

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**FOOD AND BEVERAGE SALES AND SERVICE**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

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

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 14 of 2012 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labor force.

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

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

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

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

**CHAIRMAN, TVET CDACC**

# ACKNOWLEDGEMENT

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

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

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

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ACRONYMS

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CR Core Competency

F&B Food and Beverages

FF&E Fittings, Furniture and Equipment

KCPE Kenya Certificate of Primary Education

KCSE Kenya Certificate of secondary Education

KNQA Kenya National Qualifications Authority

OS Occupational Standards

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PC Personal Computer

SOPs Standard Operating Procedures

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

 **HOS/CU/FB/BC/01/4 /A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Food and Beverage Sales and Services Level 4 qualification consists of units of learning that an individual must achieve to provide food and beverage guest experience, perform food and beverage operations, carry out bar operations, supervise room services operations and provide banquets and events services. It also enables an individual to operate speciality outlets and handle guest reservations.

The units of learning comprising Food and Beverage Sales and Service Level 4 qualification include the following:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit of learning**  | **Duration in hrs.**  | **Credit Factor**  |
| HOS/CU/FB/BC/01/4/A | Communication skills | 20 | 2 |
| HOS/CU/FB/BC/02/4/A | Numeracy skills | 25 | 2.5 |
| HOS/CU/FB/BC/03/4/A | Digital literacy  | 35 | 3.5 |
| HOS/CU/FB/BC/04/4/A | Entrepreneurial skills | 60 | 6 |
| HOS/CU/FB/BC/05/4/A | Employability skills | 30 | 3 |
| HOS/CU/FB/BC/06/4/A | Environmental literacy | 20 | 2 |
| HOS/CU/FB/BC/07/4/A | Occupational safety and health practices | 20 | 2 |
| **TOTAL** | **210** | **21** |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit code**  | **Unit of learning**  | **Duration in hrs.** | **Credit Factor**  |
| HOS/CU/FB/CR/01/4/A | Food and beverage guest experience | 20 | 2 |
| HOS/CU/FB/CR/02/4/A | Food and beverage operations | 35 | 3.5 |
| HOS/CU/FB/CR/03/4/A | Bar operations | 35 | 3.5 |
| HOS/CU/FB/CR/04/4/A | Room service operations  | 25 | 2.5 |
| HOS/CU/FB/CR/05/4/A | Banquets and events services  | 30 | 3 |
| HOS/CU/FB/CR/06/4/A | Speciality outlets operations  | 20 | 2 |
| HOS/CU/FB/CR/07/4/A | Guest reservations | 25 | 2.5 |
|  | Industrial attachment  | **300** | **30** |
|  | **TOTAL**  | **490** | **49** |
|  | **GRAND TOTAL**  | **700** | **70** |

The total duration of the course is a total of 700 hours inclusive of 300 hours of industrial attachment.

**Entry Requirements**

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

1. Food and Beverage Sales and Service Level 3

  **Or**

1. Hotel Catering and Accommodation Level 3

 **Or**

1. Kenya Certificate of Secondary Education (KCSE)

 **Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Industrial attachment**

It is envisaged that the trainee will undergo an industrial attachment training and assessment with a recognised food production facility services provider as a prerequisite for completion of this training course.

Industrial attachment is an opportunity for a learner to integrate career related experience by participating in planned, supervised work. This curriculum anticipates at least **300 hours** of attachment as integral part of the training. In addition, the training comprises practical learning activities which are meant to reinforce trainees’ smooth access to employment or self-employment.

**Trainer qualification**

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

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded Certificate in Food and Beverage Sales and Services Certificate Level 4, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC UNITS OF LEARNING

**COMMUNICATION SKILLS**

**UNIT CODE: HOS/CU/FB/BC/01/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Types of questions
* Organizational policies
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Third party reports
 |
| 1. Complete relevant work-related documents
 | * Types and purposes of workplace documents and forms
* Methods used in filling forms and documents
* Recording workplace data
* Process of distributing workplace forms and documents
* Report writing
* Types of workplace reports
 | * Interview
* Third party reports
 |
| 1. Communicate information about workplace processes
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Organizational policies
* Organization requirements for written and electronic communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Portfolio
 |
| 1. Lead workplace discussion
 | * Methods of discussion e.g.
	+ Coordination meetings
	+ Toolbox discussion
	+ Peer-to-peer discussion
* Solicitation of response
 | * Interview
* Third party reports
 |
| 1. Identify and communicate issues arising in the workplace
 | * Identification of problems and issues
* Organizing information on problems and issues
* Relating problems and issues
* Communication barriers affecting workplace discussions
 | * Interview
* Portfolio
 |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

**NUMERACY SKILLS**

**UNIT CODE:** **HOS/CU/FB/BC/02/4/A**

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | * Whole numbers
* Simple fractions
* Decimals
* Percentages
* Sizes
* Problem solving methods
* Calculations using the 4 operations
* Recording and communicating numerical information
 | * Written
* Practice assignments

  |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information
* Units of measurement
* Estimate familiar and simple amounts
* Selection of appropriate measuring equipment
* Calculate using familiar units of measurement
* Check measurements and results against estimates
* Using informal and some formal mathematical and general language
* Record or report results
 | * Written
* Practice assignments
 |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams
* Locate items and places in familiar maps, plans and diagrams
* Recognize common symbols and keys in familiar maps, plans and diagrams
* Direction and location of objects, or route or places
* Use of informal and some formal oral mathematical language and symbols
 | * Practical test
* Written
 |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes
* Classification of common 2D shapes and designs
* Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes
* Construction of common 2D shapes
* Match common 3D shapes to their 2D sketches or nets
 | * Written
* Practical test
 |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs
* Determination of data to be collected
* Selection of data collection method
* Collection of data
* Determination of variables from the data collected
* Order and collate data
* Construct a table and enter data
* Construct a graph using data from table
* Check results
* Report or discuss graph information related to work using informal and some formal mathematical and general language
 | * Written
* Practical test
 |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling
* i.e. title, headings, rows and columns
* Interpreting information and data in simple tables
* Relaying information of relevant workplace tasks on/in a table
* Identify familiar graphs and charts in familiar texts and contexts
* Locate title, labels, axes, scale and key from familiar graphs and charts
* Identify and interpret information and data in familiar graphs and charts
* Relate information to relevant workplace tasks
 | * Written
* Practical test
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

**DIGITAL LITERACY**

**UNIT CODE: HOS/CU/FB/BC/03/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software
 | * Meaning of a computer
* Functions of a computer
* Components of a computer
* Classification of computers
 | * Written tests
* Oral
* Observation
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
 | * Written tests
* Oral presentation
* Observation
* Projects
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical assignment
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

**ENTREPRENEURIAL SKILLS**

**UNIT CODE: HOS/CU/FB/BC/04/4/A**

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

 **Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business
 | * Starting a small business
* Legal regulatory requirements in starting a small business
* SWOT/ PESTEL analysis
* Conducting market/industry survey
* Generation and evaluation of business ideas
* Matching competencies with business opportunities
* Forms of business ownership
* Location of a small business
* Legal and regulatory requirement
* Resources required to start a small business
* Common terminologies in entrepreneurship
* Entrepreneurship in national development
* Self-employment
* Formal and informal employment
* Entrepreneurial culture
* Myths associated with entrepreneurship
* Types, characteristics, qualities & role of entrepreneurs
* History, development and importance of entrepreneurship
* Theories of entrepreneurship
* Quality assurance for small businesses
* Policies and procedures on occupational safety and health and environmental concerns
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Establish small scale business customer base
 | * Good staff/workers and customer relations
* Marketing strategy
* Identifying and maintain new customers and markets
* Product/ service promotions
* Products / services diversification
* SWOT / PESTEL analysis
* Conducting a business survey
* Generating Business ideas
* Business opportunities
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Manage small scale business
 | * Organization of a small business
* Small business’ business plan
* Marketing for small businesses
* Managing finances for small business
* Production/ operation process for goods/services
* Small business records management
* Book keeping and auditing for small businesses
* Business support services
* Small business resources mobilization and utilization
* Basic business social responsibility
* Management of small business
* Word processing concepts in small business management
* Computer application software
* Monitoring and controlling business operations
 | * Oral
* Individual/group assignments
* projects
* Written
 |
| 1. Grow/expand small scale business
 | * Methods of growing small business
* Resources for growing small business
* Small business growth plan
* Computer software in business development
* ICT and business growth
 | * Individual/group assignments
* projects
* Written
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

**EMPLOYABILITY SKILLS**

**UNIT CODE:** **HOS/CU/FB/BC/05/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Self-development
* Financial literacy
* Healthy lifestyle practices
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Interpersonal communication
* Sharing information
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resources utilization
* Setting work priorities
* HIV and AIDS
* Drug and substance abuse
* Handling emerging issues
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Personal training needs identification and assessment
* Managing own learning
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Variety of learning context
* Application of learning
* Safe use of technology
* Identifying opportunities
* Workplace innovation
* Performance improvement
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace ethics
 | * Meaning of ethics
* Ethical perspectives
* Principles of ethics
* Values and beliefs
* Ethical standards
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Diversity, harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Personal and professional integrity
* Commitment to jurisdictional laws
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instructions**

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

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE:** **HOS/CU/FB/BC/06/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard
 | * Purposes and content of Environmental Management and Coordination Act 1999
* Purposes and content of Solid Waste Act
* Storage methods for environmentally hazardous materials
* Disposal methods of hazardous wastes
* Types and uses of PPE in line with environmental regulations
* Occupational Safety and Health Standards (OSHS)
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental Pollution
 | * Types of pollution
* Environmental pollution control measures
* Types of solid wastes
* Procedures for solid waste management
* Different types of noise pollution
* Methods for minimizing noise pollution
 | * Written tests
* Oral questions
* Observation of work procedures
* Role play
 |
| 1. Demonstrate sustainable resource use
 | * Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Methods for minimizing wastage
* Waste management procedures
* Principles of 3Rs (Reduce, Reuse, Recycle)
* Methods for economizing or reducing resource consumption
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Evaluate current practices in relation to resource usage
 | * Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis of current work processes to access information and data
* Identification of areas for improvement
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Identify Environmental legislations/conventions for environmental concerns
 | * Environmental issues/concerns
* Environmental legislations /conventions and local ordinances
* Industrial standard /environmental practices
* International Environmental Protocols (Montreal, Kyoto)
* Features of an environmental strategy
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE: HOS/CU/FB/BC/07/4/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment****Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention
 | * Arrangement of work area and items in accordance with Company housekeeping procedures
* Adherence to work standards and procedures
* Application of preventive and control measures, including use of safety gears/PPE
* Study and apply standards and procedures for incidents and emergencies.
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Participate in arrangements for workplace safety and health maintenance
 | * Participating in orientations on OSH requirements/regulations of tasks
* Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner
* Practice workplace procedures for reporting hazards, incidents, injuries and sickness
* OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel
* Identification of needed OSH-related trainings are proposed to appropriate personnel
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instructions**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety bootsn
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNITS OF LEARNING

# GUEST EXPERIENCE OPERATIONS

**UNIT CODE: HOS/CU/FB/CR/01/4/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Provide food and beverage guest experience**

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to provide food and beverage guest experience. It involves handling guest communications, collecting, processing and dissemination of guest information. It also entails handling guest’s complaints and feedback.

**Summary of Learning Outcomes**

1. Handle guest communications
2. Collect, process and disseminate guest information
3. Handle guest’s complaints
4. Handle guest’s feedback

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Handle guest communications
 | * Definition of guest experience
* Attributes of good guest experience
* Attributes of guest relations personnel
* Challenges encountered in hospitality guest relations
* Welcoming guests
* Selling and promotion of hotel products and services
* Methods of enhancing guest experience in F&B
* Service recovery (Compensation)
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Collect, process and disseminate guest information
 | * Components of guest information
* Methods of collecting guest information
* Handling guest information
* Guest information analysis
* Guest information dissemination channels
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Handle guest’s complaints
 | * Define complains
* Types of complains
* Procedure for receiving guest complains
* Procedure of handling guest complains
* Acting on guest complaints
* Compensating guest experience
* Assessing guest satisfaction
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Handle guest’s feedback
 | * Define feedback
* Channels of for receiving guest feedback
* Interview
* Questionnaires
* Emails
* Social media
* Telephone
* Follow-up on guest feedback
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by instructor
* Practical work by trainee
* Viewing of related videos
* Role play

**Recommended Resources**

* Guest relations desk
* Table
* Computer
* Telephone
* Chairs
* Stationery
* LCD projector
* White board

# FOOD AND BEVERAGE OPERATIONS

**UNIT CODE: HOS/CU/FB/CR/02/4/A**

**Relationship to Occupational Standards**

This unit addresses the unit of Competency: **Perform food and beverage operations**

**Duration of Unit:** 35 hours

**Unit Description**

This unit specifies the competencies required to perform food and beverage operations. It involves preparing for operations in food and beverage service outlet, carrying out and controlling food and beverage services.

**Summary of Learning Outcomes**

1. Prepare for operations in food and beverage service outlet
2. Carry out food and beverage service operations
3. Control food and beverage services

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for operations in food and beverage service outlet
 | * + Introduction to F&B service
* F&B service personnel
* F&B service personnel attributes
* Challenges faced by F&B service personnel
* Basic culinary skills
* Basic marketing skills
* Hygiene and sanitation
* Safety and security
* Food safety
* F&B service equipment
* F&B Service linen
* F&B service areas
* Service techniques
* Covers and accompaniments
	+ Customer care
	+ Opening/closing procedures
	+ Use, care and maintenance of outlet operating equipment and service ware
	+ Outlet set-up requirements and design
	+ Setting up outlet furniture, fittings and equipment
	+ Restaurant decor
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Carry out food and beverage service operations
 | * F&B activities
	+ Pre-service tasks
	+ Service tasks
	+ Post service tasks
* Sales and promotions
* F&B service
* Breakfast service
* Lunch
* Dinner
* Bar service
* Branch and light meals
* Customer relations in F&B
* Communication
* Daily specials
* Quality control in F & B
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Control food and beverage services
 | * + Property care and maintenance
	+ Portion control
	+ Billing
	+ Methods of payment
* Point of salesystem
* Opening/closing stocks
* Safety and security issues
* Legal requirements.
* Sales summary
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |

**Suggested methods of instruction**

* Role play
* Instructor led facilitation of theory
* Demonstration by instructor
* Practical work by trainee
* Viewing of related videos

**Recommended Resources**

* Service ware
* Cutlery
* Crockery
* Trays
* Glass ware
* Chafing dishes
* Furniture
* Tables
* Chairs
* Side boards
* Trollies
* Equipment
* Microwaves
* Hotplates
* First aid kit
* Mats
* Relevant F&B tools
* Stationery
* Linen
* Napkins
* Table clothes
* Naperons / slip cloths
* Moltons
* Seat covers
* Waiters cloths
* Skirting cloths

# BAR OPERATIONS

**UNIT CODE:** **HOS/CU/FB/CR/03/4/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Carry out bar operations**

**Duration of Unit:** 35 hours

**Unit Description**

This unit specifies the competencies required to carry out bar operations. It involves preparing for bar operations, performing and controlling bar operations and operating special bars.

**Summary of Learning Outcomes**

1. Prepare for bar operations
2. Perform bar operations
3. Control bar operations
4. Operate special bars

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for bar operations
 | * + Introduction to bar operations
	+ Factors influencing setting up of bar outlets
	+ Types of bars
* Bar costs
* Bar personnel and attributes
* Hygiene and sanitation in bars
* Safety and security
* Bar service equipment
* Bar service linen
* Bar service disposables
* Bar service areas
* Bar service techniques
* Bar standard operating procedures
* Work schedules
* Bar opening and closing procedures
* Beverage lists/ menus
* Preparation of bar operating equipment and service ware
* Arrangement ofbar furniture
* Hygiene and sanitation
* The hotels and restaurants Act 2009
* Liquor licensing laws
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Perform bar operations
 | * Alcoholic and non-alcoholic beverages
* Bar operations
* Bar products promotional techniques
* Mixing techniques
* Sommelier techniques
* Barista techniques
* Customer relations in the bar
* Communication
* Basic marketing
* Bar opening/closing procedures
* Sales and promotions
* Bar specials
* Guest complaints and compliments
* Preparation of bar sales summary
* Challenges in bar operations
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Control bar operations
 | * + Property care and maintenance
	+ Portion control
	+ Billing
* Point of salesystem
* Bar opening/closing stocks
* Safety and security issues
* Legal requirements
* Bar sales summary
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Operate special bars
 | * Bar concept
* Theme and décor
* Beverage offers
* Target clientele
* Types of special bars
* Mobile bars
* Outside catering bars
* Cocktail bars
* Open bars
* Cash bars
* Mini bars
* Operating special bars
* Beverage costing
* Opening and closing procedures
* Challenges of operating special bars
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by instructor
* Practical work by trainee
* Viewing of related videos
* Role play

**Recommended resources**

* Service ware
* Cutlery
* Crockery
* Glass ware
* Bar spoons
* Hollow ware
* Furniture
* Tables
* Chairs
* Work surfaces
* Side boards
* Bar stools
* Shelves
* Wine cellars
* Equipment
* Refrigerators
* Ice makers
* Blenders
* Cocktail shakers
* Ice buckets
* Wine cooler
* Wine baskets
* Decanter
* Cutting board
* First aid kits
* Micros
* Mats
* Bar accessories
* Cocktail sticks
* Cocktail umbrellas
* Syphons
* Bartending kits
* Cocktail shakers
* Mixing glasses
* Bottle openers
* Cap catchers
* Cocktail strainers
* Bar spoons
* Cocktail jiggers

# ROOM SERVICE OPERATIONS

**UNIT CODE: HOS/CU/FB/CR/04/4/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Supervise room services operations**

**Duration of Unit:** 25 hours

**Unit Description**

This unit specifies the competencies required to supervise room service operations. It involves preparing for and carrying out room service operations. It also entails controlling room service operations.

**Summary of Learning Outcomes**

* 1. Prepare for room service operations
	2. Carry out room service operations
	3. Control room service operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for room service operations
 | * Introduction to room service
* Room service personnel and attributes
* Basic culinary terms
* Room service specials
* Procedures in room service
* Hygiene and sanitation
* Legal requirements
* Safety and security
* Room service equipment
* Room service linen
* Room service areas
	+ Guest rooms
	+ Conference rooms
	+ Offices
	+ Hospital wards
* Challenges encountered
* Setting ofroom service station
* Preparation of room service operating equipment and service ware
* Menu interpretation
* Work schedules
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Carry out room service operations
 | * Room service operations
	+ Room service cycle
* Roles and responsibilities of room service personnel
* Sales and promotions
* Customer relations
* Communication
* Handling of room service orders
* Challenges in room service operations
* Setting of room service tray
* Handling guest complaints and compliments
* Menus
	+ Types
	+ Interpretation
	+ Presentation
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Control room service operations
 | * + Property care and maintenance
	+ Portion control
	+ Billing
	+ Point of salesystem
	+ Room service closing stocks
	+ Safety and security issues
	+ Legal requirements
	+ Sales summary
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by instructor
* Practical work by trainee
* Viewing of related videos
* Role play

**Recommended Resources**

* Service ware
	+ Cutlery
	+ Crockery
	+ Glass ware
	+ Trays
	+ Food covers
	+ Hot cabinets
	+ Hollow ware
* Furniture
	+ Tables
	+ Chairs
	+ Side boards
* Equipment
	+ Micro-waves
	+ Refrigerators
	+ Mats
	+ Trolleys
* Linen
	+ Napkins
	+ Table cloths
	+ Naperons/ slip cloths
	+ Moltons
* Stationery
	+ Note pad
	+ Pen
	+ Receipt book
* POS system

# BANQUETS AND EVENTS SERVICES

**UNIT CODE: HOS/CU/FB/CR/05/4/A**

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: **Provide banquets and events services**

**Duration of Unit:** 30 hours

**Unit Description**

This unit specifies the competencies required to supervise banquets and events activities. It involves preparing and carrying out banquets services. It also entails controlling banquets and events activities.

**Summary of Learning Outcomes**

1. Prepare for banquets and events
2. Carry out services in banquets and events
3. Control services in banquets and events

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for banquets and events
 | * + Introduction to banqueting
* Factors influencing banquets and events
* Banqueting personnel and attributes
* Basic human resource management
* Sales and marketing in banquets
* Hygiene and sanitation in F&B outlets
* Safety and security
* Legal aspects
* Banqueting and events:
* Service equipment
* Service linen
* Service areas
* Service techniques
	+ Customer care
* Setting up of banquets and events
* Familiarize with banquets and events standard operating procedures
* Banquets and events communication tools
* Menus
* Packages
* Flyers
* Brochures
* Banners
* Web based tools
* Work schedules
* Banquets and events FF&E and service ware set-up
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Carry out service in banquets and events
 | * Types of banquets and events
* Banquets and events activities
* Order of service
* Starters
* Main meal
* Desserts
* Sales and promotions
* Customer relations
* Business communication
* Billing
* Challenges in carrying out banqueting and events operations
* Setting up banqueting bars
* Handling guest complaints and compliments
* Challenges of operating banqueting bars
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Control services in banquets and events
 | * Property care and maintenance
* Portion control
* Point of salesystem
* Opening/closing stocks
* Safety and security issues
* Legal requirements for banquets and events
* Stock control
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by instructor
* Practical work by trainee
* Viewing of related videos
* Role play

**Recommended Resources**

* Service ware
* Cutlery
* Crockery
* Glass ware
* Hollow ware
* Furniture
* Tables
* Chairs
* Side boards
* Podiums
* Stage
* Dance floors
* Cocktail tables
* Equipment
* Telephone
* Micros
* Mats
* Mobile bar
* Mobile kitchen
* Tents
* Mobile toilets
* Stationery
* Linen
* Napkins
* Table cloths
* Naperons / slip cloths
* Moltons
* Cocktail table covers

# SPECIALTY OUTLETS OPERATIONS

**UNIT CODE:** **HOS/CU/FB/CR/06/4/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Operate specialty outlets**

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to operate specialty outlets*.* It involves preparing for specialty outlet operations, carrying out and controlling specialty outlet operations.

**Summary of Learning Outcomes**

1. Prepare for specialty outlet operations
2. Carry out operations of a specialty outlet
3. Control specialty outlet operations.

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Prepare for specialty outlet operations
 | * + Introduction to speciality dining concepts
* Speciality F&B personnel
* Attributes of speciality F&B staff
* Culinary techniques
* Sales and marketing in speciality F&B s business
* Hygiene and sanitation in speciality F&B s
* Safety and security
* Legal aspects related to F&B
* First aid
* Speciality F&B service equipment
* Speciality F&B Service linen
* Speciality F&B service areas
* Functions of speciality F&B service areas
* Layout of speciality F&B service areas
* Speciality F&B service techniques
* Preparation of specialty cuisines
* Speciality and ethnic menus
* Specialty outlet FF and E and
* Work schedules
* Specialty outlet opening and closing procedures
* Daily specials
* Preparation of specialty service stations
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Carry out specialty outlets operations
 | * Special competencies
* Nyama choma (Barbecue)
* Sushi chef
* Teppanyaki chef
* Indian chef
* Thai chef
* Chinese chef
* Moroccan chef
* Sales and promotions in speciality F&B operations
* Customer relations
* Business communication
* Challenges in speciality F&B operations
* Daily special offers
* Billing speciality menus
* Handling guest complaints and compliments
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Control specialty outlet operations
 | * + Property care and maintenance
	+ Portion control
	+ Billing
* Point of salesystem
* Opening and closing stocks
* Safety and security issues
* Legal requirements
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by instructor
* Practical work by trainee
* Viewing of related videos
* Role play

**Recommended Resources**

* Service ware
* Cutlery
* Crockery
* Glass ware
* Cultural service ware
* Hollow ware
* Furniture
* Tables
* Chairs
* Side boards
* Cultural furnishings
* Equipment
* Telephone
* Micros
* Mats
* Stationery
* Linen
* Napkins
* Table cloth
* Naperons / slip cloths
* Moltons

# GUEST RESERVATIONS

**UNIT CODE:** **HOS/CU/FB/CR/07/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Handle guest reservations**

**Duration of Unit:** 25 hours

**Unit Description**

This unit deals with competencies required to handle guest reservations. It involves taking and processing guest reservations. It also entails allocating reserved tables and sharing reservation information as well as processing cancellations and no shows.

**Summary of Learning Outcomes**

1. Take guests’ reservations
2. Process guest reservations
3. Implement guests’ reservations
4. Develop loyalty programmes

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Take guests reservations
 | * Introduction to guest reservations
* Types of reservations
* Reservation handling procedures
* Reservation verification
* Reservation confirmation
* Critical reservation details
* Reservation diary
* Telephone etiquette
* Methods communication in reservation
* Suggestive selling techniques
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 2. Process guest reservations | * Methods of reservation payments
* Acknowledgement of receipt of deposits/down payment
	+ Communicating reservation details to the relevant departments
	+ Handling cancellations and no shows
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 3. Implement guests reservations | * + Carrying out reservation set up
	+ Special requests
	+ Special set ups
	+ Reservation cards/signage
	+ Service for the reservation
	+ Service for special function/reservation
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 1. Implement loyalty programs
 | * Introduction to loyalty programs
* Loyalty programs registration procedures
* Benefits of the loyalty programs
* Database development and maintenance
* Handling loyalty programs guest feedback
* Methods of feedback
* Follow up on guest feedback for future business
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |

**Suggested methods of instruction**

* Direct instruction
* Role play
* Case studies
* Field trips
* Discussions
* Demonstration by instructor
* Practice by the trainee

**List of recommended resources:**

* Audio visual equipment
* Stationery
* Files
* Books
* Diaries
* Pens
* Receipt books
* PMS sytem
* In-house guest list
* Reservation diary
* Telephones
* Fliers with organization products information
* Internet connectivity
* Computer
* Furniture
* Tables
* Chairs
* Cabinets
* Drawers