

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**FOOD AND BEVERAGE SALES AND SERVICE MANAGEMENT**

**LEVEL 6**



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 to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). 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. 4 of 2016 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 labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Hospitality and Accommodation Sector Skills Advisory Committee (SSAC) and Boma International Hospitality College 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 and Accommodation SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON, 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 appreciate Boma International Hospitality Institute and Hospitality and Accommodation Sector Skills Advisory Committee (SSAC) who enabled the development of this curriculum.

I recognize with appreciation the role of the 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**

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# ABBREVIATIONS AND ACRONYMS

2D Two Dimensional

AIDS Acquired Immune Deficiency Syndrome

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CR Core Competency

FB Food and Beverage Sales and Services

HIV Human Immuno-deficiency Virus

HOS Hospitality Industry

ICT Information Communication Technology

LCD Liquid Crystal Display

NEMA National Environmental Management Authority

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PESTEL Political Economic Social Technological Environmental and Legal

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

SWOT Strengths Weaknesses Opportunities and Threats

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

**HOS/CU/FB/BC/01/6/A**

Industry or sector

Curriculum

Occupational area

Type of Unit

Unit number

Competency level

Version control

# COURSE OVERVIEW

The Food and Beverage Sales and Service Management Level 6 Qualification consists of competencies that an individual must achieve to manage the sales and service. It consists of managing restaurant guests’ experience, food and beverage operations and room service operations. It also involves managing banquets and events, speciality restaurant as well as managing revenue performance.

The Units of Competency comprising Food and Beverage Sales and Service Management Level 6 Qualification includes the following:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration** | **Credit Factor** |
| HOS/CU/FB/BC/01/6/A | Communication skills | 40 | 4.0 |
| HOS/CU/FB/BC/02/6/A | Numeracy skills | 60 | 6.0 |
| HOS/CU/FB/BC/03/6/A | Digital literacy | 60 | 6.0 |
| HOS/CU/FB/BC/04/6/A | Entrepreneurial skills | 100 | 10.0 |
| HOS/CU/FB/BC/05/6/A | Employability skills | 80 | 8.0 |
| HOS/CU/FB/BC/06/6/A | Environmental literacy | 40 | 4.0 |
| HOS/CU/FB/BC/07/6/A | Occupational safety and health practices | 40 | 4.0 |
| **Sub-total** | | **420** | **42.0** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration** | **Credit Factor** |
| HOS/CU/FB/CR/01/6/A | Guest experience management | 180 | 18.0 |
| HOS/CU/FB/CR/02/6/A | Food and beverage operations management | 200 | 20.0 |
| HOS/CU/FB/CR/03/6/A | Bar operations management | 180 | 18.0 |
| HOS/CU/FB/CR/04/6/A | Room service management | 160 | 16.0 |
| HOS/CU/FB/CR/05/6/A | Banquets and events management | 180 | 18.0 |
| HOS/CU/FB/CR/06/6/A | Specialty restaurant management | 220 | 22.0 |
| HOS/CU/FB/CR/07/6/A | Food and beverage administrative duties | 200 | 20.0 |
| HOS/CU/FB/CR/08/6/A | Revenue performance management | 240 | 24.0 |
|  | Industrial attachment | 480 | 48.0 |
| **Sub-total** | | **2040** | **204.0** |
| **Grand Total** | | **2460** | **246.0** |

The total duration of the course for an average trainee is 2,460 hours including 480 hours of industrial attachment.

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade C- (minus)

**Or**

1. Certificate in Food and Beverage Sales and Service Operations Level 5

**Or**

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

**Industrial attachment**

An individual enrolled in this course will undergo an industrial attachment of 480 hours in a Hospitality establishment.

**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 Service Management Level 6, 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 COMPETENCY

# COMMUNICATION SKILLS

**UNIT CODE:** HOS/CU/FB/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills .It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 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 * Types of communication strategies * Elements of communication strategy | * Interview * Written texts |
| 1. Develop communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Interview * Written texts |
| 1. Establish and maintain communication pathways | * Types of communication pathways | * Interview * Written texts |
| 1. Promote use of communication strategies | * Application of elements of communication strategies * Effective communication techniques | * Interview * Written texts |
| 1. Conduct interview | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Interview * Written texts |
| 1. Facilitate group discussion | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Interview * Written texts |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Interview * Written texts |

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction

**Recommended Resources**

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

# NUMERACY SKILLS

**UNIT CODE:** HOS/CU/FB/BC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Apply a wide range of mathematical calculations for work | * Fundamentals of mathematics * Addition, subtraction, multiplication and division of positive and negative numbers * Algebraic expressions manipulation * Forms of fractions, decimals and percentages * Expression of numbers as powers and roots | * Written tests * Assignments * Supervised exercises |
| 1. Apply ratios, rates and proportions to solve problems | * Rates, ratios and proportions * Meaning * Conversions into percentages * Direct and inverse proportions determination * Performing calculations * Construction of graphs, charts and tables * Recording of information | * Written tests * Assignments * Supervised exercises |
| 1. Estimate, measure and calculate measurement for work | * Units of measurements and their symbols * Identification and selection of measuring equipment * Conversion of units of measurement * Perimeters of regular figures * Areas of regular figures * Volumes of regular figures * Carrying out measurements * Recording of information | * Assignments * Supervised exercises * Written tests |
| 1. Use detailed maps to plan travel routes 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 * Planning of routes * Calculation of distance, speed and time | * Written * Practical test |
| 1. Use geometry to 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 * Evaluation of unknown angles * Use formal and informal mathematical language to describe and compare common angles * Symmetry and similarity * Use common geometric instruments to draw two dimensional shapes * Construct routine three dimensional objects from given nets |  |
| 1. Collect, organize and interpret statistical data | * + Classification of data * Grouped data * Ungrouped data   + Data collection * Observation * Recording   + Distinguishing between sampling and census   + Importance of sampling   + Errors in sampling   + Types of sampling and their limitations e.g. * Stratified random * Cluster * Judgmental   + Tabulation of data * Class intervals * Class boundaries * Frequency tables * Cumulative frequency   + Diagrammatic and graphical presentation of data e.g. * Histograms * Frequency polygons * Bar charts * Pie charts * Cumulative frequency curves * Interpretation of data | * Assignments * Supervised exercises * Written tests |
| 1. Use routine formula and algebraic expressions for work | * + Solving linear equations   + Linear graphs * Plotting * Interpretation * Applications of linear graphs * Curves of first and second degree * Plotting * Interpretation | * Assignments * Supervised exercises * Written tests |
| 8. Use common functions of a scientific calculator | * Identify and use keys for common 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 | * Written * Practical test |

**Suggested Methods of Instruction**

* Group discussions
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Calculators
* Rulers, pencils, erasers
* Charts with presentations of data
* Graph books
* Dice

# DIGITAL LITERACY

**UNIT CODE:** HOS/CU/FB/BC/03/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments 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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 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 |
| 1. Apply security measures to data, hardware, software in automated environment | * 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 * 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 * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * 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 * 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 * Written report * Project |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Printers
* Storage devices
* Internet access

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** HOS/CU/FB/BC/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 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 who an entrepreneur
  2. Demonstrate knowledge of entrepreneurship and self-employment
  3. Identify entrepreneurship opportunities
  4. Create entrepreneurial awareness
  5. Apply entrepreneurial motivation
  6. Develop business innovative strategies
  7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 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 |
| 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 |
| 6. 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 Instruction**

* 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/05/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 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 ethical performance.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Managing emotions * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Setting performance targets * Monitoring and evaluating performance * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Values and beliefs * Self-development * Financial literacy * Healthy lifestyle practices * Adopting safety 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 * Public speaking * Writing skills * Negotiation skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Assertiveness * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Time concept * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources mobilization * Resources utilization * Setting work priorities * Developing healthy relationships * HIV and AIDS * Drug and substance abuse * Managing emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a workplace team | * Leadership qualities * Power and authority * Team building * Determination of team roles and objectives * Team parameters and relationships * Individual responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Developing healthy relationships * Maintaining relationships * Conflicts and conflict resolution * Coaching and mentoring skills | * 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 concept * Task allocation * Developing work plans * Developing work goals/objectives and deliverables * Monitoring work activities * Evaluating work activities * Resource mobilization * Resource allocation * Resource utilization * Proactive planning * Risk evaluation * Problem solving * Collecting, analysing and organising information * Negotiation | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Avenues for professional growth * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Mentoring * Coaching * Contributing to the learning community at the workplace * Cultural aspects of work * Networking * Variety of learning context * Application of learning * Safe use of technology * Taking initiative/proactivity * Flexibility * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Managing emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Critical thinking process * Data analysis tools * Decision making * Creative thinking * Development of creative, innovative and practical solutions * Independence in identifying and solving problems * Solving problems in teams * Application of problem-solving strategies * Testing assumptions * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Manage ethical performance | * Meaning of ethics * Ethical perspectives * Principles of ethics * 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 Instruction**

* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Assignments
* 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/06/6/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling 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, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
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
8. Analyze resource use
9. Develop resource conservation plans

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * 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 questions * Oral questions |
| 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 questions * Oral questions * 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 questions * Oral questions * Role play |
| 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 questions * Oral questions * Role play |
| 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 |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Role play |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analyzing 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 |
| 1. Analyze resource use | * Identification of resource consuming processes * Determination of quantity and nature of resource consumed * Analysis of resource flow through different parts of the process. * Classification of wastes for possible source of resources. | * Written tests * Oral questions * Practical test |
| 1. Develop resource Conservation plans | * Determination of efficiency of use/conversion of resources * Causes of low efficiency of use of resources * Plans for increasing the efficiency of resource use | * Written tests * Oral questions * Practical test |

**Suggested Methods of Instruction**

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

**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
* Company environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** HOS/CU/FB/BC/07/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing 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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 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 * Gathering of OSH issues and/or concerns | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures e.g. use of PPE * Risk assessment * Contingency measures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH   programs | * Company OSH program, evaluation and review * Implementation of OSH programs * 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 Instruction**

* 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 COMPETENCY

# GUEST EXPERIENCE MANAGEMENT

**UNIT CODE:** HOS/CU/FB/CR/01/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 180 hours

**Unit Description**

This unit specifies the competencies required to manage food and beverage guests’ experience. It involves meeting and greeting guests, maintaining guests’ databases, collecting feedback from guests’, addressing complaints and special needs. It also involves providing other team members with necessary information to meet and exceed guest expectations.

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Coordinate guest interactions | * Definition of guest experience * Evolution of guest relations in hospitality industry * Attributes of good guest experience * Attributes of a guest relations officer * Challenges encountered in hospitality guest relations * Welcoming guests * Selling and promotion of hotel products and services * Enhancing guest experience in F&B * Service recovery | * Observation * Written tests * Interview * Project * Third party report |
| 1. Collect, process and disseminate guest information | * Components of guest information * Methods of collecting guest information * Guest information collection and analysis * Guest information dissemination Channels * Collection of guest information * Creation of guest database * Handling guest information | * Observation * Written tests * Interview * Project * 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 * Handling guest compliments * Handling guest feedback * Compensating guest experience * Assessing guest satisfaction | * Observation * Written tests * Interview * Project * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Guest relations desk
  + Table
  + Computer
  + Telephone
  + Chairs
* Stationery

# FOOD AND BEVERAGE OPERATIONS MANAGEMENT

**UNIT CODE:** HO/CU/FB/BC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of Competency: Manage food and beverage operations

**Duration of Unit:** 200 hours

**Unit Description**

This unit specifies the competencies required to manage food and beverage operations. It involves plan and organizing operations in food and beverage service outlet, overseeing operations in food and beverage service outlet and controlling and directing operations in food and beverage service outlet.

**Summary of Learning Outcomes**

1. Plan food and beverage operations
2. Oversee food and beverage operations
3. Control and direct food and beverage operations

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Plan food and beverage operations | * Introduction to food and beverage * food and beverage personnel * Basic culinary skills * Principles of management * Principles of marketing * Hygiene and sanitation in food and beverage outlets * Safety and security * Food safety * food and beverage service equipment * food and beverage Service linen * food and beverage service areas * Service techniques   + Planning food and beverage operations   + Challenges encountered in planning   + Customer care   + Basic Human Resource Management   + Principles of accounting   + Basic financial accounting   + Development of food and beverage standard operating procedures   + Preparation of work schedules   + Opening/closing procedures   + Planning outlet daily specials   + Setting and pricing menus   + Use, care and maintenance of outlet operating equipment and service ware   + Outlet set-up requirements and design   + Setting up outlet furniture, fittings and equipment | * Observation * Written tests * Interview * Project * Third party report |
| 1. Oversee food and beverage operations | * Supervisory aspect of food and beverage * Responsibility of supervisor * Selling and promotional techniques * Customer relations in food and beverage * Business communication * Handling of food and beverage reservations * Challenges in supervision of food and beverage operations * Table set-up * Offering daily specials * Monitoring food and beverage operations * Handling guest complaints and compliments * Preparation of food and beverage service reports * Review of Food and beverage menus * food and beverage activities | * Observation * Written tests * Interview * Project * Third party report |
| 1. Control food and beverage operations | * + Basic accounting   + Property management   + Portion control   + Cashiering and billing   + Supervision of point of salesystem   + Stock taking   + Recording and securing F&B revenue   + Safety and security issues in F&B   + Legal requirements in F&B   + Preparation and dissemination of outlet service reports | * Observation * Written tests * Interview * Project * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

|  |
| --- |
| * Service ware * Cutlery * Crockery * Glass ware * Hollow ware * Furniture * Tables * Chairs * Side boards * Gueridon * Fittings * Lighting * Décor and decorations * Air conditioners * Air fresheners * Television * Carpets * Equipment * Telephone * Micros * Mats * Stationery * Linen * Napkins * Table cloth * Naperon * Moltons * Seat covers |

# BAR OPERATIONS MANAGEMENT

**UNIT CODE:** HOS/CU/FB/CR/03/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage bar operations

**Duration of Unit:** 180 hours

**Unit Description**

This unit specifies the competencies required to manage bar operations. It involves planning bar operations, overseeing bar operations, controlling and directing bar operations. It also entails managing operation of special bars and provision of bar entertainment services.

**Summary of Learning Outcomes**

* Plan bar operations
* Oversee bar operations
* Control bar operations
* Prepare and operate special bars
* Provide bar entertainment services

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Plan bar operations | * + Introduction to bar operations   + Factors influencing setting up of bar outlets   + Bar concept * Cost concept * Bar personnel * Hygiene and sanitation in bars * Principles of management * Safety and security * Bar service equipment * Bar service linen * Bar service areas * Bar service techniques   + Planning bar operations * Development of bar standard operating procedures * Preparation of work schedules * Bar is opening and closing procedures * Planning bar daily specials * Setting and pricing bar menus * Preparation of bar operating equipment and service ware * Arrangement ofbar furniture | * Observation * Written tests * Interview * Project * Third party report |
| 1. Oversee bar operations | * Supervisory aspect of beverage service * Responsibility of staff * Bar products promotional techniques * Mixology techniques * Sommelier techniques * Barista techniques * Customer relations in the bar * Business communication * Basic culinary techniques * Principles of management * Principles of marketing * Challenges in supervision of bar operations * Bar opening/closing procedures * Bar outlet activities * Bar operations * Monitoring bar operations * Selling and promotional skills * Offering of bar specials Handling guest complaints and compliments * Preparation of bar service reports * Reviewing bar menus | * Observation * Written tests * Interview * Project * Third party report |
| 1. Control bar operations | * + Basic accounting   + Bar property management   + Portion control   + Cashiering and billing * Supervision of point of salesystem * Checking bar opening/closing stocks * Recording and securing of bar revenue * Safety and security issues * Bar operations legal requirements. * Preparation and dissemination of bar service report | * Observation * Written tests * Interview * Project * Third party report |
| 1. Prepare and operate special bars | * Special bar concept * Types of special bars * Challenges of operating special bars * Preparation of special bar concepts * Operating special bars * Beverage costing in special bars * Special bar opening/closing procedures | * Observation * Written tests * Interview * Project * Third party report |
| 1. Provide bar entertainment services | * Evolution of bar entertainment * Types and kinds of entertainment in bars * Importance of bar entertainment * Legal aspects of bar entertainment * Cost concept * Bar entertainment activities * Costing for bar entertainment activities * Offering bar entertainment activities | * Observation * Written tests * Interview * Project * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Service ware
* Cutlery
* Crockery
* Glass ware
* Bar spoons
* Hollow ware
* Furniture
* Tables
* Chairs
* Side boards
* Bar stools
* Wine cellars
* Fittings
* Lighting
* Décor and decorations
* Air conditioners
* Air fresheners
* Television
* Carpets
* Equipment
* Refrigerators
* Ice makers
* Blenders
* Cocktail shakers
* Ice buckets
* Wine cooler
* Cutting board
* Micros
* Mats
* Bar accessories

# ROOM SERVICE MANAGEMENT

**UNIT CODE:** HOS/CU/FB/CR/04/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage room service operations

**Duration of Unit:** 160 hours

**Unit Description**

This unit specifies the competencies required to manage room service operations. It involves planning room service operations, overseeing room service operations and controlling and directing room service operations.

**Summary of Learning Outcomes**

* Plan room service operations
* Oversee room service operations
* Control and direct room service operations

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Plan room service operations | * Introduction to Room service * Room service personnel * Basic culinary techniques * Room service offerings * Procedures in room service * Basic principles of management * Hygiene and sanitation in room service * Legal requirements * Safety and security * Room service equipment * Room Service linen * Room service areas * Challenges encountered in planning room service operations * Development of room service standard operating procedures * Capacity building of room service staff * Setting up ofroom service station(FF&E) * Preparation of room service operating equipment and service ware * Menu setting, costing and pricing * Preparation of work schedules | * Observation * Written tests * Interview * Project * Third party report |
| 1. Oversee room service operations | * Management aspect of room service * Responsibility of room service manager * Selling and promotional techniques in room service * Customer relations * Business communication * Handling of room service orders * Challenges in management of room service operations   + - Setting up room service tray     - Room service cycle     - Monitoring room service operations     - Handling guest complaints and compliments     - Preparation of room service report     - Reviewing room service menus | * Observation * Written tests * Interview * Project * Third party report |
| 1. Control room service operations | * + Basic accounting   + Property management   + Portion control   + Cashiering and billing   + Management of point of salesystem   + Checking room service closing stocks   + Room service revenue recording and securing   + Safety and security issues in room service   + Checking compliance with legal requirements   + Preparation and dissemination of room service report | * Observation * Written tests * Interview * Project * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Service ware
* Cutlery
* Crockery
* Glass ware
* Trays
* Food covers
* Hot cabinets
* Hollow ware
* Furniture
* Tables
* Chairs
* Side boards
* Fittings
* Lighting
* Décor and decorations
* Air conditioners
* Air fresheners
* Television
* Carpets
* Equipment
* Micro-waves
* Refrigerators
* Micros
* Mats
* Trolley
* Linen
* Napkins
* Table cloth
* Naperon
* Moltons
* Seat covers and Stationery

# BANQUETS AND EVENTS MANAGEMENT

**UNIT CODE:** HOS/CU/FB/CR/05/6/A

**Relationship to Occupational Standards:**

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

**Duration of Unit:** 180 hours

**Unit Description**

This unit specifies the competencies required to manage banquets and events. It involves planning banquets and events, overseeing banquets and events and controlling and directing banquets and events.

**Summary of Learning Outcomes**

1. Plan banquets and events
2. Oversee banquets and events
3. Control and direct banquets and events

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Plan banquets and events | * + Introduction to banqueting * Factors influencing setting of banqueting business * Banqueting personnel * Culinary techniques * Principles of management * 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   + Planning banqueting operations   + Planning banqueting bars   + Customer care * Setting up of banquets and events office * Development of banquets and events standard operating procedures * Forecasting of banquets and events * Banquets and events communication tools * Preparation of banquets and events work schedules * Setting, costing and pricing of banquets and events menu * Banquets and events FF&E and service ware set-up | * Observation * Written tests * Interview * Project * Third party report |
| 1. Oversee banquets and events | * Management of banqueting operations * Selling and promotional techniques in banqueting * Customer relations in banqueting * Business communication * Handling of banqueting reservations * Challenges in management of banqueting operations * Banquets and events reservations * Banquets and events activities * Banquets and events set-up * Monitoring banquets and events operations * Handling guest complaints and compliments * Preparation of banquets and events service report * Review of banquets and events menus * Review of banquets and events communication tools | * Observation * Written tests * Interview * Project * Third party report |
| 1. Oversee banqueting bars operations | * Setting up banqueting bars * Stocking banqueting bars * Stock control * Service of beverages in a banqueting bar * Challenges of managing banqueting bars | * Observation * Written tests * Interview * Project * Third party report |
| 1. Control banquets and events | * + Basic accounting   + Property management   + Portion control   + Cashiering and billing * Supervising p**oint of sale** system * Checking opening/closing stocks * Revenue recording and securing * Safety and security issues * Legal requirements for banquets and events * Monitoring and evaluating Banquets and events operations. * Preparation and dissemination of banquets and events service report | * Observation * Written tests * Interview * Project * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Service ware
* Cutlery
* Crockery
* Glass ware
* Hollow ware
* Furniture
* Tables
* Chairs
* Side boards
* Podiums
* Stage
* Dance floors
* Cocktail tables
* Fittings
* Lighting
* Décor and decorations
* Air conditioners
* Air fresheners
* Carpets
* Drapery
* Equipment
* Telephone
* Micros
* Mats
* Flip charts
* LCD Projector
* Screen
* Mobile bar
* Mobile kitchen
* White board

* Stationery
* Linen
* Napkins
* Table cloth
* Naperon
* Moltons
* Seat covers
* Cocktail table covers

# SPECIALITY RESTAURANT MANAGEMENT

**UNIT CODE:** HOS/CU/FB/CR/06/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage specialty restaurants

**Duration of Unit:** 220 hours

**Unit Description**

This unit specifies the competencies required to manage specialty. It involves planning and preparing to operate specialty outlet, overseeing operations of a specialty outlet and controlling and directing specialty outlet operations. It also entails managing the provision of specialty outlet entertainment.

**Summary of Learning Outcomes**

1. Plan specialty F&B operations
2. Oversee specialty F&B operations
3. Control and direct specialty F&B operations
4. Manage specialty outlet entertainment services

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Plan speciality F&B operations | * + Introduction to speciality dining concepts   + Speciality F&B personnel * Attributes of speciality F&Bstaff * Culinary techniques * Principles of management * 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   + Planning speciality F&B operations * Development of specialty restaurant SOPs * Preparation of specialty cuisine * Setting, costing and pricing specialty and ethnic menus * Establishment of specialty outlet FF and E * Staffing specialty outlets * Preparation of work schedules * Speciality outlet opening and closing procedures * Planning daily specials * Preparation of speciality service stations * Arrangement of side boards | * Observation * Written tests * Interview * Project * Third party report |
| 1. Oversee specialty F&B operations | * Management aspects of speciality F&B * Selling and promotional techniques in speciality F&B operations * Customer relations in speciality F&B * Business communication * Handling of speciality F&B reservations * Challenges in management of speciality F&B operations * Setting-up of speciality outlet * Daily special offers * Major speciality outlet activities * Monitoring speciality outlets operations * Billing speciality menus * Handling guest complaints and compliments * Preparation of speciality outlet service reports and dissemination * Review of speciality menus | * Observation * Written tests * Interview * Project * Third party report |
| 1. Control specialty restaurant operations | * + Basic accounting   + Property management   + Portion control   + Cashiering and billing * Managing point of salesystem * Checking opening and closing stocks * Recording and securing revenue * Safety and security issues * Legal requirements * Preparation and dissemination of speciality outlet service report | * Observation * Written tests * Interview * Project * Third party report |
| 1. Manage specialty outlet entertainment services | * Evolution of specialty outlet entertainment * Types and kinds of entertainment in specialty outlets * Importance of specialty outlet entertainment * Legal aspects of specialty outlet entertainment * Cost concept * specialty outlet entertainment activities * Costing for specialty outlet entertainment activities * Offering specialty outlet entertainment activities | * Observation * Written tests * Interview * Project * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Service ware
* Cutlery
* Crockery
* Glass ware
* Cultural service ware
* Hollow ware
* Furniture
* Tables
* Chairs
* Side boards
* Cultural furnishings
* Fittings
* Lighting
* Décor and decorations
* Air conditioners
* Air fresheners
* Television
* Carpets
* Equipment
* Telephone
* Micros
* Mats
* Stationery
* Linen
* Napkins
* Table cloth
* Naperon
* Moltons
* Seat covers

# FOOD AND BEVERAGE ADMINISTRATIVE DUTIES

**UNIT CODE:** HOS/CU/FB/CR/07/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 200 hours

**Unit Description**

This unit describes the competencies required to perform food and beverage administrative duties. It involves planning, coordinating and controlling departments’ activities. It also entails managing departments’ personnel, representing the institution in internal and external fora and performing institution duty management role from time to time.

**Summary of Learning Outcomes**

1. Plan food and beverage department activities
2. Coordinate food and beverage department activities
3. Control food and beverage department activities
4. Manage food and beverage department personnel
5. Perform institution duty management role

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Plan food and beverage activities | * Planning * Human resource planning * Human resource development * Budgeting * Development of standard operating procedures * Roles of a manager * Management theories * Principles of management | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Coordinate and organize food and beverage activities | * Nature and purpose of organizing * Levels and span of management * Patterns of departmentalization * Development of organizational structure and task determination * Delegation of duty * Leadership styles * Motivation theories * Communication and techniques of effective communication * Activities in institution | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Control food and beverage activities | * Control process in a institution * Critical aspects in control * Establishment of a control system * Control techniques * Concept of production and operation management control * Methods of performance control * Inventory management * Basic book keeping * Cost control | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Manage food and beverage personnel | * Management theories * Management styles * Modern approaches to human resource management * Performance management * Reward management * Employee empowerment * Staff welfare * Employee relations * Concept of supervision | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Perform institution duty management role | * Shifts of operation * Departmental coverage * Fire, life, safety and security issues * Handling guest complaints * Handling staff issues * Emergency procedures * Types of services in a 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**

* Food and beverage production resources
* Food and beverage service resources
* Food and beverage sales resources
* Guest services resources
* Administration resources
* Logistical resources

# REVENUE PERFORMANCE MANAGEMENT

**UNIT CODE:** HOS/CU/FB/CR/08/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage food and beverages revenue performance

**Duration of Unit:** 240 hours

**Unit Description**

This unit specifies the competencies required to manage food and beverages revenue performance. It involves developing and costing food and beverages standard recipes, determining menu prices, monitoring food and beverages stock levels and controlling and reporting revenue and expenditure.

**Summary of Learning Outcomes**

1. Develop and cost food and beverage standard recipes
2. Determine menu price
3. Monitor food and beverage stock level
4. Revenue and expenditure control and reporting

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Develop and cost food and beverage standard recipes | * Introduction to recipes * Evolution of recipes development and costing techniques * Procedure for developing recipes * Costing and pricing of recipes * Recipe review * Basic accounting * Basic research methods * Conducting industry research * Organizing and presenting data and information * Data and information analysis * Presentation of research findings * Research report writing * Development of standard recipes * Determination of cost of production * Documenting standard recipes | * Observation * Written tests * Interview * Project * Third party report |
| 1. Determine menu price | * Importance of menu pricing * Pricing policy * Pricing strategy/techniques * Factors influencing menu price * Calculating selling price * Communicating selling price to stakeholders * Configuring selling price to POS system * Interfacing POS with hotel PMS | * Observation * Written tests * Interview * Project * Third party report |
| 1. Monitor food and beverage stock levels | * Importance of monitoring food and beverage par levels * Setting food and beverage par stocks * Stock taking procedures * Stock reconciliation * Stock reports * Determination of par stock levels * Conducting stock take * Preparation and communication of stock taking reports * Stock reconciliation * Stocking re-ordering | * Observation * Written tests * Interview * Project * Third party report |
| 1. Revenue and expenditure control and reporting | * Introduction to revenue control * Techniques and tools of revenue control * Effective revenue reporting procedures * Challenges of revenue control * Posting of menu items * Billing of guests * Cashiering activities * End of day reporting | * Observation * Written tests * Interview * Project * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Food and beverage revenue control office
* Computer
* Stationery