

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**FOOD AND BEVERAGE SALES AND SERVICE**

**LEVEL 5**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

First published 2018

©2018, TVET CDACC

All rights reserved. No part of this curriculum may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods without the prior written permission of the TVET CDACC, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the Council Secretary/CEO, at the address below:

**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email:** **info@tvetcdacc.go.ke**

# 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 instruction, 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 Hospitality sector will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

**TABLE OF CONTENTS**

[FOREWORD ii](#_Toc67667097)

[PREFACE iii](#_Toc67667098)

[ACKNOWLEDGEMENT iv](#_Toc67667099)

[ABBREVIATIONS AND ACRONYMS vi](#_Toc67667100)

[KEY TO UNIT CODE vii](#_Toc67667101)

[COURSE OVERVIEW viii](#_Toc67667102)

[BASIC UNITS OF LEARNING xi](#_Toc67667103)

[COMMUNICATION SKILLS 1](#_Toc67667104)

[NUMERACY SKILLS 4](#_Toc67667105)

[DIGITAL LITERACY 9](#_Toc67667106)

[ENTREPRENEURSHIP EDUCATION 12](#_Toc67667107)

[EMPLOYABILITY SKILLS 16](#_Toc67667108)

[ENVIRONMENTAL LITERACY 21](#_Toc67667109)

[OCCUPATIONAL SAFETY AND HEALTH PRACTICES 25](#_Toc67667110)

[CORE UNITS OF LEARNING 28](#_Toc67667111)

[GUEST EXPERIENCE MANAGEMENT 29](#_Toc67667112)

[ROOM SERVICE OPERATIONS 31](#_Toc67667113)

[FOOD AND BEVERAGE OPERATIONS MANAGEMENT 34](#_Toc67667114)

[BAR OPERATIONS 38](#_Toc67667115)

[BANQUETS AND EVENTS OPERATIONS 42](#_Toc67667116)

[SPECIALITY OUTLETS 46](#_Toc67667117)

[FOOD AND BEVERAGE DEPARTMENTADMINISTRATIVE DUTIES 50](#_Toc67667118)

# ABBREVIATIONS AND ACRONYMS

BC Basic Competency

CC Common Competencies

CDACC Curriculum Development Assessment and Certification Council

CR Core Competency

F&B Food and Beverage

HOS Hospitality

ICT Information Communication Technology

OS Occupational Standards

OSH Occupation Safety and Health

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SOPs Standard Operating Procedures

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

 **HOS/CU /FB/BC/01/5/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Food and Beverage Sales and Service Level 5 qualification consists of competencies that an individual must achieve to manage guest experience, ssupervise room service, perform food and beverage operations and manage bar operations. It also enables an individual to manage banquets and events operations, specialty outlets and perform food and beverage department administrative duties

The Units of Competency comprising Food and Beverage Sales and Service Management Level 5 qualification include the following:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit of learning**  | **Duration in hrs.**  | **Credit Factor**  |
| HOS/CU/FB/BC/01/5/A | Communication skills | 25 | 2.5  |
| HOS/CU/FB/BC/02/5/A | Numeracy skills | 40 | 4 |
| HOS/CU/FB/BC/03/5/A | Digital literacy  | 45 | 4.5 |
| HOS/CU/FB/BC/04/5/A | Entrepreneurial skills | 70 | 7 |
| HOS/CU/FB/BC/05/5/A | Employability skills | 50 | 5 |
| HOS/CU/FB/BC/06/5/A | Environmental literacy | 25 | 2.5 |
| HOS/CU/FB/BC/07/5/A | Occupational safety and health practices | 25 | 2.5 |
|  | TOTAL | **280** | **28** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit code**  | **Unit of learning**  | **Duration in hrs.**  | **Credit Factor** |
| HOS/CU/FB/CR/01/5/A | Guest experience management | 60 | 6 |
| HOS/CU/FB/CR/02/5/A | Room service operations  | 100 | 9 |
| HOS/CU/FB/CR/03/5/A | Food and beverage operations management  | 120 | 12 |
| HOS/CU/FB/CR/04/5/A | Bar operations  | 120 | 10 |
| HOS/CU/FB/CR/05/5/A | Banquets and events operations  | 120 | 11 |
| HOS/CU/FB/CR/06/5/A | Specialty outlets  | 70 | 7 |
| HOS/CU/FB/CR/07/5/A | Food and beverage administrative duties | 50 | 3 |
|  | Industrial attachment  | 360 | 36 |
|  | **TOTAL HOURS**  | **1000** | **200** |
|  | **GRAND TOTAL**  | **1280** | **228** |

The total duration of the course is 1280 hour which includes 360 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 Services Level 4

  **Or**

1. Hotel Catering and Accommodation Level 4

 **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 **360 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 5, 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/01/5/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Meet communication needs of clients and colleagues
 | * 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
* Active listening
* Feedback
* Interpretation
* Flexibility in communication
 | * Interview
* Third party reports
* Written texts
 |
| 1. Contribute to the development of communication strategies
 | * Dynamics of groups
* Styles of group leadership
* Openness and flexibility in communication
* Communication skills relevant to client groups
 | * Written
* Observation
 |
| 1. Conduct interviews
 | * Types of interview
* Establishing rapport
* Facilitating resolution of issues
* Developing action plans
 | * Written
* Observation
 |
| 1. Facilitate group discussions
 | * Identification of communication needs
* Dynamics of groups
* Styles of group leadership
* Presentation of information
* Encouraging group members participation
* Evaluating group communication strategies
 | * Written
* Observation
 |
| 1. Represent the organization
 | * Presentation techniques
* Development of a presentation
* Multi-media utilization in presentation
* Communication skills relevant to client groups
 | * Observation
* Written
 |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

# NUMERACY SKILLS

**UNIT CODE:** **HOS/CU/FB/BC/02/5/A**

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
 | * Interpretation of whole numbers, fractions, decimals, percentages and rates
* Calculations involving several steps
* Calculation with whole numbers and routine or familiar fractions, decimals and percentages
* Conversion between equivalent forms of fractions, decimals and percentages
* Application of order of operations to solve multi-step calculations
* Application of problem solving strategies
* Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task
* Use of formal and informal mathematical language and symbolism to communicate the result of a task
 | * Written
* Practical test
* Observation
 |
| 1. Estimate, measure and calculate with routine metric measurements for work
 | * Selection and interpretation of measurement information in workplace tasks and texts
* Identification and selection of routine measuring equipment
* Estimation and making measurements using correct units
* Estimation and calculation using routine measurements
* Performing conversions between routinely used metric units
* Using problem solving processes to undertake tasks
* Recording information using mathematical language and symbols
 | * Written
* Practical test
* Observation
 |
| 1. Use routine maps and plans for work
 | * Identification of features in routine maps and plans
* Symbols and keys used in routine maps and plans
* Identification and interpretation of orientation of map to North
* Demonstrate understanding of direction and location
* Apply simple scale to estimate length of objects, or distance to location or object
* Give and receive directions using both formal and informal language
 | * Written
* Practical test
* Observation
 |
| 1. Interpret, draw and construct 2D and 3D shapes for work
 | * Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations
* Explain the use and application of shapes
* Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes
* Identify common angles
* Estimate common angles in everyday objects
* Use formal and informal mathematical language to describe and compare common angles
* Use common geometric instruments to draw two dimensional shapes
* Construct routine three dimensional objects from given nets
 |  • Written• Practical test• Observation |
| 1. Interpret routine tables, graphs and charts for work
 | * Identify routine tables, graphs and charts in predominately familiar texts and contexts
* Identify common types of graphs and their different uses
* Identify features of tables, graphs and charts
* Locate specific information
* Perform calculations to interpret information
* Explain how statistics can inform and persuade
* Identify misleading statistical information
* Discuss information relevant to the workplace
 | * Oral
* Written
* Practical test
* Observation
 |
| 1. Collect data and construct routine tables and graphs for work
 | * Identify features of common tables and graphs
* Identify uses of **different tables and graphs**
* Determine data and variables to be collected
* Determine audience
* Select a method to collect data
* Collect data
* Collate information in a table
* Determine suitable scale and axes
* Draft and draw graph to present information
* Check that data meets the expected results and context
* Report or discuss information using formal and informal mathematical language
 | * Written
* Practical test
* Observation
 |
| 1. Use basic functions of calculator
 | * Identify and use keys for basic functions on a calculator
* Calculate using whole numbers, money and routine decimals and percentages
* Calculate with routine fractions and percentages
* Apply order of operations to solve multi-step calculations
* Interpret display and record result
* Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task
* Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task
 | * Written
* Practical test
* Observation
 |

**Suggested Methods of Instruction**

* Demonstrations
* Role playing
* Viewing of related videos
* Discussion
* Assignments

**Recommended resources**

* Calculators
* Basic measuring instruments

# DIGITAL LITERACY

**UNIT CODE: HOS/CU/FB/BC/03/5/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware and software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software
 | * Concepts of ICT
* Functions of ICT
* History of computers
* Components of a computer
* Classification of computers
 | * Written tests
* Oral presentation
* 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
* Laws governing protection of ICT
 | * Written tests
* Oral presentation
* Observation
* Project
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base design and manipulation
* Data manipulation, storage and retrieval
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Network configurations
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |
| 1. Apply desktop publishing in official assignments
 | * Concept of desktop publishing
* Opening publication window
* Identifying different tools and tool bars
* Determining page layout
* Opening, saving and closing files
* Drawing various shapes using DTP
* Using colour pellets to enhance a document
* Inserting text frames
* Importing and exporting text
* Object linking and embedding
* Designing of various publications
* Printing of various publications
 | * Oral questioning
* Observation
* Oral presentation
* Written report
* Project
 |
| 1. Prepare presentation packages
 | * Types of presentation packages
* Procedure of creating slides
* Formatting slides
* Presentation of slides
* Procedure for editing objects
 | * Oral questioning
* Observation
* Oral presentation
* Written report
* Project
 |

**Suggested Methods of Instruction**

* Demonstration
* Viewing of related videos
* Discussions
* Assignments
* Direct instructions

**Recommended Resources**

* Computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURSHIP EDUCATION

**UNIT CODE: HOS/CU/FB/BC/04/5/A**

Relationship to occupational standards

This unit addresses the Unit of Competency: Demonstrate Understanding of Entrepreneurship

**Duration of unit:** 70 hours

**Unit Description**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of an entrepreneur
	2. Demonstrate knowledge of entrepreneurship and self-employment
	3. Identify entrepreneurship opportunities
	4. Create entrepreneurial awareness
	5. Apply entrepreneurial motivation
	6. Develop innovative business strategies
	7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment
 | * Importance of self-employment
* Requirements for entry into self-employment
* Role of an Entrepreneur in business
* Contributions of Entrepreneurs to National development
* Entrepreneurship culture in Kenya
* Born or made entrepreneurs
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Identify entrepreneurship opportunities
 | * Business ideas and opportunities
* Sources of business ideas
* Business life cycle
* Legal aspects of business
* Assessment of product demand
* Business environment
* Factors to consider when evaluating business environment
* Technology in business
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Create entrepreneurial awareness
 | * Forms of businesses
* Sources of business finance
* Factors in selecting source of business finance
* Governing policies on Small Scale Enterprises (SSEs)
* Problems of starting and operating SSEs
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Apply entrepreneurial motivation
 | * Internal and external motivation
* Motivational theories
* Self-assessment
* Entrepreneurial orientation
* Effective communications in entrepreneurship
* Principles of communication
* Entrepreneurial motivation
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Develop business innovative strategies
 | * Innovation in business
* Small business Strategic Plan
* Creativity in business development
* Linkages with other entrepreneurs
* ICT in business growth and development
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Develop Business Plan
 | * Business description
* Marketing plan
* Organizational/Management
* plan
* Production/operation plan
* Financial plan
* Executive summary
* Presentation of Business Plan
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |

**Suggested Methods of instructions:**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** **HOS/CU/FB/BC/05/5/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management

2. Demonstrate interpersonal communication

3. Demonstrate critical safe work habits

4. Lead small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. 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 versus aggressiveness
* 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
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate interpersonal communication
 | * Meaning of interpersonal communication
* Listening skills
* Types of audience
* Writing skills
* Reading skills
* Meaning of empathy
* Understanding customers’ needs
* Establishing communication networks
* Sharing information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* 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
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Lead a small team
 | * Leadership qualities
* Team building
* Determination of team roles and objectives
* Team performance indicators
* Responsibilities in a team
* Forms of communication
* Complementing team activities
* Gender and gender mainstreaming
* Human rights
* Maintaining relationships
* Conflicts and conflict resolution
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Plan and organize work
 | * Functions of management
* Planning
* Organizing
* Time management
* Decision making process
* Task allocation
* Evaluating work activities
* Resource utilization
* Problem solving
* Collecting and organising information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Maintain professional growth and development
 | * Opportunities for professional growth
* Assessing training needs
* Licenses and certifications for professional growth and development
* Pursuing personal and organizational goals
* Identifying work priorities
* Recognizing career advancement
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * 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
* Generating new ideas
* Workplace innovation
* Performance improvement
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate problem solving skills
 | * Problem identification
* Problem solving
* Application of problem-solving strategies
* Resolving customer concerns
 | * Written tests
* Oral questioning
* Interviewing
* 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
* Interviewing
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instructions**

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

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE:**  **HOS/CU/FB/BC/06/5/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

**Unit Description**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

**Summary of Learning Outcomes**

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** |  **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazards
 | * 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 test
* Oral questions
* Observation
 |
| 1. Control environmental Pollution control
 | * 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 test
* Oral questions
* Observation
 |
| 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 test
* Oral questions
* Observation
 |
| 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 test
* Oral questions
* Observation
 |
| 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 questions
* Oral questions
* Observation
 |
| 1. Implement specific environmental programs
 | * Community needs and expectations
* Resource availability
* 5 s of good housekeeping
* Identification of programs/Activities
* Setting of individual roles /responsibilities
* Resolving problems /constraints encountered
* Consultation with stakeholders
 | * Written questions
* Oral questions
* Observation
 |
| 1. Monitor activities on Environmental protection/Programs
 | * Periodic monitoring and Evaluation of activities
* Gathering feedback from stakeholders
* Analysing data gathered
* Documentation of recommendations and submission
* Setting of management support systems to sustain and enhance the program
* Monitoring and reporting of environmental incidents to concerned /proper authorities
 | * Oral questions
* Written tests
* Practical test
* Observation
 |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Demonstration by trainer
* Viewing of related videos
* Project
* Assignements
* Role play

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Ccompany environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** **HOS/CU/FB/BC/07/5/A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 25 hours

**Unit Description**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify workplace hazards and risks
 | * Identification of hazards in the workplace and/or the indicators of their presence
* Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by
* Authorized personnel or agency
* Gathering of OHS issues and/or concerns raised
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Control OSH hazards
 | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented
* Appropriate risk controls based on result of OSH hazard evaluation is recommended
* Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Implement OSH programs
 | * Providing information to work team about company OHS program, procedures and policies/guidelines
* Participating in implementation of OSH procedures and policies/ guidelines
* Training of team members and advice on OSH standards and procedures
* Implementation of procedures for maintaining OSH-related records
 | * 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**

* 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 boots
* 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 MANAGEMENT

**UNIT CODE: HOS/CU/FB/CR/01/5/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Manage guests’ experience**

**Duration of Unit:**  60 hours

**Unit Description**

This unit specifies the competencies required to manage food and beverage guests’ experience. It involves coordinating guest interactions, collecting, processing and disseminating guest information and handling guest’s complaints and feedback.

**Summary of Learning Outcomes**

1. Coordinate guest interactions
2. Collect, process and disseminate guest information
3. Handle guest’s feedback

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Coordinate guest interactions
 | * 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
 | * 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 collection and analysis
* Guest information dissemination channels
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Handle guest’s feedback
 | * Procedure for receiving guest complaints
* Acting on guest complaints
* Follow-up and feedback process
* Handling guest complaints and compliments
* Compensating guest experience
* Assessing guest satisfaction
 | * 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

# ROOM SERVICE OPERATIONS

**UNIT CODE: HOS/CU/FB/CR/02/5/A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to supervise room service operations. It involves preparing, carrying out and 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
* 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

# FOOD AND BEVERAGE OPERATIONS MANAGEMENT

**UNIT CODE: HOS/CU/FB/CR/03/5/A**

**Relationship to Occupational Standards**

This unit addresses the unit of Competency: **Manage food & beverage operations**

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to manage food and beverage operations. It involves planning, carrying out food and beverage service operations and controlling food and beverage services.

**Summary of Learning Outcomes**

1. Plan 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. Plan for operations in food and beverage service outlet
 | * + Introduction to F&B service
* F&B service personnel
* 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
 | * Food and beverage activities
	+ Pre-service tasks
	+ Service tasks
	+ Post service tasks
* Table setting
* Sales and promotions
* Meal service
	+ Still room beverages
	+ Breakfast
	+ Afternoon teas
	+ Luncheons
	+ Dinner
* Customer relations in food and beverage
* Communication
* Handling of F&B reservations
* Daily specials
* Handling guest complaints and compliments
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Control food and beverage services
 | * + Property care and maintenance
	+ Guests’
	+ Institutional/ organizational
	+ 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
* Salvers
* Glass ware
* Hollow ware
* Furniture
* Tables
* Chairs
* Side boards
* Trolley
* Equipment
* Microwaves
* Hotplates
* First aid kit
* Mats
* Relevant F&B tools
* Stationery
* Linen
* Napkins
* Table cloth
* Naperons / slip cloths
* Moltons
* Seat covers
* Waiters’ cloths
* Skirting cloths

# BAR OPERATIONS

**UNIT CODE:** **HOS/CU/FB/CR/04/5/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Manage bar operations**

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to manage bar operations. It involves preparing for bar operations, performing and controlling bar operations. It also includes 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
* Hygiene and sanitation in bars
* Safety and security
* Bar service equipment
* Bar service linen
* Disposables
* Bar service areas
* Bar service techniques
* Bar standard operating procedures
* Work schedules
* Bar opening and closing procedures
* Drinks lists/ menus
* Preparation of bar operating equipment and service ware
* Arrangement ofbar furniture
 | * 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
	+ Milk bar
	+ Mini bar
* 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

# BANQUETS AND EVENTS OPERATIONS

**UNIT CODE:** **HOS/CU/FB/CR/05/5/A**

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: **Manage banquets and events operations**

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to manage banquets and events. It involves preparing, carrying out services and controlling operations in banquets and events.

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * 1. Prepare banquets and events
 | * + Introduction to banqueting
* Factors influencing setting of banqueting bar
* Banqueting personnel
* Basic human resource management
* Sales and marketing in banquets
* Hygiene and sanitation in F&B outlets
* Safety and security
* Legal aspects
* Banqueting service equipment
* Banqueting service linen
* Banqueting service areas
	+ Banqueting 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
* Order of service
	+ Starters
	+ Main meal
	+ Dessert
	+ Toasting
* Sales and promotions
* Customer relations
* Business communication
* Challenges in carrying out banqueting operations
* Banquets and events activities
* Banquets and events set-up
* Handling guest complaints and compliments
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| * 1. Carry out bar operations in banquets
 | * Banqueting bars
* Setting up banqueting bars
* Stocking banqueting bars
* Stock control
* Service of beverages in a banqueting bar
* Billing
* 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
 | * 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
* Stationery
* Linen
* Napkins
* Table cloths
* Naperons / slip cloths
* Moltons
* Cocktail table covers

# SPECIALITY OUTLETS

**UNIT CODE:** **HOS/CU/FB/CR/06/5/A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 70 hours

**Unit Description**

This unit specifies the competencies required to manage 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 food and beverage service equipment
* Speciality food and beverage Service linen
* Speciality food and beverage service areas
* Functions of speciality food and beverage service areas
* Layout of speciality food and beverage service areas
* Speciality food and beverage service techniques
	+ Speciality food and beverage operations
* Preparation of specialty cuisine
* Specialty and ethnic menus
* Specialty outlet FF and
* Work schedules
* Speciality outlet opening and closing procedures
* Daily specials
* Preparation of speciality service stations
 | * Observation
* Written tests
* Oral questioning
* Third party report
 |
| 1. Carry out specialty outlets operations
 | * Special competencies
* Nyama Choma (Barbecue)
* Sushi chef
* Teriyaki table chef
* Indian
* Thai
* Chinese
* Moroccan
* Sales and promotions in speciality F&B operations
* Customer relations
* Business communication
* Challenges in speciality food and beverage 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

# FOOD AND BEVERAGE DEPARTMENTADMINISTRATIVE DUTIES

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

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Perform food and beverage department administrative duties**

**Duration of Unit:** 50 hours

**Unit Description**

This unit describes the competencies required to perform food and beverage department administrative duties. It involves performing and controlling departments’ activities. It also entails supervising food and beverage department personnel and performing organization duty management role.

**Summary of Learning Outcomes**

1. Perform food and beverage department activities
2. Control food and beverage department activities
3. Supervise food and beverage department personnel
4. Perform organization duty management role

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Perform food and beverage department activities
 | * Implementing standard operating procedures
* Roles of a manager
* Management theories
* Levels of management and span of control
* Principles of management
* Leadership styles and leadership Characteristics
* Delegation of duties
* Staff motivation
* Cascading goals and objectives of the organization to the department
* Developing tasks for the department
* Identifying required resources based on tasks to be performed.
* Departments plans and implementation schedules
* Monitoring work progress in the department/organization.
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Control food and beverage department activities
 | * Control process in an organization
* Critical aspects in control
* Control techniques
* Establishment of a control system
* Concept of production and operation management control
* Methods of performance management
* Inventory management
* Basic accounting
* Cost control
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Supervise food and beverage department personnel
 | * Concept of supervision
* Management styles e.g. MBWA, MBO, Consultative
* Basic human resource management
* Employee empowerment
* Staff training
* Coaching
* Mentoring
* Guidance and counselling
* Staff welfare
* Employee relations
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Perform organization duty management role
 | * Organization operations coverage
* Fire, life, safety and security issues
* Risk assessment and mitigation measures.
* Handling guest complaints
* Handling staff issues
* Emergency procedures
* Types of services in an institution
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |

**Suggested Methods of instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Case studies
* Projects

**Recommended resources**

* SOPs
* Work place policies
* First aid box
* Legal documents
* Employment Act
* OSHA
* WIBA
* Labour relations Act
* Labour Institutions
* The hotels and restaurants Act 2009
* Liquor licensing laws
* Telephone contacts
* Emergency
* Police
* Ambulance