Consulting others about styles and requirements according to tradition • Developing and producing menus in consultation with professional designers and printers
Stock control measures	May include but not limited to: • 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: • Able to develop menus within a cuisine • Know cuisine style, including cultural considerations, ingredients, culinary terminology and equipment • Apply principles of costing menus • Know of yield from raw materials, wastage and stock control • Plan and develop a menu within a particular cuisine, including complementary and sequential menu items • Prepare costing of a specific menu, including working within budgetary constraints • Able to undertake menu planning and design in consultation with others
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Cuisine characteristics, and cultural and religious practices related to food preparation, presentation and consumption; typical menu items, accompaniments and garnishes; and order of service • 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
Underpinning Skills	Demonstrates skills to: • Menu planning and development, including conventions and constraints • Preparation of menu information for design and printing

	• Problem-solving skills to proofread printed menus and identify errors • Literacy skills to research information for menu development within a specific cuisine • Writing skills to write menus and explanations about specialised cuisines • Numeracy skills to 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 Control Level IV	
Unit Title	**Develop and Apply Catering Control Principles and procedures**
Unit Code	**CTH FBC4 07 1021**
Unit Descriptor	This unit deals with the skills and knowledge required to apply catering control principles and procedures, minimizing wastage in a range of settings within the hotel and travel industries workplace context.

Elements	Performance Criteria
1. Develop Catering Industry Cost Control	1.1 Production standards are established 1.2 A control process is developed 1.3 Control measures are formulated
2. Follow catering control principles and procedures	2.1 Range of **catering products** used within the enterprise are identified 2.2 Requisition/portion control is effectively used 2.3 **Standard recipes** are correctly used 2.4 **Ordering and stock rotation** practices are implemented 2.5 **Optimum storage conditions** are used
3. Minimize wastage	3.1.**Trimmings** of food products are properly used 3.2.**Food wastage** is disposed in line with enterprise and local authorities' requirements 3.3.**Recyclable products** are processed to local authority requirements
4. Determine the final price for an event	4.1.Final price to charge the client based on the package is prepared. 4.2.Final price to charge the client based on the quality of food is prepared. 4.3.Final price to charge the client based on the and level of

	service is prepared

Variable	Range
Catering products	May include but not limited to: • Perishable products, including fruit, vegetables, meat, seafood • Paper goods, such as wrapping, boxes, gift ware • Chemicals • Glass • Plastic products, such as disposable cups, plates, cutlery • Foam products, such as fast-food packaging.
A standard recipe	May include but not limited to: • Summary of ingredients • Required quantities or each item • Specific preparation guidelines • Garnish and service details • Portion sizes • Accurate costs • % Wastage • Date.
Ordering and stock rotation systems	May include but not limited to: • A computer-based system • A manual, paper-based
Optimum storage conditions	May include but not limited to: • Perishable foods • Correct temperature • Food Safety Plan (FSP)
Trimmings	May include but not limited to: • Off cuts • Vegetable trimmings • Tomato trimmings • Cuts of meats
Food wastage	May include but not limited to: • Refuse • Debris • Garbage

	• Rubbish
Recyclable products	May include but not limited to: • Paper • Plastic • Glass • Metals.

Evidence Guide

Critical aspects of competence	Assessment requires evidence that the candidate: • Able to identify the range of catering products used within the enterprise • Able to use requisition/portion control effectively • Able to use standard recipes correctly • Ability to implement ordering and stock rotation practices • Ability to use optimum storage conditions
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Identifying the range of catering products used within the enterprise • Disposing of food wastage in line with enterprise and local authorities' requirements • Processing recyclable products to local authority requirements
Underpinning Skills	Demonstrates skills to: • Prepare requisition/portion control effectively • Develop standard recipes correctly • Implement ordering and stock rotation practices • Apply optimum storage conditions • Perform trimmings of food products
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 Control Level IV	
Unit Title	**Prepare and Interpret Financial Information**
Unit Code	**CST FBC4 08 1021**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. It includes different types of financial reports, on how financial information is used in the management of a business and preparing end of period financial reports.

Elements	Performance Criteria
1. Access and interpret financial information	1.1 . Relevant business performance indicators and benchmarks are identified and used for decision-making purposes. 1.2 . The range of *financial information* reports are required to monitor business performance and identified effectively on a day-to-day operational management level. 1.3 . Relevant financial information is accessed and reviewed at appropriate times according to organization policy and financial reporting periods. 1.4 . Financial information is interpreted correctly.
2. Prepare financial reports	2.1 . *Profit/loss statement* is prepared in accordance with organizational requirements to reflect operating profit for *reporting period.* 2.2 . *Balance sheet* and *cash flow* is prepared to reflect financial position of business at end of reporting period. 2.3 . Errors are identified correctedfor resolution in accordance with organizational policy and procedures.
3. Apply financial information to work activities	3.1 . Financial information applies to particular areas of work operation is identified. 3.2 . Financial information is reviewed in terms of its impact on day-to-day work operations and action taken accordingly. 3.3 . Appropriate financial information is shared with colleagues in a timely manner.

Variable	Range
Profit/loss statement	Must include but not limited:

	• food and beverage sales • room sales • gross profit • operating net profit
Balance sheet and cash flow	Must include but not limited: • Asset • Liability • Capital • Operative activity • Investing activity • Financing activity
Financial information	Must include but not limited: • Source documents • Journal entries • Transaction reports • Account summaries and balances • Balance sheets • Profit and loss statements • Invoices • Budget reports • Expenditure reports (labor or non-labor) • Trial balance • Receivables reports • Stocktaking sheets • Purchase summary reports • Stock reports • Variance reports • Wastage reports • Sales reports • Supporting reports (e.g., covers, occupancy rates, staff costs, units sold) • Business activity statements • Labor/wages reports • Cash flow reports • Bank statements • Bank deposit documentation • Transaction reports

Evidence Guide	
Critical aspects of competence	Must demonstrate knowledge and skills to competence of : • Understanding of the accounting process and of key accounting terminology • Ability to interpret financial information and determine the relationship between the information and the performance of a business
Required Knowledge and Attitudes	Demonstrates knowledge of: • The basic features of accounting and how it provides information for business management, including: ➢ Charts of accounts and account categories, such as assets, liabilities, equity, cost of sales, income and expense ➢ Basic rules underpinning double-entry accounting and the concept of debits and credits ➢ Accrual versus cash accounting ➢ Profit and loss statements and balance sheets as key financial statements used to measure business performance, including their role; how these reports are generated; and the format, Features and key information an operational manager should look for ➢ Reporting periods, including variations different financial years observed by different businesses ➢ Concept of reconciliations ➢ Concept of costing, including fixed and variable costs ➢ General features of computerized accounting packages, including the types of packages suitable for different industry sectors ➢ Overview of the financial record-keeping process and key terminology, including: ➢ Ledgers, subsidiary ledgers and journals ➢ Transactions, receipts and disbursements ➢ Invoices, accounts payable, debtors and creditors ➢ Reconciliations, including purpose, different types of reconciliation and the impact of un presented cheques, bank charges, direct debits and credits on reconciliations ➢ Cash flow ➢ Financial terminology used specific to different industry sectors, e.g. average spend, cover, usage and Travel Compensation Fund requirements ➢ Overview accounting and reporting processes for business and

	the impact of this on day-to-day operations
Underpinning Skills	Demonstrates skills to: • Critical thinking skills to evaluate financial information and determine its impact and importance for day-to-day workplace operations • Literacy skills to interpret a wide range of business documentation • Numeracy skills to interpret and use financial reports
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	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Control Level IV	
Unit Title	**Conduct Food and Beverage control**
Unit Code	**CTH FBC4 09 1021**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to control overall activities in the food and beverage operation. The unit is relevant to organisations where food and beverage is an integral and essential part of business operations.

Elements	Performance Criteria
1. analyze food and beverage control.	1.1 Revenue and *costs* are analyzed. 1.2 Standards are established and maintained. 1.3 Food and beverage selling prices are determined according to calculation principles. 1.4 Mechanism to prevent fraud and waste are developed. 1.5 Management information of food and beverage activities are channeled.
2. Solving special problems of food and beverage control	2.1 Control perishability of the produces is controlled. 2.2 Calculate *revenue*, volume of sales and menu mix are forecasted. 2.3 Monitor the *quality* **of catering operation** is appropriately tackled. 2.4 Departmentalization of food and beverage operation is adopted.
3. Performing the fundamentals of food and beverage control	3.1. Financial, marketing and catering policy is determined by planning. 3.2. The food and beverage operational cycle are determined. 3.3. The management control after events is established.

Variable	Range
Cost	May include but not limited to: • Food costs • Beverage costs
Revenue	May include but not limited to: • Food sales • Beverage sales

Quality of catering operation	May include but not limited to:
	• Customer Focused
	• Attention to Detail
	• Flexibility

Evidence Guide	
1. Critical aspects of competence	Assessment requires evidence that the candidate:
	• Perform food and beverage inspections regularly.
	• Supervise food and beverage facilities regularly.
2. Resource implication	The following resources must be provided:
	• Workplace or assessment location
	• Case studies/scenarios special control systems
3. Methods of assessment	Competency may be assessed through:
	• Interview
	• Simulation/Role-plays
	• Observation
	• Third party reports
	• Exams and tests
	• Work with budgets
Context of Assessment	• Competency may be assessed in the work place or in a simulated work place setting
	• The unit should be assessed in conjunction with other relevant technical unit standards selected from this domain

Occupational Standard: Food and Beverage Control	
Unit Title	**Conduct Workplace Oral Communication in language Other than English**
Unit Code	CTH FBC4 10 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 *Italicized terms* are elaborated in the Range of Variables
1. Give asking, presenting information and recommend	1.1 Different *pieces of information* are put forward. 1.2 The pieces of information are sorted out and classified. 1.3 Some *expressions related to giving, asking and presenting information* are practiced. 1.4 Corrections and Clarifications are made.
2. Deal with Polite Requests and Responses	2.1 Expressions of *polite requests and responses* are required. 2.2 Expressions of polite requests and responses are identified and discussed by the trainees. 2.3 Expressions of polite requests and responses are practiced. 2.4 Corrections and clarifications on expressions of polite requests and responses are made.
3. Deal with complaints and apologize	3.1 *Various ways of complaint expressions* are identified and discussed by thetrainees 3.2 Various ways of complaint expressions are practiced. Corrections and clarifications are made on different complaint expressions. 3.3 *Different ways of apologizing expressions* are identified and discussed by the trainees. 3.4 Different ways of apologizing expressions are practiced. 3.5 Corrections and clarifications on apologizing expressions are made.

Variable	Range
pieces of information	May include:

	• Information related to day activities, facilities, services and procedures at workplace
expressions related to giving, asking and presenting information	May include: • expressions on giving, asking, and presenting information related to day-to-day activities, facilities, services and procedures at workplace.
polite requests and responses	May include: • expressions of polite requests and responses related to day-to-day activities, facilities, services and procedures at workplace
Expressions on complaints and apologizing	May include: • expressions on complaints and apologizing related today to day activities, facilities, services and procedures at workplace

Evidence Guide	
Critical Aspects of Competence	Must demonstrates knowledge and skill to: • uses expressions of: • giving, asking and presenting information, • polite requests and responses, and • complaints and apologizing
Underpinning Knowledge and Attitudes	demonstrates knowledge of: • giving, asking and presenting information, • polite requests and responses, and • complaints and apologizing
Underpinning Skills	demonstrates skills to: make conversations in various situations using expressions of: • giving, asking and presenting information, • polite requests and responses, and • complaints and apologizing
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 accessed 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.

Occupational Standard: Food and Beverage Control level IV	
Unit Title	**Prevent and Eliminate MUDA**
Unit Code	**CTH FBC4 11 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	May include, but not limited to:

intangible results	• 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.

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