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# HOSPITALITY EXPERT



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## CBT CURRICULUM

National Vocational Certificate Level 2

Version 1 - November, 2019



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## **Content List:**

<b>Introduction</b>	<b>5</b>
Definition/ Description of the training programme for <i>Hospitality Expert</i>	5
Purpose of the training programme	5
Overall objectives of training programme	5
Competencies to be gained after completion of course	6
Possible available job opportunities available immediately and later in the future	6
Trainee entry level	7
Minimum qualification of trainer	7
Recommended trainer: trainee ratio	7
Medium of instruction i.e. language of instruction	7
Duration of the course (Total time, Theory & Practical time)	8
Sequence of the modules	8
<b>Summary – overview of the curriculum</b>	<b>10</b>
<b>Modules</b>	<b>13</b>
Module 1: Comply with Perform Personal Health and Safety Guidelines (102200844)	13
Module 2: Communicate the Workplace Policy and Procedure (041700839)	17
Module 3: Perform Basic Communication (Specific) (001100851)	20
Module 4: Perform Basic Computer Application (Specific) (061100856)	22
Module 5: Maintain professional standards and environment throughout shift	25
Module 6: Develop communication and social skills for hospitality	37
Module 7: Deliver effective guest service	43
Module 8: Provide housekeeping services	51
Module 9: Provide food and beverage services	57
Module 10: Provide front office services	75
<b>Complete list of tools and equipment</b>	<b>83</b>

## **Introduction**

### **Definition/ Description of the training programme for *Hospitality Expert***

Hospitality experts are multi-skilled staff at operational, supervisory or managerial level, in food and beverage service, housekeeping or front office operations.

The day-to-day tasks in food and beverage service may include greeting guests as they arrive and showing them to their table, giving out menus and taking orders for food and drink, serving food and drinks, dealing with bill payments and making sure tables are clean and tidy.

The day-to-day duties in housekeeping services might include changing bed linen and towels, making beds, vacuuming floors, dusting and polishing furniture, cleaning bathrooms, and replacing stocks of guest supplies.

The day-to-day duties for front office staff may include dealing with bookings, completing procedures when guests arrive and leave, choosing rooms and handing out keys, preparing bills and taking payments, taking and passing on messages to guests, answering questions and dealing with complaints or problems.

As learners progress, they will develop supervisory and managerial skills in these important areas of the hospitality industry.

### **Purpose of the training programme**

The purpose of the Hospitality Expert courses is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start these careers in Pakistan. The courses have been developed to address specific issues, such as the national, regional and local cultures, the work force availability within the country, and meeting and exceeding the needs and expectations of their guests.

### **Overall objectives of training programme**

The overall objectives of the Hospitality Expert training programme are:

- Develop knowledge, skills and understanding to provide food and beverage services
- Develop knowledge, skills and understanding to provide front office services
- Develop knowledge, skills and understanding to provide housekeeping services

- Develop knowledge, skills and understanding to supervise the provision of food and beverage, front office and housekeeping services
- Develop knowledge, skills and understanding to manage the provision of food and beverage, front office and housekeeping services

### **Competencies to be gained after completion of course**

At the end of the course, the trainee must have attained the following competencies:

- Maintain professional standards and environment throughout shift
- Develop communication and social skills for hospitality
- Deliver effective guest service
- Provide housekeeping services
- Provide food and beverage services
- Provide front office services
- Co-ordinate the operation of the work area
- Supervise operations in the work area
- Supervise hospitality events
- Identify and pursue new business opportunities in the hospitality sector
- Develop own skills and practice
- Monitor the duties and activities of a team
- Manage employee workplace health and safety
- Manage comments and complaints relating to operations
- Support the professional development of the operations team

### **Possible available job opportunities available immediately and later in the future**

Hospitality experts may be employed in hotels, clubs, restaurants, catering firms, cafeterias, marriage halls, caterers, institutions, homes, specialty work areas and isolated camps. They can become:

- Food and beverage service operatives
- Front office operations operatives
- Housekeeping services operatives

Experienced hospitality experts may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can attain:

- Supervisory roles in food and beverage service, front office operations or housekeeping services
- Managerial roles in food and beverage service, front office operations or housekeeping services

### **Trainee entry level**

ALL ENTRANTS SHOULD HOLD A CURRENT MEDICAL CERTIFICATE

#### **LEVEL 2**

- Middle

#### **OR**

- Trained and qualified at operational level in a hospitality setting for at least 3 months, with experience in a commercial hospitality environment
- Trainees must also be competent at Level 2 in English and numeracy.

### **Minimum qualification of trainer**

Teaching staff should have at least three years' experience in a relevant role. They should also hold or be working towards a formal teaching qualification.

Other formal qualifications in the hospitality industry would be useful in addition to the above.

Trainers must be competent at Level 3 in English and numeracy.

### **Recommended trainer: trainee ratio**

The recommended maximum trainer: trainee ratio for this programme is 1 trainer for 20 trainees.

### **Medium of instruction i.e. language of instruction**

Instruction will be Urdu and English. For employment in the Middle East, some Arabic expressions will be helpful.

### **Duration of the course (Total time, Theory & Practical time)**

The total number of hours for Levels 2 and 3 is 600 hours for each level. The total number of hours for Level 4 is 400 hours.

### **Sequence of the modules**

This qualification is made up of 10 modules. Module 8, 9, 10 and 7 relate to providing housekeeping, food and beverage services, and front office service and deliver effective guest service. Module 5: Maintain Professional standards and environment throughout shift. Module 6: Develop Communication and Social skills for Hospitality. Module 1: Comply with Perform Personal Health and safety guidelines. Module 2: Communicate workplace policy and procedure. Module 3: Perform Basic Communication. Module 4: Perform Basic Computer Application. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

Each module covers a range of learning components. These are intended to provide detailed guidance to teachers (for example the Learning Elements component) and give them additional support for preparing their lessons (for example the Materials Required component). The detail provided by each module will contribute to a standardized approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught. Each module also incorporates the cultural background of Pakistan, including specialist features and dishes that make this qualification unique to Pakistan's needs.



The distribution table is shown below:

Module 8 Provide Housekeeping services	Module 9 Provide Food & Beverage Services	Module 10 Provide Front Office Services	Module 7 Deliver effective guest service	Module 5 Maintain professional standards & Environment throughout shift	Module 1 Comply with perform personal health and safety guideline	Module 3 Perform basic communication (specific)
				Module 6 Develop communication and social skills for hospitality	Module 2 Communicate the workplace policy and procedure	Module 4 Perform basic computer application (specific)

## Summary – overview of the curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 1: 102200844</b> <b>Comply with Perform Personal Health and Safety Guidelines</b>  <b>Aim:</b>	<b>LU1:</b> Identify Personal Hazards at Workplace <b>LU2:</b> Apply Personal Protective and Safety Equipment (PPE) <b>LU3:</b> Comply Occupational Safety and Health (OSH) <b>LU4:</b> Dispose of hazardous Waste/materials from the designated area			<b>30</b>
<b>Module 2: 041700839</b> <b>Communicate the Workplace Policy and Procedure</b>  <b>Aim:</b>	<b>LU1:</b> Identify workplace communication procedures <b>LU2:</b> Communicate at workplace <b>LU3:</b> Draft Written Information <b>LU4:</b> Review Documents			<b>20</b>
<b>Module 3: 001100851</b> <b>Perform Basic Communication (Specific)</b>  <b>Aim:</b>	<b>LU1:</b> Communicate in a team to achieve intended outcomes <b>LU2:</b> Follow Supervisor's instructions as per organizational SOPs <b>LU3:</b> Develop Generic communication skills at workplace			<b>30</b>
<b>Module 4: 061100856</b> <b>Perform Basic Computer Application (Specific)</b>  <b>Aim:</b>	<b>LU1:</b> Create Word Documents <b>LU2:</b> Use internet for Browsing			<b>40</b>

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p><b>Module 5:</b> Maintain professional standards and environment throughout shift</p> <p><b>Aim:</b> The aim of this module to develop the knowledge, skills and understanding needed to maintain professional standards and environment throughout shift</p>	<p><b>LU1:</b> Ensure professional standards are maintained for PPEs and personal hygiene throughout the shift</p> <p><b>LU2:</b> Maintain the health, safety and security of the working environment</p> <p><b>LU3:</b> Communicate and work with associates and team efficiently and effectively throughout the shift</p> <p><b>LU4:</b> Check that all products and equipment are in good order</p> <p><b>LU5:</b> Maintain tools and equipment</p> <p><b>LU6:</b> Dispose of waste</p>	16	64	80
<p><b>Module 6:</b> Develop communication and social skills for hospitality</p> <p><b>Aim:</b> The aim of this module to develop the knowledge, skills and understanding needed to develop communication and social skills for hospitality</p>	<p><b>LU1:</b> Develop and use communication skills in a hospitality setting</p> <p><b>LU2:</b> Develop and use social skills in a hospitality setting</p> <p><b>LU3:</b> Handle with guest complaints and complements</p>	10	40	50
<p><b>Module 7:</b> Deliver effective guest service</p> <p><b>Aim:</b> The aim of this module to develop the knowledge, skills and understanding needed to deliver effective guest service</p>	<p><b>LU1:</b> Deliver effective and efficient service for guests</p> <p><b>LU2:</b> Meet guest expectations</p> <p><b>LU3:</b> Handle telephone calls</p>	10	40	50
<p><b>Module 8:</b> Provide housekeeping services</p> <p><b>Aim:</b> The aim of this module to develop the knowledge, skills and understanding needed to provide housekeeping services</p>	<p><b>LU1:</b> Maintain housekeeping supplies</p> <p><b>LU2:</b> Maintain linen store</p> <p><b>LU3:</b> Makeup room</p> <p><b>LU4:</b> Carry out periodic deep cleaning</p> <p><b>LU5:</b> Clean and service other housekeeping areas</p> <p><b>LU6:</b> Provide basic laundry service</p>	18	72	90

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p><b>Module 9:</b> Provide food and beverage services</p> <p><b>Aim:</b> The aim of this module to develop the knowledge, skills and understanding needed to provide food and beverage services</p>	<p><b>LU1:</b> Prepare and clear equipment, materials and service area for food and beverages service</p> <p><b>LU2:</b> Prepare and clear guest area for food, beverages and takeaway services</p> <p><b>LU3:</b> Greet guests and take orders</p> <p><b>LU4:</b> Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests</p> <p><b>LU5:</b> Secure payment from guests for food and beverages using appropriate method</p> <p><b>LU6:</b> Maintain food safety for work area when storing, holding and serving food</p>	18	72	90
<p><b>Module 10:</b> Provide front office services</p> <p><b>Aim:</b> The aim of this module to develop the knowledge, skills and understanding needed to provide front office services</p>	<p><b>LU1:</b> Deal with booking enquiries</p> <p><b>LU2:</b> Confirm, cancel and amend bookings</p> <p><b>LU3:</b> Deal with the arrival of guests</p> <p><b>LU4:</b> Prepare and maintain guest folio</p> <p><b>LU5:</b> Process front office payments</p> <p><b>LU6:</b> Deal with the departure of guests</p>	18	72	90

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Module-1

CBT CURRICULUM

National Vocational Certificate Level 2

Version 1 - November, 2019

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## Modules

### Module 1: Comply with Perform Personal Health and Safety Guidelines (102200844)

**Objective of the module:** This Competency Standard identifies the competencies required to protect/apply occupational Safety, health and Environment at workplace according to the industry's approved guidelines, procedures and interpret environmental rules/regulations. Trainee will be expected to identify and use Personal Protective Equipment (PPE) according to the work place requirements. The underpinning knowledge regarding Observe Occupational Safety and Health (OSH) will be sufficient to provide the basis for the job at workplace.

**Duration:** 30 Hours      **Theory:** Hours      **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Identify Personal Hazards at Workplace	<p><b>The trainee will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify risk to personal health</li> <li>Identify hygiene and safety at work place</li> <li>Identify processes</li> <li>Identify tools, equipment and consumable materials that have the potential to cause harm</li> <li>Report, identified risk to Health, hygiene and safety to concerned</li> </ul>		<p><b>Total</b> hrs</p> <p><b>Theory:</b> hrs</p> <p><b>Practical:</b> hrs</p>		<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>

				Consumable :	
<p><b>LU2:</b> Apply Personal Protective and Safety Equipment (PPE)</p>	<p><b>The trainee will be able to:</b></p> <p>List the Personal Protective equipment</p> <p>Select personal protective equipment in terms of type and quantity according to work orders.</p> <p>Wear personal protective equipment according to job requirements.</p> <p>Clean personal protective equipment</p> <p>Stored Personal Protective equipments in proper place after use.</p>		<p><b>Total hrs</b></p> <p><b>Theory:</b> hrs</p> <p><b>Practical:</b> hrs</p>	<p><b>Consumable :</b></p>	<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>
<p><b>LU3:</b> Comply Occupational Safety and Health (OSH)</p>	<p><b>The trainee will be able to:</b></p> <p>Maintain cleanliness and hygiene as per organizational policy</p>		<p><b>Total hrs</b></p>		<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>

	<p>Comply with Health, hygiene and safety precautions before starting work</p> <p>Comply organizational Health, hygiene and safety guidelines during work</p> <p>Deal with resolvable problems according to prescribed procedures</p> <p>Report un resolvable problems to concerned</p> <p>Place the tools equipment etc at their prescribed place after completion of work</p>		<p><b>Theory:</b></p> <p>hrs</p> <p><b>Practical:</b></p> <p>hrs</p>	<p><b>Consumable :</b></p>	
<p><b>LU4:</b> Dispose of hazardous Waste/materials from the designated area</p>	<p><b>The trainee will be able to:</b></p> <p>Identify hazardous waste materials which needs to be disposed off</p> <p>Segregate hazardous or non-hazardous waste carefully from the designated area as per approved procedure</p>		<p><b>Total</b></p> <p>hrs</p> <p><b>Theory:</b></p> <p>hrs</p> <p><b>Practical:</b></p> <p>hrs</p>	<p><b>Consumable :</b></p>	



	<p>Use proper disposal hazardous containers for dispose-off hazardous waste as per procedure</p> <p>Take necessary precautions like putting masks and gloves while disposing hazardous waste/ materials as per standard operating procedure</p>				
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Module-2  
CBT CURRICULUM  
National Vocational Certificate Level 2

Version 1 - November, 2019

## Module 2: Communicate the Workplace Policy and Procedure (041700839)

**Objective of the module:** This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision.

**Duration:** 20 Hours      **Theory:** Hours      **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1: Identify workplace communication procedures</b>	<p><b>The trainee will be able to:</b></p> <p>Identify organizational communication requirements and workplace procedures with assistance from relevant authority</p> <p>Identify appropriate lines of communication with supervisors and colleagues.</p> <p>Seek advice on the communication method/equipment most appropriate for the task</p>		<p><b>Total</b> hrs</p> <p><b>Theory:</b> hrs</p> <p><b>Practical:</b> hrs</p>	<b>Consumable :</b>	<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>
<b>LU2: Communicate at workplace</b>	<p><b>The trainee will be able to:</b></p> <p>Use effective questioning, and active</p>		<p><b>Total</b> hrs</p>		<b>Theory:</b> Class room with multimedia facility

	<p>listening and speaking skills to gather and convey information</p> <p>Use appropriate non-verbal behavior at all times</p> <p>Encourage, acknowledge and act upon constructive feedback</p>		<p><b>Theory:</b></p> <p>hrs</p> <p><b>Practical:</b></p> <p>hrs</p>	<p><b>Consumable :</b></p>	<p><b>Practical :</b> Workshop</p>
<p><b>LU3: Draft Written Information</b></p>	<p><b>The trainee will be able to:</b></p> <p>Identify and comply with required range of written materials in accordance with organizational policy and procedures</p> <p>Draft and present assigned written information for approval, ensuring it is written clearly, concisely and within designated timeframes.</p> <p>Ensure written information meets required standards of style, format and detail.</p> <p>Seek assistance and/or</p>		<p><b>Total</b></p> <p>hrs</p> <p><b>Theory:</b></p> <p>hrs</p> <p><b>Practical:</b></p> <p>hrs</p>	<p><b>Consumable :</b></p>	<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>

	feedback to aid communication skills development				
<b>LU4: Review Documents</b>	<p><b>The trainee will be able to:</b></p> <p>Check draft for suitability of tone for audience, purpose, format and communication style</p> <p>Check draft for readability, grammar, spelling, sentence and paragraph construction and correct any inaccuracies or gaps in content.</p> <p>Check draft for sequencing and structure</p> <p>Check draft to ensure it meets organizational requirements</p> <p>Ensure draft is proofread, where appropriate, by supervisor or colleague</p>		<p><b>Total</b></p> <p><b>hrs</b></p> <p><b>Theory:</b></p> <p>hrs</p> <p><b>Practical:</b></p> <p>hrs</p>	<b>Consumable :</b>	

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National Vocational Certificate Level 2

Version 1 - November, 2019

### Module 3: Perform Basic Communication (Specific) (001100851)

**Objective of the module:** This unit describes the skills and knowledge required to assist in the development of communication competence by providing information regarding different forms of communication and their appropriate use.

By the end of this program, learners will be able, to communicate more effectively and efficiently by: working in a team, follow supervisor’s instructions and develop generic communication work skills at workplace.

**Duration:** 30 Hours      **Theory:** Hours      **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Communicate in a team to achieve intended outcomes	<b>The trainee will be able to:</b>  Treat team members with respect  Maintain positive relationships to achieve common organizational goals  Get work related information from team  Identify interrelated work activities to avoid confusion  Adopt communication skills, which are designed in a team.		<b>Total</b>  hrs  <b>Theory:</b>  hrs  <b>Practical:</b>  hrs		<b>Theory:</b> Class room with multimedia facility  <b>Practical :</b> Workshop

	<p>Identify problems in communication with a team</p> <p>Resolve Communication barrier through discussion and mutual agreement</p>			<b>Consumable :</b>	
<p><b>LU2:</b> Follow Supervisor's instructions as per organizational SOPs</p>	<p><b>The trainee will be able to:</b></p> <p>Receive the instructions from Supervisor</p> <p>Carry out the instructions of the supervisor</p> <p>Report to the supervisor as per organizational SOPs</p>		<p><b>Total</b> hrs</p> <p><b>Theory:</b> hrs</p> <p><b>Practical:</b> hrs</p>	<b>Consumable :</b>	<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>
<p><b>LU3:</b> Develop Generic communication skills at workplace</p>	<p><b>The trainee will be able to:</b></p> <p>Develop basic reading skills</p> <p>Develop Basic writing Skills</p> <p>Develop basic listening skills</p>		<p><b>Total</b> hrs</p> <p><b>Theory:</b> hrs</p> <p><b>Practical:</b> hrs</p>	<b>Consumable :</b>	<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>



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National Vocational Certificate Level 2

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## Module 4: Perform Basic Computer Application (Specific) (061100856)

**Objective of the module:** This unit describes the skills and knowledge required to use spreadsheet to prepare a page of document, develops familiarity with Word, Excel, Access, PowerPoint, email, and computer graphics basics.

It applies to individuals who perform a range of routine tasks in the workplace using a fundamental knowledge of spreadsheets, Microsoft office and computer graphics in under direct supervision or with limited responsibility.

**Duration:** 40 Hours      **Theory:** Hours      **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Create Word Documents	<p><b>The trainee will be able to:</b></p> <ul style="list-style-type: none"> <li>Open word processing application</li> <li>Create a word document</li> <li>Customize page layout with relevant name setting</li> <li>Set up page in a word document</li> <li>Edit word document as required</li> <li>Use simple formatting tools when creating the</li> </ul>		<p><b>Total</b> hrs</p> <p><b>Theory:</b> hrs</p> <p><b>Practical:</b> hrs</p>		<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>

	<p>document</p> <p>Save word document to directory</p> <p>Insert table in a word document</p> <p>Insert appropriate images into document as necessary</p> <p>Insert header/footer in a word document</p> <p>Insert section break in a word document</p> <p>Set style in word document</p> <p>Select basic Print settings</p> <p>Print the document</p>			<p><b>Consumable :</b></p>	
<p><b>LU2:</b> Use internet for Browsing</p>	<p><b>The trainee will be able to:</b></p> <p>Use search engines to open website</p> <p>Search data on different topics</p> <p>Refine search to</p>		<p><b>Total hrs</b></p> <p><b>Theory:</b></p> <p>hrs</p> <p><b>Practical:</b></p>	<p><b>Consumable :</b></p>	<p><b>Theory:</b> Class room with multimedia facility</p> <p><b>Practical :</b> Workshop</p>

	increase relevance of information or content  Navigate a website to access the information or content required		hrs		
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Module-5  
CBT CURRICULUM  
National Vocational Certificate Level 2

Version 1 - November, 2019

**Module 5:** Maintain professional standards and environment throughout shift

**Objective of the module:** The aim of this module to develop the knowledge, skills and understanding needed to maintain professional standards and environment throughout shift

**Duration:** 80 hours      **Theory:** 16 hours      **Practical:** 64 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Ensure professional standards are maintained for PPEs and personal hygiene throughout the shift</p>	<p><b>The learner will be able to:</b></p> <p>Keep own self clean and hygienic</p> <p>Follow the recommended procedures for washing hands at all appropriate times</p> <p>Avoid any unsafe behaviour</p> <p>Report any cuts, boils, grazes, injuries, illness and infections promptly to the appropriate person</p> <p>Wear PPEs that are clean, fit for use and worn correctly</p>	<p>The importance of personal hygiene and cleaning, including having clean hair, skin and nails, minimal jewellery, for hygiene purposes, including preventing contamination of food being served</p> <p>Recommended procedures for washing hands at all appropriate times, including wash hands for at least 20 seconds with antibacterial soap, washing whole hands thoroughly including the back of the hand, fingers, wrists, and forearms, palms and between fingers, where bacteria and pathogens tend to collect, dry in a sanitary manner: clean, unused paper towels or automatic hand dryer</p> <p>Avoiding unsafe behaviour, including spitting, smoking, coughing, sneezing, touching own face, nose or mouth, blowing nose, scratching, chewing gum and eating, in order to prevent any contamination of food, equipment or work surfaces; organizational standards for safe behaviour in the work area</p> <p>The importance of reporting cuts, grazes and skin conditions, illnesses (particularly stomach illnesses), and infections to the</p>	<p><b>Total</b></p> <p>13 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>11 hours</p>	<p>Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, hand towels, hand dryers</p> <p>Uniform according to job requirements, (appropriate to the organisation)</p> <p>Hazard analysis and critical control points (HACCP) standards</p> <p>Organisational guidelines for personal hygiene</p> <p>Work area log to record injuries and illnesses</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants,</p>

		<p>appropriate person (including supervisor/manager), in order to avoid any risk of spreading infection</p> <p>Types of PPEs which are appropriate to the task being carried out, appropriate to the organisation, aprons and overalls (for cleaning) in order to prevent accidents, protect the associate from spillages and to show any guests the hygiene values of the work area</p> <p>The importance of ensuring that the tidy uniform being used is clean and fit for use and changed when necessary in line with organizational procedures, in order to present a professional image and to avoid possible contamination of food through bacteria and germs carried on dirty clothing</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)
<p><b>LU2:</b></p> <p>Maintain the health, safety and security of the working environment</p>	<p><b>The learner will be able to:</b></p> <p>Identify any hazards or potential hazards in the work area</p> <p>Deal with identified hazards correctly</p> <p>Report any accidents or near accidents quickly and accurately to the appropriate person</p> <p>Follow the organization's health and safety</p>	<p>The importance of working in a healthy, safe and hygienic way, including working tidily, following proper procedures and instructions, in order to avoid accidents and risks to guests</p> <p>Taking personal responsibility, including taking reasonable care of own safety and the safety of others, following Standard Operating Procedures for safe working practice (including attending to spillages and slippery surfaces, using signs to warn others (including for spillages and wet floors), lifting and carrying, ensuring corridors and walkways are clear, care with</p>	<p><b>Total</b></p> <p>13 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>11 hours</p>	<p>Different types of emergency notices</p> <p>Standard operating procedures for occupational health and safety</p> <p>Fire equipment properly maintained and in good working order (See <i>Complete list of</i></p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p>

	<p>procedures in the work environment</p> <p>Practice emergency procedures correctly</p> <p>Follow the organization's security procedures</p>	<p>lifting and carrying, seeking help when required), informing supervisor of anything that might be unsafe or cause an accident</p> <p>Sources of information about health, hygiene and safety in the work area, including Standard Operating Procedures for work area, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials</p> <p>Features of a healthy workplace, including suitable size; adequate lighting, heating and ventilation; safe floors (in good condition, ie not slippery, no torn or frayed carpeting, no obstructions), stairs, doors and windows; appropriate equipment that is regularly maintained; sufficient storage facilities; hygienic waste disposal facilities, assembly point for evacuations</p> <p>The importance of warning other people (including verbally, using warning notices) about hazards, in order to avoid further accidents and injuries</p> <p>Types of hazards to be found in the work area, including hazardous work areas (including slips; trips and falls; strains and sprains); sharp objects; cuts and lacerations; burns; hot food and service equipment; hazardous substances (including cleaning chemicals) or equipment, risks from working in a hurry (including hazardous work methods); fire risks (including hot stoves, electrical equipment); likelihood and potential impact of hazard</p>		<p><i>tools and equipment</i> for details)</p> <p>First aid equipment properly stocked (see <i>Complete list of tools and equipment</i> for details)</p> <p>Equipment for contacting security, including telephones and other electronic devices</p> <p>Work area logs for recording accidents and incidents</p> <p>Organizational procedures for dealing with emergencies and problems, including accidents, fire, evacuations</p> <p>Organisational guidelines for responding to and reporting accidents</p>	<p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>Methods to deal with hazards correctly, including removing or correcting the cause of risk, providing and using work area uniforms; working tidily, following proper procedures, warning others when necessary, providing additional training to use equipment and machinery correctly; maintaining equipment and machinery; adapting the workflow</p> <p>Reducing the risk of working with hazardous substances (including cleaning chemicals), through proper training for using hazardous substances, following manufacturer's guidelines and instructions for use, using appropriate protective equipment (including gloves, goggles, masks), using safe working methods</p> <p>The importance of reporting all usual/non-routine incidents (including accidents, spillages and breakages, arguments, turning off dangerous equipment, removing dangerous items, dangerous work practices, theft) to the appropriate person (including supervisor/manager), in order to alert them to actions they may need to take</p> <p>Ensuring relevant information is recorded in logs, including appropriate detail, people involved, time, actions taken, to ensure efficient operation</p> <p>Types of emergencies that may happen in the work area, including fire, flood, accidents, gas leaks</p> <p>Dealing with emergencies, including taking action within own responsibility, notifying</p>		<p>Contact details for colleagues, supervisors</p> <p>Uniform according to job requirements</p> <p>Case studies and other examples of health, safety and security incidents</p>	
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		<p>engineering department, evacuating the area or building, ensuring security have been notified where necessary</p> <p>The location of first aid equipment and the name of the first-aider in the work area</p> <p>The importance of following fire safety laws (following safe working practice, preventing the build-up of rubbish, ensuring that flammable materials are not at risk, not smoking except in designated areas), in order to avoid risk to the lives of associates / guests and the fabric of the building</p> <p>The organization's emergency procedures, in particular for illness, fire, security, external emergency, tackling the emergency using relevant equipment (fire equipment properly maintained and in good working order, first aid equipment properly stocked)</p> <p>Following emergency procedures, including alerting others, following instructions, taking action, evacuating the building</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU3:</b></p> <p>Communicate and work with associates and team efficiently and effectively throughout the shift</p>	<p><b>The learner will be able to:</b></p> <p>Communicate efficiently with colleagues throughout shift</p> <p>Work effectively as part of a hospitality team</p>	<p>The purpose (to support understanding) and benefits (to generate action) of making sure that communication delivers the 'message' in which it is intended to be received, using appropriate terminology</p> <p>Appropriate methods of communication for work areas, including written, verbal, by telephone (or similar), guest's order check, internal memo, e-mail, work area log; body</p>	<p><b>Total</b></p> <p>13 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>11 hours</p>	<p>Pen</p> <p>Note pads</p> <p>Standard Operating Procedures for communication</p> <p>Uniforms according to job</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop</p>

		<p>language, visual signs</p> <p>Appropriate styles of communication for different work area and other associates, including speaking, appropriate language use, tone, pitch, pace; listening skills, including asking associate appropriate questions, repeating back</p> <p>Structuring work area communications so that they are clear and accurate (using technical language where appropriate), including making the topic clear, providing the message, obtaining a response</p> <p>How non-verbal communication effects the impact of own behaviour on other people, including body language – posture/stance, facial expression, hand gestures, eye contact</p> <p>Interpreting and responding positively to non-verbal communication, including showing understanding, providing positive body language in return</p> <p>The purpose and benefits of giving work area and other associates the opportunity to ask questions and check their understanding, and the need to respond positively to these questions, including checking that the communication is properly understood and acted upon</p> <p>The need for organizations to have a friendly and purposeful way of communicating with associates, including purpose (to support good open communications between associates and</p>		<p>requirements</p> <p>Telephones / computers for phone messages and e-mails</p> <p>Memo forms</p> <p>Work area log for recording information</p>	<p>skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>other departments) and benefits (to improve working relationships and create a better working environment)</p> <p>Types of problems that may occur with contacts between associates – including conflict and aggression – and dealing with these, including developing better team-working skills, better use of communications, working with a supervisor as a broker, further training as required</p> <p>Characteristics of a good team, including commitment to the work in hand, working together, good organisation, good communications</p> <p>The benefits of organizing and planning work including smooth and effective service, developing good relations, improving guest service as a result</p> <p>Making the most efficient use of time, including good planning and preparation, avoiding things that may unnecessarily disrupt own time</p> <p>Asking for help at the right time, including before and during service, when under pressure, particularly when asked to do something new, being uncertain, being unclear, not understanding</p> <p>The benefits of effective teamwork, including efficient and effective working practice, correct timing of service, smooth service, high standards of service, good team spirit, shared responsibility for work</p>			
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		<p>effort of the work area</p> <p>The responsibilities of the team and their importance to the organisation as a whole, including providing an efficient and effective service, cooperating with other team members, anticipating the needs of guests</p> <p>Maintaining good working relationships with team members, including being reliable and organized, working methodically, helping others, sharing information, communicating clearly using technical language where appropriate</p> <p>The scope and limits of job role, including duties and responsibilities, what can or cannot be done when helping team members</p> <p>Essential information that needs to be passed on to a team member, including information about guests' needs, information about the team (attendance and/or absence, illness, lateness) and the need to pass it on as soon as possible, in order to ensure an efficient and effective service and to plan and incorporate any necessary changes</p> <p>The types of behaviour that help the team to work well (including being collaborative, supportive, communicative, attention to detail, honesty) and the types that do not (including having a selfish approach, not supporting others, being discourteous to other team members)</p>			
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<p><b>LU4:</b></p> <p>Check that all products and equipment are in good order</p>	<p><b>The learner will be able to:</b></p> <p>Ensure all products and equipment used are properly cleaned, well maintained and in good condition</p> <p>Ensure that equipment and products are safely stored according to organizational requirements</p> <p>Record any problems with the condition or function of any products or equipment and report them to the supervisor</p> <p>Report any maintenance issues to the engineering department and to the next shift for appropriate follow up</p>	<p>Using equipment checklists to check that equipment used is properly cleaned, well maintained and in good condition, by proper preparation, additional cleaning of equipment if required, testing operation of electrical or mechanical equipment</p> <p>Safe storage equipment, including checking equipment is clean before storage, fitting protective covers where appropriate, storing in store cupboards, on shelving near work area</p> <p>Recording and reporting any problems, including with the condition or function of any products or equipment, breakages, electrical faults, maintenance issues, by advising supervisor, checking that the problem is entered in work area log, ensuring that other departments (eg engineering) are advised through the work area log</p> <p>Checking that any problems reported previously have been dealt with, by checking in the log and confirming that appropriate action has been taken</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p><b>Total</b></p> <p>13 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>11 hours</p>	<p>Equipment checklists</p> <p>Manufacturers' guidelines for using equipment</p> <p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Work area log for recording problems and maintenance issues</p> <p>Pen</p> <p>Uniforms according to job</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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				requirements	
<b>LU5:</b> Maintain tools and equipment	<p><b>The learner will be able to:</b></p> <p>Check the condition of tools and equipment on a regular basis</p> <p>Keep tools and equipment clean and free from dust and debris</p> <p>Use suitable tests to check the condition of tools or equipment</p> <p>Arrange for repair or replacement of faulty tools or equipment</p> <p>Follow safe working practices when maintaining tools and equipment</p>	<p>Types of tools and equipment, including electrical, manual, specific to work area</p> <p>Checking the condition of different sorts of tools and equipment, including usage, major or minor damage, testing and dismantling, frequency of checks</p> <p>The implications of not maintaining tools and equipment, including breakdowns, loss of service, accidents and injuries</p> <p>The implications of not keeping tools and equipment clean, including failures, breakdowns</p> <p>Storing tools and equipment properly, including proximity to area of use, labeling of cupboards, cleanliness of storage area</p> <p>Recognizing tools and equipment that are damaged or need maintenance, including poor operation, frayed cables, damaged housings</p> <p>Potential hazards that can arise from defective and faulty tools and equipment, including misuse, poor maintenance or storage</p>	<p><b>Total</b> 13 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 11 hours</p>	<p>Organizational policy and procedures</p> <p>Operating manuals and specifications for tools and equipment</p> <p>Cleaning and storage equipment and facilities</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b> <b>EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<b>LU6:</b>	<b>The learner will be able</b>	The impact of work area waste, including lost income through food or other resources	<b>Total</b>	Organizational policy and	<b>For theoretical learning:</b>

<p>Dispose of waste</p>	<p><b>to:</b></p> <p>Wear appropriate clothing</p> <p>Prepare the waste for dispatch making sure you handle it carefully</p> <p>Sanitize the waste containers following your workplace procedures</p>	<p>being thrown away, cost of waste removal to the organisation, impact on the environment, potential to attract pests</p> <p>Disposing of work area waste promptly, hygienically and appropriately, including disposal or recycling as appropriate</p> <p>Opportunities for waste reduction in the work area, including careful ordering of food for guests (not ordering wrong dishes), careful use of disposable and consumable items, including paper serviettes, drinks coasters, tray papers, effective use of cleaning materials and paper, taking care of equipment</p> <p>Opportunities for avoiding and reducing work area waste through reuse and recycling, storing equipment properly</p> <p>Potential barriers that may limit waste avoidance and reduction in the work area, including poor training, failure to follow proper procedure, broken or missing waste disposal equipment</p> <p>Roles and responsibilities for work area associates to support waste minimization, including taking own responsibility for managing waste in own work area</p> <p>Training needs and training for those work area associates responsible for reducing waste</p> <p>Benefits achieved through work area waste reduction measures, including cost reductions for the organisation, improved</p>	<p>13 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>11 hours</p>	<p>procedures for disposing of waste</p> <p>Tools and equipment for disposing of waste, including waste disposal units, recycling bins</p> <p>Standard Operating Procedures for work area and for waste handling</p> <p>Uniforms according to job requirements</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
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		profitability, tidy work areas, benefits for the environment			
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# HOSPITALITY EXPERT



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Module-6

CBT CURRICULUM

National Vocational Certificate Level 2

Version 1 - November, 2019

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**Module 6:** Develop communication and social skills for hospitality

**Objective of the module:** The aim of this module to develop the knowledge, skills and understanding needed to develop communication and social skills for hospitality

**Duration:** 50 hours      **Theory:** 10 hours      **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Develop and use communication skills in a hospitality setting</p>	<p><b>The learner will be able to:</b></p> <p>Understand the expectations of guests and associates in a hospitality setting</p> <p>Develop technical and social communication skills</p> <p>Apply communication skills in a hospitality setting</p>	<p>Expectations of guests and associates, including being treated with dignity, respect, understanding and kindness, professionalism</p> <p>Product and service knowledge to support communication skills, including information about the guest's booking, information about the organization's services, knowledge of associates' job roles and responsibilities</p> <p>Effective communication skills, including asking questions to find information, listening, giving information; technical, using technical terminology with associates when appropriate, avoiding using jargon when communicating with guests</p> <p>Seeking information, including using open questions (beginning with 'Who...', 'Where...', 'What...', 'When...', 'Why...', 'Which...', 'How...'); and using closed questions (that produce a response of 'Yes' or 'No')</p> <p>The need to seek information, including obtaining new information, checking or</p>	<p><b>Total</b> 17 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 13 hours</p>	<p>Copies of hotel brochures, menu, drinks list, function planner, room service menus, other promotional materials</p> <p>Organisation's guest service policy</p> <p>Organisation's aims and objectives statement</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants,</p>

		<p>confirming details</p> <p>Understanding body language, including movements, gestures, facial expressions and shifts in the guest's or associates body position or stance; standing straight but relaxed, facing the guest or associate directly, maintaining eye contact</p> <p>Listening skills, including maintaining eye contact with the guest or associate, avoiding distractions and concentrating, showing interest by using body language, summarising what has been said, letting the guest or associate finish speaking / not interrupting</p> <p>Giving information, including information that is required, focusing on the information needed, being brief and to the point, confirming that the information given is appropriate, checking that the guest or associate is satisfied with the information given, asking questions to confirm</p> <p>Barriers to good communications, including complicated messages or language, incorrect or inappropriate use of technical terminology or jargon, disregard for the needs of the guest or associate, fatigue, disinterest, poor listening skills, bad prior experiences with the guest or associate, noise or other distractions</p> <p>Opportunities to apply social communication skills, including for newly arriving guests, guests already using hospitality services, guests who are leaving, associates needing help or support, new</p>			<p>cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>associates</p> <p>Using social communication skills to manage difficult situations, including handling problems or complaints, handling conflict with a guest or associate, finding solutions</p>			
<p><b>LU2:</b></p> <p>Develop and use social skills in a hospitality setting</p>	<p><b>The learner will be able to:</b></p> <p>Understand the principles of developing and maintaining good relationships with guest and associates</p> <p>Develop social skills</p> <p>Apply social skills in a hospitality setting</p>	<p>Principles of developing and maintaining good relationships with guest and associates, including maintaining and enhancing self-esteem, listening and responding with empathy, checking understanding</p> <p>Developing social skills, including good personal presentation, active listening, being objective, being assertive, being interested in the guest or associate, giving own name to support good relationships, maintaining eye contact at appropriate times</p> <p>Asking for feedback, including from supervisor, from other associates, recognizing strengths and weaknesses of own social skills</p> <p>Barriers to developing social skills, including lack of confidence, limited product or service knowledge, aggressive guests or associates, lack of support from supervisor</p> <p>Opportunities to apply social skills in a hospitality setting, including with new or regular guests, with new or regular associates, with supervisor</p>	<p><b>Total</b></p> <p>17 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>13 hours</p>	<p>Copies of hotel brochures, menu, drinks list, function planner, room service menus, other promotional materials</p> <p>Organisation's guest service policy</p> <p>Organisation's aims and objectives statement</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-</p>

					commercial organizations, similar establishments)
<p><b>LU3:</b></p> <p>Handle with guest complaints and complements</p>	<p><b>The learner will be able to:</b></p> <p>Solve problems for guests</p> <p>Handle complaints and complements within own role</p> <p>Record information according to organisational procedures</p>	<p>Improving guest loyalty working relationships with service partners or associates by solving problems, including availability of organization's services, timing of service</p> <p>Identifying problems, including by communicating with guests, observing body language, sharing information with other associates</p> <p>Negotiating with and reassuring guests while their problems are being solved, including keeping the guests informed in a positive and clear manner, including informing them of steps being taken to solve any service problems, prompt and polite advice to guest, ensuring supervisor is aware of the situation and monitors it</p> <p>Securing agreement for the solution with guests or own supervisor, including verbally and in writing as required</p> <p>Repeated guest service problems, including timing of service, quality of service, speed of service, problems with guest needs</p> <p>Options for dealing with and avoiding repetition of a repeated guest service problem, including better briefing, more staffing, changes to services provided, changes to workflow patterns and procedures, better working practice,</p>	<p><b>Total</b></p> <p>17 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>13 hours</p>	<p>Work area log for recording guest complaints and complements</p> <p>Organisation's guest service policy</p> <p>Organisation's aims and objectives statement</p> <p>Organisational procedures for dealing with problems</p> <p>Menus, drinks lists, brochures, prices (including room rates), other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

		<p>additional training</p> <p>Identifying best options for solving a repeated guest service problem, including balancing guest expectations with the needs of the organisation</p> <p>Obtaining the approval of somebody with sufficient authority to change organizational guidelines in order to reduce the chance of a problem being repeated, including providing appropriate details of problems, suggesting solutions</p> <p>Monitoring the changes made to guidelines and adjusting them if appropriate</p> <p>Handling complaints, including the importance of listening carefully to the complaint or complement being made by the guest, responding with empathy, apologising for the situation or problem, suggesting and agreeing actions to resolve the complaint or problem, taking appropriate action promptly</p> <p>Recording details of the complaint or complement according to organizational procedures, including making appropriate entries in the log</p> <p>Actions to take resolve or progress the complaint or complement within the limits of own authority, including correcting simple errors, suggesting alternative courses of action</p> <p>The importance of advising own supervisor in cases where resolving or progressing the</p>		<p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements (appropriate to the organisation)</p>	
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		<p>complaint or complement is beyond the limits of own authority, in order to support resolution of the complaint and keep the guest satisfied</p> <p>Ensure guest is informed of action taken as a consequence of making the complaint, including communicating verbally or in writing as required</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
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# HOSPITALITY EXPERT



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Module-7  
CBT CURRICULUM  
National Vocational Certificate Level 2

Version 1 - November, 2019

**Module 7: Deliver effective guest service**

**Objective of the module:** The aim of this module to develop the knowledge, skills and understanding needed to deliver effective guest service

**Duration:** 50 hours      **Theory:** 10 hours      **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Deliver effective and efficient service for guests</p>	<p><b>The learner will be able to:</b></p> <p>Develop and maintain positive working relationships with guests</p> <p>Deliver effective guest service at all times</p> <p>Give guests a positive impression of self and the organisation</p>	<p>Types of guest, including individuals, business people, families, the elderly, disabled people, young people, foreigners</p> <p>Creating a good first impression, including smiling, a neat uniform, a clear speaking voice, positive body language</p> <p>The methods of communication available for work areas, including written, verbal, by telephone (or similar electronic system), guest's reservation or order check, internal memo, work area log; body language, visual signs; using appropriate social communication skills with guests, using technical communication skills with associates and supervisors</p> <p>Promoting a positive image of own self and the organisation, including personal presentation, prompt attention, good social communications with guests, in order to provide efficient and effective guest service and to develop good relationships with guests and associates</p> <p>Developing and promoting trust and respect with guests, including providing prompt and courteous attention, accurate information, maintaining good communications, informing the guest promptly of any</p>	<p><b>Total</b></p> <p>17 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>13 hours</p>	<p>Record of guest reservations</p> <p>Record of guest needs, likes and dislikes</p> <p>Copies of menu, drinks list, function planner, brochures and price lists, other promotional materials</p> <p>Organisation's guest service policy</p> <p>Organisation's aims and objectives statement</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial</p>

		<p>problems</p> <p>The importance of listening to requests and adhere to any promises made in a timely manner, in order to ensure a smooth and efficient service</p> <p>The importance of having reliable and fast information for guests and the organisation, in order to ensure that services are effective and efficient for both the organisation and the guest</p> <p>Responding appropriately to guests when they make comments about the products or services being offered, including thanking them for their feedback, advising supervisor, recording the information</p> <p>Communicating positive and negative feedback from guests to others, including in writing, verbally, by ensuring the feedback is recorded in the work area log; providing accurate guest service information to others</p> <p>The importance of sharing information with colleagues when appropriate and useful to the organisation, including verbally, in writing, through the work area log, in order to deliver and improve excellent guest service</p> <p>Re-organizing own work to respond to unexpected additional workloads, including planning ahead, prioritizing work, asking for assistance at busy periods</p> <p>The organization's guidelines for recognizing what the guest wants and</p>		<p>requirements (appropriate to the organisation)</p>	<p>canteens, non-commercial organizations, similar establishments)</p>
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		<p>responding appropriately, in order to meet guest needs and present a good image of the organization</p> <p>Adapting behaviour to respond effectively to different guest behaviour, including angry, upset, rude or confused guests, guests in a hurry</p> <p>Explaining carefully information that the guest might find complicated, in order to ensure understanding and support good guest service, and checking that they fully understand, including asking questions, watching body language</p> <p>Adapting communication methods to suit the needs of guests and associates with different cultures or backgrounds, in order to support understanding and show respect for individuals and cultures</p> <p>Innovative methods of improving relationships with guests, including offering and providing extra services, to enhance the guest experience and exceed guest expectations</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU2:</b></p> <p>Meet guest expectations</p>	<p><b>The learner will be able to:</b></p> <p>Promote additional services or products to guests</p> <p>Deal with guests across</p>	<p>Knowledge of the organization's services or products and identifying ones that may interest the guest, including upgraded rooms, special dishes, special events, promotional offers; showing the guest a room or dish, drawing a picture</p> <p>Introducing additional services or products</p>	<p><b>Total</b></p> <p>17 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p>	<p>Record of guest needs, likes and dislikes</p> <p>Organization's guest service policy</p> <p>Organization's</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality</p>

	<p>a language divide</p> <p>Support the improvement of service reliability for guests</p>	<p>to guests, including verbal suggestions or with support from brochures, price lists, menus, beverage lists and other promotional materials, outlining their benefits, overcoming resistance, agreeing to provide the additional services or products</p> <p>Giving the guest time to ask questions about the additional services or products, in order to provide full information</p> <p>Giving information to move the situation forward when the guest shows interest, including additional information, asking questions to identify guests' needs and interests</p> <p>Taking action to ensure prompt delivery of the additional services or products to the guest, including prompt service from work areas, recording guest wishes or new reservations in log or reservations system</p> <p>Referring the guest to others (including supervisor or other associates) or to alternative sources of information (including website, promotional materials) if the additional services or products are not own responsibility</p> <p>The languages that team is most likely to encounter among groups of the guests, including Urdu, English, other major international languages</p> <p>Greeting guests (including individuals, groups), thanking and saying farewell to guests in their first languages, by learning and practicing common phrases in other</p>	<p>13 hours</p>	<p>aims and objectives statement</p> <p>Menus, drinks lists, brochures and prices lists, other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Work area log for recording details of unusual guest situations</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements (appropriate to the organisation)</p>	<p>establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant, front office or accommodation facilities</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>major languages</p> <p>The importance of identifying the guest's first language and indicating awareness of this to them, in order to support good guest service, develop good guest relations and ensure good communications</p> <p>The benefits of dealing with guests in their first language if possible, including obtaining and giving accurate information</p> <p>The importance of agreeing with colleagues informal signing options that may be used for key aspects of the services or products when dealing with somebody with a different first language, in order to seek or provide support to or from associates who are trying to communicate with guests in their first language</p> <p>Benefits of developing a log of useful words and phrases to support dealings with a guest with a different first language, including practicing phrases with associates, enabling quick responses when using a foreign language</p> <p>Benefits of using a few words of the guest's first language to create a rapport, including developing a quicker relationship with the guest, showing willing, helping to develop own language skills</p> <p>The importance of tone, pace and volume when dealing with guests across a language divide, including maintaining a good rapport, ensuring the guest has time to understand</p>			
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		<p>and follow the conversation</p> <p>Explaining to a guest the inability to hold an extended conversation in their first language, including written notices, agreed visual signals</p> <p>Possible sources of assistance to use when a language barrier demands additional language skills, including word cards, visual cards to assist the conversation, finding another associate who understands the language</p> <p>Rewording a question or explanation if the guest clearly does not understand the original wording, including breaking the question down into small parts, using words that can be supported by visual cards</p> <p>Organizational guest service policy, including direction on meeting and exceeding guest needs, training for associates, responses to complements and complaints</p> <p>Situations where guest service can be improved, including slow food service, slow room servicing, poor quality of service provision, lack of courtesy, incorrect information provided or recorded</p> <p>Improving communication and social communication skills with guests, including appropriate language use, tone, pitch, pace, avoiding use of jargon; listening skills, including asking guests appropriate questions, repeating back</p>			
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		Working with others to plan improvements to the delivery of reliable guest service, including supervisors and other senior staff for feedback, HR department for training			
<b>LU3:</b> Handle telephone calls	<b>The learner will be able to:</b> Answer telephone calls following organizational procedures Use appropriate communication skills when answering telephone calls Record appropriate details of telephone calls Transfer telephone calls to others where appropriate	Types of call, including from guest wishing to make, amend or cancel a booking, from other associates or departments wishing to make, amend or cancel a booking on behalf of a guest, from associates seeking or providing information about operational issues  Organizational procedures for receiving telephone calls, including standard greeting, finding information, recording information, seeking help from others where necessary, confirming details with guest and other associates  Communication skills for answering telephone calls, including speaking clearly, speaking at an appropriate speed, announcing the name of the organisation and own self as appropriate to organizational procedures, repeating information back to guest to confirm accuracy  Recording appropriate details in writing, including important information (name, booking details, contact details including return telephone number, time of the call)	<b>Total</b> 17 hours <b>Theory:</b> 3 hours <b>Practical:</b> 13 hours	Telephone equipment  Notepads for recording messages  Reservations book  Work area log for recording relevant information  Pens	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  Role plays to develop skills  <b>For practical learning: EITHER</b>  Training restaurant, front office or accommodation facilities  <b>OR</b>  Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)



# HOSPITALITY EXPERT



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Module-8  
CBT CURRICULUM  
National Vocational Certificate Level 2

Version 1 - November, 2019

**Module 8:** Provide housekeeping services

**Objective of the module:** The aim of this module to develop the knowledge, skills and understanding needed to provide housekeeping services

**Duration:** 90 hours      **Theory:** 18 hours      **Practical:** 72 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Maintain housekeeping supplies</p>	<p><b>The learner will be able to:</b> Receive and check housekeeping supplies Store and issue housekeeping supplies</p>	<p>Presenting yourself positively to external and internal delivery staff, including uniform, clean work areas</p> <p>Receive deliveries of housekeeping supplies, ensuring that deliveries match orders and delivery notes, checking that goods are not damaged and are within their use-by-date</p> <p>Completing delivery documents accurately, including which information needs to be recorded and retained, where documentation is obtained from, when documentation needs to be copied, where documentation needs to be kept; confidentiality of documentation, the implications of fraudulently completing documentation</p> <p>Handling and moving housekeeping supplies to storage areas safely and without damage or loss, including seeking help with heavy items, wearing protective clothing, stacking correctly</p> <p>Keeping receiving areas clean, tidy, hygienic and secure</p>	<p><b>Total</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 hours</p>	<p>Supplies, including bedsheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels</p> <p>Work procedures, checklists, work schedules, duty rota, maintenance schedules; records</p> <p>Uniforms, (appropriate to the organization), for example aprons, housecoats, tabards, stout footwear</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Accommodation facilities for training</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

					organizations, similar establishments)
<b>LU2:</b> Maintain linen store	<b>The learner will be able to:</b> Receive and check clean linen Store and issue clean linen	Positive image of your organisation to walk in and in house guest Checking deliveries of linen supplies to ensure that they match orders and delivery notes Completing delivery documentation accurately, accurate and complete records of items received, stored and issued, reporting any discrepancies with deliveries to the appropriate member of staff Moving clean linen safely to the storage area and storing linen supplies under the correct conditions, stock rotation procedures Checking linen meets presentation requirements and report any discrepancies to the appropriate member of staff Keeping receiving areas clean, tidy, hygienic and secure Issuing the correct type and quantity of linen to staff Reporting signs of missing stock immediately Reporting signs of pest infestation immediately	<b>Total</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 hours	Linen supplies, including bedsheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels Work procedures, checklists, work schedules, duty rota, maintenance schedules; records Uniforms, (appropriate to the organisation), for example aprons, housecoats, tabards, stout footwear	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills <b>For practical learning:</b> <b>EITHER</b> Accommodation facilities for training <b>OR</b> Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)
<b>LU3:</b> Makeup rooms	<b>The learner will be able to:</b>	Safe lifting and handling techniques and why you should always use them	<b>Total</b>	Bedsheets, pillow cases, towels, cleaning agents,	<b>For theoretical learning:</b> Class room with

	<p>Collect clean linen and bed coverings</p> <p>Strip and make beds</p>	<p>Organisational standards for linen and bed coverings</p> <p>Keeping linen and linen store secure, checking linen to make sure it is clean and up to standard, the right way to sort different fabrics</p> <p>Types of problems that may happen when collecting linen from the linen store and how to deal with these</p> <p>Keeping soiled linen separate from clean linen, the correct way to deal with soiled linen</p> <p>Organisational procedures for making and re-sheeting beds, using the right sized linen</p> <p>Types of problems or unexpected situations – including guest incidents – that may happen when stripping and making beds and how to deal with these</p> <p>How to spot and what procedures to use, if encountering bedbugs or other infestations</p>	<p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>equipment and supplies, paper towels</p> <p>Work procedures, checklists, work schedules, duty rota, maintenance schedules; records</p> <p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray),</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Uniforms, (appropriate to the organisation), for example aprons, housecoats, tabards, stout footwear</p>	<p>multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Accommodation facilities for training</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
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<p><b>LU4:</b></p> <p>Carry out periodic deep cleaning</p>	<p><b>The learner will be able to:</b></p> <p>Carry out periodic room servicing</p> <p>Carry out periodic deep cleaning</p>	<p>Organisation's schedule for periodic deep cleaning and why timescales are important; why it is important to follow this schedule</p> <p>Why the work area needs to be inspected on completion</p> <p>Organisation's quality standards for the appearance and cleanliness of rooms</p> <p>Areas and items that may need specialist maintenance, and how to report these; identifying items that need replacing and obtain the correct items; procedures for dealing with items you have replaced</p> <p>Preparations to carry out for periodic deep cleaning, and why these are important</p> <p>Equipment and materials that you need for periodic deep cleaning, and how to obtain them, using the equipment and materials efficiently and safely, health and safety requirements for high dusting</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Uniforms, (appropriate to the organisation), for example aprons, housecoats, tabards, stout footwear</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Accommodation facilities for training</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p><b>LU5:</b></p> <p>Clean and service other housekeeping</p>	<p><b>The learner will be able to:</b></p> <p>Clean and service toilet and bathroom areas</p>	<p>Procedures if guests are present when you are cleaning public areas</p> <p>Organization's standards for cleaning toilet, bathroom and furnished areas, preparing the area and yourself before cleaning; and</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p>	<p>Cleaning equipment, including small equipment (cloths, dusters, mops,</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip</p>

areas	Clean and service furnished areas	<p>disposing of waste</p> <p>Types of items in bathrooms that may need maintenance and repair, reporting items needing repair and who to report them to</p> <p>Types of records to keep in relation to cleaning</p> <p>Inspecting the work area on completion</p> <p>The need for hazard signs in preparing the work area</p> <p>Materials and equipment are used for cleaning different areas and how to choose the correct one</p> <p>Unexpected situations that may happen when you are cleaning bathrooms, toilets and furnished areas and how to deal with these</p> <p>Safe lifting and carrying techniques and why you should always use these</p> <p>Why certain areas need to be kept secure from unauthorized access</p>	<p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>brushes, buckets, hand-held cleaning spray), large equipment (jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Uniforms, (appropriate to the organisation), for example aprons, housecoats, tabards, stout footwear</p>	<p>charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Accommodation facilities for training</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p><b>LU6:</b> Provide basic laundry service</p>	<p><b>The learner will be able to:</b></p> <p>Provide laundry service</p> <p>Sort and process laundry items</p> <p>Record and report laundry process</p> <p>Selection of laundry</p>	<p>The process required for the different types of laundry services as per organizational standards</p> <p>Procedure to be followed as per organizational standards if any spoilage is found and report to the guest</p> <p>Procedure of recording and reporting laundry service</p> <p>Methodology which is suitable for fabric as</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours:</p>	<p>Laundry equipment</p> <p>Washers, Dryers, irons, Steam presses, Sorting baskets and shelves, Heat</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop</p>

	<p>method to be used</p> <p>Complete record and billing</p> <p>Packaging and presenting laundry to guests</p>	<p>per label instructions</p> <p>Procedure of keeping bills record as per organizational standards</p> <p>Procedure for packing the linen or other laundry materials</p>		<p>sealing equipment and roll plastic, Hangers.</p> <p>Packaging and presenting material (folding, wrapping, heat sealing, labeling and providing quality reports)</p>	<p>skills</p> <p><b>For practical learning: EITHER</b></p> <p>Accommodation facilities for training</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
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# HOSPITALITY EXPERT



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Module-9  
CBT CURRICULUM  
National Vocational Certificate Level 2

Version 1 - November, 2019



**Module 9:** Provide food and beverage services

**Objective of the module:** The aim of this module to develop the knowledge, skills and understanding needed to provide food and beverage services

**Duration:** 90 hours      **Theory:** 18 hours      **Practical:** 72 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Prepare and clear equipment, materials and service area for food and beverages service</p>	<p><b>The learner will be able to:</b></p> <p>Understand a range of food and beverage settings and cover lay-ups</p> <p>Prepare and clear equipment and materials for food and beverages service in different settings</p> <p>Prepare and clear service area for food and beverages service in different settings</p> <p>Demonstrate safe and hygienic working practices when preparing and clearing dining and service areas and equipment for food and beverage service</p>	<p>Food and beverage settings, including breakfast, lunch, high tea, dinner, coffee shop/café, banqueting; room layouts for different settings (formal, informal, buffet)</p> <p>Cover layups for different settings and styles, including table d’hôte, à la carte, functions, counter and take-away service</p> <p>Equipment and materials needed for service area, including correct menus and beverages lists, cutlery/silverware, glassware, service dishes/flats, plate rings, sauce boats, soup tureens, hot plates/plate warmers (stocked as required for service), refrigerated units, hot/cold beverage service containers, trays/trolleys, condiments and accompaniments, equipment for making hot drinks (including still-set machines, coffee and espresso machines, kettles, supplies of tea, coffee and other drinks, milk/cream, sugar)</p> <p>Preparation of service areas, including waiters’ pantry, sideboards/side tables/service station; ensuring there is sufficient space to carry out work activities, not overcrowding storage space, minimizing the risk of contaminating foods</p> <p>Safe and hygienic working practices when</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Menus and beverages lists</p> <p>Food and drink service equipment and utensils, including service cutlery as required, service cloths, cutlery/silverware, glassware, service dishes/flats, plate rings, sauce boats, soup tureens, hot plates/plate warmers (stocked as required for service), refrigerated units, hot/cold beverage service containers, trays/trolleys</p> <p>Equipment for making hot drinks (including still-set machines, coffee</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar</p>

		<p>preparing and clearing dining and service areas and equipment for food and beverage service, including waiter's uniform, using correct equipment, following correct procedures, to ensure there is no danger or risk to food or guests' and associates' health</p> <p>The need for an adequate stock of food service equipment and materials in the service area, in order to be fully prepared for service and to avoid delays during service period</p> <p>Reasons for service equipment (including hot plates/plate warmers, refrigerated units, hot/cold beverage service containers, equipment for making hot drinks) should be turned on before service and off afterwards, including ensuring they are ready and operating at the correct temperature for use during service, saving power after service</p> <p>Sources of information on health and safety and food information, including Standard Operating Procedures, Captain or supervisor, HR department</p> <p>The importance of checking linen (including table cloths, buffet cloths, slip cloths, napkins, waiters' cloths) and table items before service (clean and in good order), in order to provide a high standard of service and to avoid delays</p> <p>The importance of checking heating/air conditioning/ventilation and lighting before use when preparing guest dining areas for table service, in order to create a</p>		<p>and espresso machines, kettles, supplies of tea, coffee and other drinks, milk/cream, sugar)</p> <p>Sideboards/side tables/service station</p> <p>Condiments and accompaniments: Dry seasonings/ flavourings; mustards, sauces and salad dressings; prepared bread items, butter</p> <p>Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)</p> <p>Work area log for recording complaints, complements and other issues</p> <p>Order pads and notepads</p> <p>Pen</p> <p>Waiter's uniform</p>	<p>establishments)</p>
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		<p>welcoming atmosphere, to ensure a comfortable work area environment for guests, to enable any faults to be reported in good time</p> <p>The cleanliness of the service area after service, to maintain professional standards and to support the next shift</p> <p>Ensuring that food items and equipment are returned and/or stored appropriately following service, including checking and wrapping/covering any returned food items for re-use, returning food items for storage at the correct temperatures, disposing of any unsafe food correctly</p> <p>Disposing of broken glass and crockery safely, by wrapping in old newspaper and securing with tape or string, warning guest and associates</p> <p>Checking table and other linen for cleanliness following service period, returning used linen to housekeeping in line with organizational requirements</p> <p>The types of unexpected situations that may occur when preparing and clearing dining and service areas and equipment, including shortage of equipment, shortage of staff, breakages and damage, and dealing with these, including advising Captain, seeking help from other associates, ensuring details are recorded in work area log</p> <p>Compliance with relevant regulations and</p>		<p>according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organization)</p> <p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p>	
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		standards (see Introduction)			
<p><b>LU2:</b></p> <p>Prepare and clear guest area for food, beverages and takeaway services</p>	<p><b>The learner will be able to:</b></p> <p>Check at the beginning of a shift that the work area and service equipment are hygienic, free from damage and prepared ready for use</p> <p>Check that there are sufficient stocks of service items ready for service</p> <p>Switch on appropriate service equipment in time to reach the recommended operating temperature</p> <p>Display promotional materials ready for guest use</p> <p>Check that refuse and waste food containers are clean and ready for use</p> <p>Display food immediately before service, in line with operational procedures</p> <p>Assemble for cleaning or store any reusable service items and</p>	<p>Guest service areas, including eating area, reception area, payment area</p> <p>Checking and cleaning furniture, including chairs and tables, for hygienic purposes and in order to present a good image of the organisation to guests</p> <p>The importance of following safe and hygienic working practices when preparing and clearing take-away areas for counter/take-away service, including waiter's uniform, using correct equipment, following correct procedures, to ensure there is no danger or risk to food or guests' and associates' health</p> <p>The importance of checking for damage in all work areas and service equipment, in order to maintain standards, ensure service areas and equipment meet service requirements, informing Captain if areas need attention or equipment needs replacing</p> <p>Checking stocks of service items ready for service, including checking that they are clean, free from damage and arranged ready for service and prepare; displaying condiments and accompaniments ready for service where appropriate</p> <p>Maintaining presentation standards in the display of food, in order to ensure food is appealing to guests and to promote sales</p> <p>The importance of displaying hot and cold</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Menus and beverages lists</p> <p>Food and drink service equipment and utensils, including service cutlery as required, service cloths, cutlery/silverware, glassware, service dishes/flats, plate rings, sauce boats, soup tureens, hot plates/plate warmers (stocked as required for service), refrigerated units, hot/cold beverage service containers, trays/trolleys</p> <p>Equipment for making hot drinks (including still-set machines, coffee and espresso machines, kettles, supplies of tea, coffee and other drinks,</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

	<p>equipment from the food service</p> <p>Where appropriate, store condiments and accompaniments for future use in line with food hygiene legislation</p> <p>Dispose of rubbish, used disposables and waste food following recommended procedures</p> <p>Check at the end of a shift that the work area and service equipment are clean, free from damage and ready for future use</p>	<p>food safely, to ensure food is safe to eat, to avoid spillages on guests or staff, to make food look attractive and appealing to guests</p> <p>The importance of checking expiry dates on appropriate food and drink items, to ensure that all food is safe to eat and there is no risk to guests' health</p> <p>The need to check all promotional material (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information) before use, to ensure that it is informative for guests and presents a good image of the organisation</p> <p>The importance of having the correct serving equipment available for service, in order to ensure a smooth service and avoid delays for the guest</p> <p>Clearing techniques and equipment, including trolleys, trays, clearing glassware, linen, soiled linen (including returning to housekeeping for laundry)</p> <p>The need to turn certain electrical and gas equipment (including hot plates/plate warmers, refrigerated units, hot/cold beverage service containers, equipment for making hot drinks) on and off before and after service, to ensure the equipment is ready for the service period, and to reduce costs and not waste gas and electricity after the shift</p> <p>Handling and disposing of waste correctly, including proper use of waste bins, not</p>	<p>milk/cream, sugar)</p> <p>Sideboards/side tables/service station</p> <p>Condiments and accompaniments: Dry seasonings/ flavourings; mustards, sauces and salad dressings; prepared bread items, butter</p> <p>Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)</p> <p>Support material as required, including recipes, promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Cleaning equipment,</p>	
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		<p>allowing waste to build up, avoiding the risk of pests, recycling where possible</p> <p>The need for all perishable food and drink items to be returned to the kitchen and storage area immediately after service, so that it can be re-used or disposed of as appropriate</p> <p>Cleanliness of all service equipment and areas after service, including work area, tables, chairs, floor, dishwasher, sinks, waste disposal area</p> <p>The types of unexpected situations that may occur when preparing and clearing areas, including shortage of service equipment, linen, table space, wrong allocation of table covers, and dealing with these, including informing the Captain, seeking help from other associates (including from other departments, - housekeeping, engineering)</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p>including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Work area log for recording unexpected situations</p> <p>Pen</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the</p>	
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				organisation)	
<p><b>LU3:</b></p> <p>Greet guests and take orders</p>	<p><b>The learner will be able to:</b></p> <p>Greet guests, identify their requirements and check any booking records as appropriate to the service operation</p> <p>Provide guests with assistance on arrival</p> <p>Make sure guests have access to the correct menu</p> <p>Give accurate information on individual dishes according to guests' requirements</p> <p>Take the opportunity to maximize the order using appropriate sales techniques</p> <p>Identify, record and deal with their order promptly</p>	<p>Types of guest, including individuals, business people, families, the elderly, disabled people (including wheel-chair users, partially sighted or blind people, hard of hearing, other physical disabilities), children and young people, foreigners</p> <p>Identifying guests with or without a reservation and following appropriate procedures, including checking reservation details, time, number of guests, confirming if guests without reservations can be accommodated, any delay in providing service</p> <p>Greeting guests, including using the organization's accepted greeting, identifying the host, giving full attention, being welcoming, offering assistance, showing them to their table; helping to seat the guests</p> <p>Types of assistance that guests may need on arrival, including making or confirming booking / reservation, assistance with hanging coats / outdoor clothing, knowing where to go, and dealing with these, including checking booking records, taking and hanging coats, checking any special requirements</p> <p>The need to check menus before use, to ensure correct menu is being used, to provide a good impression, to ensure availability of dishes, to be aware of any</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Menus and beverages lists</p> <p>Details of ingredients of each food and beverage item available on the menu</p> <p>Support material as required, including recipes, promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Work area log for recording unexpected situations</p> <p>Order pads and notepads</p> <p>Pen</p> <p>Waiter's uniform</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

		<p>special offers</p> <p>Understanding different dishes, including ingredients, composition, methods of cooking, flavour, use of herbs and spices, pricing of dishes</p> <p>The importance of having knowledge of and giving accurate information (including about the menu and different dishes) to guests, including meeting guest needs, descriptions of dishes, ensuring sufficient dishes are available, avoiding food allergies, complying with health and safety</p> <p>Opportunities and sales techniques for maximizing the order, including recommending special dishes, selling extra dishes (such as salads, bread, water), encouraging guests to order desserts</p> <p>Assisting guests to make a choice where appropriate, including finding out about their likes and dislikes, knowing and explaining the composition of dishes on the menu, understanding the basic guidelines of menu planning and how to choose dishes, recommending appropriate dishes, special considerations (including shortage of time, religious or dietary needs)</p> <p>Taking guests' orders, including choosing the right time to take the order (not too soon or too late), checking guests are ready to order, standing by the host, being patient with indecisive guests or those who change their minds, recording number of dishes required, any special requirements or changes to normal dishes; manual/paper or</p>		<p>according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation))</p>	
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		<p>electronic systems for taking orders, including first orders (starters and main courses), returning for second/third order (sweets and coffee/tea/other drinks)</p> <p>The types of unexpected situations that may occur when greeting guests and dealing with their orders, including unexpected bookings, insufficient table space, insufficient staffing, and dealing with these, including recording reservation information, informing the guest about options (waiting for a table, choosing another work area), informing Captain about staffing issues</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU4:</b></p> <p>Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests</p>	<p><b>The learner will be able to:</b></p> <p>Use appropriate methods and equipment to serve food and accompaniments to guests in different settings</p> <p>Prepare and serve drinks to guests in different settings</p> <p>Maintain the food and beverage service throughout the shift</p> <p>Demonstrate safe and hygienic working practices when serving</p>	<p>Food and beverage settings, including breakfast, lunch, high tea, dinner, coffee shop/café, banqueting</p> <p>Methods of food service, including plate, family, solver, table theatre (cooking, carving, filleting, dressing), tray</p> <p>Food service equipment and materials, including service cutlery as required, service cloths, cutlery/silverware, glassware, service dishes/flats, plate rings, sauce boats, soup tureens, hot plates/plate warmers (stocked as required for service), refrigerated units, hot/cold beverage service containers, trays/trolleys; correct service equipment for different menu items</p> <p>Knowledge of menu items, food ingredients and approximate quantities of the food dishes available on the menu, hot and cold</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Menus and beverages lists</p> <p>Food and drink service equipment and utensils, including service cutlery as required, service cloths, cutlery/silverware, glassware, service dishes/flats, plate rings, sauce boats, soup tureens, hot plates/plate warmers (stocked as required for service),</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to a</p>

	<p>food, accompaniments, and beverages to guests</p> <p>Store food and equipment safely in line with organizational requirements</p> <p>Dispose of waste in line with organizational requirements</p> <p>Deal with unexpected situations in line with organizational guidelines</p>	<p>beverages, in order to meet guests' needs accurately</p> <p>Safe and hygienic working practices when serving guests' food and beverages orders and maintaining guest and service areas, including waiter's uniform, using correct equipment, following correct procedures, to ensure there is no danger or risk to food or guests' and associates' health, to deliver quality standards and present a good image of the organisation</p> <p>Reasons why food and beverages should be arranged and presented in line with the menu specifications, to meet organizational standards, to meet guest needs and to present a good impression of the organisation</p> <p>Changing the cover at appropriate times, in order to meet the requirements of guests' food orders, following organizational guidelines</p> <p>The correct condiments and accompaniments for each menu item, including dry seasonings/ flavorings; mustards, sauces and salad dressings; prepared bread items, butter</p> <p>The importance of taking care to serve food and beverages hygienically, in order to ensure high standards of food safety are maintained, to minimize the risk of food poisoning (particularly to babies and young children, pregnant women and nursing mothers, the elderly and infirm, those already suffering from illness or a medical</p>	<p>refrigerated units, hot/cold beverage service containers, trays/trolleys</p> <p>Equipment for making hot drinks (including still-set machines, coffee and espresso machines, kettles, supplies of tea, coffee and other drinks, milk/cream, sugar)</p> <p>Supplies for drinks service, including tea, coffee, milk/cream, sugar, bottled drinks, ice, drinks accompaniments</p> <p>Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)</p> <p>Sideboards/side tables/service station</p> <p>Support material as required, including recipes, promotional</p>	<p>commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>condition)</p> <p>Sequence of service in line with organizational requirements, including collecting food from the service point, carrying dishes safely, serving cold food before hot, ladies, gentlemen, children, the host, serving all guests at the same time</p> <p>Timing of the service, including guest needs, guests in a hurry, guests wishing to relax, service timings from groups, responding to kitchen needs</p> <p>The ability to work under pressure, including planning, prioritizing, communicating with guests or associates, teamwork, remaining polite and courteous</p> <p>Maintaining the service throughout the shift, clearing tables in line with organizational requirements, including waiting till all guests have finished, using appropriate clearing techniques, clearing to sideboard or waiter's pantry, tidying the table, adjusting covers</p> <p>Holding hot and cold food for service, including using hot-cupboards for storing food above 63 degrees, not holding hot food at temperatures less than 63 degrees for more than 2 hours (disposing of such food after this period), holding cold food at less than 8 degrees (ideally less than 5 degrees), not holding cold food at temperatures at more than 8 degrees for more than 4 hours (disposing of such food after this period)</p>	<p>materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Work area log for recording unexpected situations</p> <p>Order pads and notepads</p> <p>Pen</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation))</p>	
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		<p>Types of drinks, including hot drinks (teas – black, green, fruit; coffee – instant, filter, speciality; chocolate), cold drinks (water, fruit drinks, soft drinks; milk; yoghurt-based); canned, bottled</p> <p>Accompaniments for drinks, including sugar, milk, cream, sugar, ice, lemon, dustings</p> <p>Equipment for drinks, including crockery, silverware, hot drinks machines, coffee and espresso machines, still sets, filter machines, urns, blenders, steamers, cream whippers, kettles and boilers, cafetières, vacuum flasks</p> <p>The need for drink, supplies and accompaniments and drinks equipment to be available and ready for immediate use, in order to meet guests' needs promptly</p> <p>Preparing and serving drinks to guests, including following safe and hygienic practice, following organizational guidelines and procedures, serving drinks promptly to maintain the correct temperature (including hot or iced drinks)</p> <p>The need for guest and service areas to be kept tidy and free from rubbish and food and beverages debris, to comply with organizational requirements and to present a good image of the organisation to the guest</p> <p>Handling and disposing of waste correctly, following organizational requirements and</p>			
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		<p>taking appropriate steps to reduce waste</p> <p>The need for a constant stock of linen, table items and accompaniments, in order to re-lay tables promptly ready for next guest</p> <p>The types of unexpected situations that may occur when serving food and beverages at table, including poor timing of service, incorrect quantity and/or quality of dishes, lack of service staff, and dealing with these, including informing the Captain and guest, seeking support from other associates</p> <p>Assisting guests as they leave, including pulling the chair out, helping with coats, opening the door, thanking them for their custom, using the organization's accepted farewell</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU5:</b></p> <p>Secure payment from guests for food and beverages using appropriate method</p>	<p><b>The learner will be able to:</b></p> <p>Maintain clean and orderly checkout areas</p> <p>Count float money at the beginning of shifts to ensure that amounts are correct and that there is adequate change</p> <p>Prepare all the necessary items for making checks before the shifts starts and restock materials if</p>	<p>The organization's security procedures for cash and other types of payments</p> <p>Setting up the payment point, including collecting the float, preparing the cash till (mechanical or electronic)</p> <p>Stocks of documentation and materials needed to set up and maintain the payment point, including till rolls, blank guest bills, reservations lists, menus and drinks lists, promotional information, pens, comment cards, cash summary sheets, error slips</p> <p>The procedure for changing the till / debit / credit machine roll, following manufacturer's recommended practice, in order to minimize</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Notepads</p> <p>Pen</p> <p>Calculators</p> <p>Check folders</p> <p>Cash till (mechanical/ electronic)</p> <p>Cash float</p> <p>Mechanism for keeping cash secure</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p>

	<p>required</p> <p>Keep guest check ready at all times by posting food items as soon as possible</p> <p>Re-check postings before handing over the check to the guest</p> <p>Present the check to the guest according to the organization's procedures</p> <p>Receive payment by appropriate method and validate it if necessary</p> <p>Carry out transactions without delay and give relevant confirmation to the guest</p> <p>Give correct change for cash transactions</p> <p>Make the payment point contents available for authorized collection when asked to</p> <p>Look out for and report suspicious items or lost property</p>	<p>disruption to the payment point and avoid delays for guests</p> <p>Methods of payment, including cash, cheque, credit cards, vouchers, automatic debits or ledger payments, foreign currency, complimentary</p> <p>The correct procedures for handling payments, including preparing guest's bill, counting the money received from guest, counting out change returned to guest, processing payments using credit/debit cards or other forms of payment, never leaving payment point unattended, not allowing access to payment point by unauthorized people, keeping keys safe, being alert to security issues, managing the payment point during load-shedding or power failure</p> <p>Particular methods of payment for counter and/or take-away food and drink service, including payment on receipt of food, payment at point of exit</p> <p>Procedures for dealing with hand held payment devices, including taking them to the guest to ensure that debit or credit card remains in their sight</p> <p>The procedure to follow when a payment has been declined, including informing the guest, informing the Captain if required, politely requesting alternative method of payment</p> <p>Handling errors in payments, including over-rings, incorrect change given to guest,</p>		<p>Guest comment cards</p> <p>Cash summary sheets</p> <p>Error slips</p> <p>Computer, accessories, software</p> <p>Work area log for recording problems, suspicious items, lost property and unexpected situations</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organization), jacket (appropriate to the organization))</p>	<p>Training restaurant</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>handling and gaining approval for refunds, guests who leave without paying, the consequences of not reporting errors</p> <p>The importance of telling the guest about any delays, in order to avoid complaints, to provide assistance, and possible courses of action, including speaking to them promptly, advising Captain in case further support is needed</p> <p>The types of problems that might happen with the payment point (including lack of or insufficient float, lack of stationery, equipment not working properly) and dealing with these problems (including collecting additional float or stationery, reporting equipment faults, seeking support from other associates, consulting with Captain)</p> <p>The types of problems that may happen when taking payments (including queries on bills, guests unwilling to pay, malfunction of electronic equipment) and dealing with these problems (including checking details, seeking support from other associates, reporting to Captain)</p> <p>The procedures for closing the payment point, including completing payment point documentation, collecting the contents of the payment point and who to hand payments over to</p> <p>Reporting suspicious items and lost property, including bags or packages left by guests, to Captain or supervisor</p>			
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		Compliance with relevant regulations and standards (see Introduction)			
<p><b>LU6:</b></p> <p>Maintain food safety for work area when storing, holding and serving food</p>	<p><b>The learner will be able to:</b></p> <p>Keep own self clean and hygienic</p> <p>Keep the work area working area clean and hygienic</p> <p>Store food safely</p> <p>Hold and serve food safely</p>	<p>Ensuring that personal presentation and hygiene meet organizational requirements, including wearing waiter's uniform, keeping hair, skin and nails clean and hygienic, following the recommended procedures for washing hands at all appropriate times, avoiding unsafe behaviour that could contaminate the food being served</p> <p>Making sure work area surfaces and equipment are clean and in good condition, including carrying out additional cleaning if required</p> <p>Using only clean and suitable cloths and equipment for wiping and cleaning between tasks, in order to maintain hygiene and prevent the risk of cross-contamination</p> <p>Removing from use any work area equipment that is damaged or has loose parts, reporting it to the Captain</p> <p>Identifying, taking appropriate action and reporting to the Captain any damage to work area surfaces, walls, floors, ceilings, furniture and fittings, or signs of pests</p> <p>Disposing of work area waste material, including types of waste material generated in the work area work area, disposable or recyclable waste</p> <p>Protecting food from hazards, including biological, chemical and physical hazards, by safe and hygienic handling and storage</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Waiter's uniform according to job requirements, including black trousers, white shirt, black socks, black shoes, tie and jacket (appropriate to the organisation)</p> <p>Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets, hand-held cleaning spray</p> <p>Cleaning materials, including sanitizer, vinegar, lemon, degreaser</p> <p>Holding equipment, including hot plates, refrigerated display units</p> <p>Storage</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>



		<p>Checking that food is safe for service, including properly prepared, holding at the appropriate temperature (about 63 degrees for hot food and below 5 degrees for cold food) using appropriate equipment, including hot plates, refrigerated display units</p> <p>Preparing food for storage and putting it in the correct work area storage area (including dry stores, refrigerators at 1 – 5 degrees, freezers at –18 to –20 degrees) as quickly as necessary, in order to maintain its safety</p> <p>Storing food so that cross contamination (including direct, indirect or by drip) is prevented</p> <p>The cleanliness and suitability of work area storage areas and the need to maintain them at the correct temperature for different types of food</p> <p>Stock rotation procedures for work area storage areas, including ensuring that foods prepared or delivered first are used first, including positioning new food items correctly so that older stock is selected first for service</p> <p>Safely disposing of food that is beyond its 'use-by date', including use of waste disposal units if appropriate, ensuring waste is placed in appropriate waste bin, no debris is left behind</p> <p>Keeping necessary records up-to-date,</p>		<p>equipment, including refrigerator, freezer</p> <p>Recording documentation, including for equipment issues, food delivery and storage details</p> <p>Standard Operating Procedures for food hygiene practice</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organization), jacket (appropriate to the organization)</p>	
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		including storage records, delivery records Organisation's procedures for items that may cause allergic reactions Compliance with relevant regulations and standards (see Introduction)			
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# HOSPITALITY EXPERT



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Module-10  
CBT CURRICULUM  
National Vocational Certificate Level 2

Version 1 - November, 2019

**Module 10:** Provide front office services

**Objective of the module:** The aim of this module to develop the knowledge, skills and understanding needed to provide front office services

**Duration:** 90 hours      **Theory:** 18 hours      **Practical:** 72 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Deal with booking enquiries</p>	<p><b>The learner will be able to:</b></p> <p>Deal with booking enquiries following organizational procedures according to the type of enquiry</p> <p>Reply to the booking enquiry with accurate information</p> <p>Take the opportunity to sell other products and services within the communication back to the guest where possible and appropriate</p> <p>Invite your guests to make a booking where possible and take and record their details correctly</p> <p>Allow for guest needs and requirements and follow organisation procedures accordingly</p>	<p>The importance of dealing with guests politely and helpfully at all times, giving accurate spoken and written information to guests</p> <p>Organization's booking procedures and systems including third party systems, obtaining and recording booking details accurately</p> <p>Intelligent and appropriate up-selling, room / product rates, added value, rate negotiation limits and yield management and how these apply to your work role</p> <p>Confirmations and deposits, why these may be required from guests</p> <p>Types of unexpected situations and problems that may occur with bookings, and how to deal with these correctly</p> <p>Basic legal requirements relating to goods and services for sale when receiving, confirming, amending and cancelling booking enquiries</p>	<p><b>Total</b> 15 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 hours</p>	<p>Office supplies, including desk, chairs, pens, IT equipment and software</p> <p>Brochures and price lists</p> <p>Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices</p> <p>Telephone system</p> <p>Room keys or cards</p> <p>Standard operating procedures for front office, including handling problems and</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Front office training facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

				managing payments Work area logs Complaints Log Uniforms (appropriate to the organisation)	organizations, similar establishments)
<b>LU2:</b> Confirm, cancel and amend bookings	<b>The learner will be able to:</b> Deal with any confirmations, cancellations and amendments according to organizational procedures and requirements Collect up to date information on rates, deals and third-party rules where applicable Identify, check and follow up unconfirmed bookings in the booking system Maintain records of all bookings in line with your organization's procedures	Procedures to cancel and amend bookings Organization's and third party systems cancellation policies and procedures Overbooking policy and procedures; how to deal with this and why it happens Procedure for following up unconfirmed bookings	<b>Total</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 hours	Office supplies, including desk, chairs, pens, IT equipment and software Brochures and price lists Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices Telephone system Room keys or cards Standard operating procedures for	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills <b>For practical learning: EITHER</b> Front office training facility <b>OR</b> Access to a commercial environment or premises for training purposes (for example hotels, restaurants,

				front office, including handling problems and managing payments  Work area logs  Complaints Log  Uniforms (appropriate to the organisation)	cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)
<b>LU3:</b>  Deal with the arrival of guests	<b>The learner will be able to:</b>  Correctly identify guest requirements  Retrieve any guest booking details from the booking system and check them with the guest  Offer alternatives for any services that are not available as requested  Complete the registration document correctly  Give accurate information which meets guest needs  Promote the services and facilities of your	Organisation's standards for guest care and why these are important  Booking procedures, and why it is important to follow these correctly  Checking in procedures, and why it is important to follow these correctly  Basic legal requirements relating to accommodation, goods and services for sale  Unexpected situations and problems that may occur when guests arrive, and how to deal with these  Why registration documentation must be correctly completed by the guest  Specific requirements for registering overseas visitors  Organisation's procedure for allocation of rooms	<b>Total</b>  15 hours  <b>Theory:</b>  3 hours  <b>Practical:</b>  12 hours	Office supplies, including desk, chairs, pens, IT equipment and software  Brochures and price lists  Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices  Telephone system  Room keys or cards	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  Role plays to develop skills  <b>For practical learning:</b> <b>EITHER</b>  Front office training facility  <b>OR</b>  Access to a commercial environment or

	<p>organisation when appropriate</p> <p>Pass on guest details to the relevant departments in line with organization's procedures</p>	<p>Why it is important to give accurate information to guests</p> <p>Why it is important to correctly identify guest requirements</p> <p>What registration information must be obtained, in order to comply with legislation</p> <p>Why all correspondence relating to the booking should be available</p>		<p>Standard operating procedures for front office, including handling problems and managing payments</p> <p>Work area logs</p> <p>Complaints Log</p> <p>Uniforms (appropriate to the organization)</p>	<p>premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p><b>LU4:</b></p> <p>Prepare and maintain guest folio</p>	<p><b>The learner will be able to:</b></p> <p>Enter charges regularly and accurately against guest folio in the account system</p> <p>Record any folio adjustments accurately against guest folio</p> <p>File and store folio documents correctly at all times</p> <p>Complete guest folio for the guest</p> <p>Make sure guest folio cannot be accessed by</p>	<p>Know the organization's standards for guest care, and why it is important to follow these</p> <p>Know the basic legal requirements relating to preparing and maintaining guest folio</p> <p>Know the organization's procedures for guest folio, and why it is important to follow these</p> <p>Understand why guest folio must be updated regularly with charges and adjustments</p> <p>Understand why it is important to give accurate verbal and written information to guests</p> <p>Understand why guest folio must be secured from unauthorized access</p> <p>Know the types of unexpected situations</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Office supplies, including desk, chairs, pens, IT equipment and software</p> <p>Brochures and price lists</p> <p>Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Front office training facility</p> <p><b>OR</b></p>

	unauthorized people	and problems that may occur with guest folio, and how to deal with these correctly		<p>Telephone system</p> <p>Room keys or cards</p> <p>Standard operating procedures for front office, including handling problems and managing payments</p> <p>Work area logs</p> <p>Complaints Log</p> <p>Uniforms (appropriate to the organization)</p>	Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)
<p><b>LU5:</b></p> <p>Process front office payments</p>	<p><b>The learner will be able to:</b></p> <p>Ensure that guests are aware of the cost breakdown of chosen services and the final total amount to be paid</p> <p>Ensure that guests are aware of the methods of payment that are acceptable, and any charges or restrictions that may be attached</p> <p>Follow organization's</p>	<p>Organisation's procedures for</p> <ul style="list-style-type: none"> <li>• receiving, handling and receipting payments</li> <li>• storing payments</li> <li>• dealing with payment discrepancies</li> </ul> <p>Differences between charge, credit, debit and currency cards; types of fraudulent card transactions, for example lost or stolen cards</p> <p>Payment methods acceptable to the organisation, including chip &amp; pin procedures</p> <p>Confirming receipt of payments and giving</p>	<p><b>Total</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Notepads</p> <p>Pen</p> <p>Calculators</p> <p>Check folders</p> <p>Cash till (mechanical/ electronic)</p> <p>Cash float</p> <p>Mechanism for keeping cash secure</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p>



	<p>policies and procedures regarding payment discrepancies, non-cash payments, transaction values, and limits</p> <p>Ensure that change given for cash payments is accurate</p> <p>Maintain the security of cash and other payments</p> <p>Use correct procedures to maintain confidentiality of guests' purchases and payment information</p> <p>Issue receipts and store payments so that all internal payment records are completed accurately</p> <p>Follow the organization's procedures for issuing receipts and storing payments</p> <p>Provide guests with legible and accurate receipts</p> <p>Ensure that all payments are stored securely and protected</p>	<p>change to guest, procedures when receiving and receipting payments from guests, potential consequences of incorrect calculations and payments</p> <p>Handle guests when dealing with payment discrepancies, for example invalid currency, invalid card, suspected fraudulent use of card, payment disputes</p> <p>Own authority levels for handling non-cash payments and dealing with payment discrepancies, who to contact if you need information, advice or payment authorization</p> <p>Completing payment related documentation required by your organisation</p> <p>Procedures to follow in emergency situations relating to payments</p>		<p>Guest comment cards</p> <p>Cash summary sheets</p> <p>Error slips</p> <p>Computer, accessories, software</p> <p>Work area log for recording problems, suspicious items, lost property and unexpected situations</p> <p>Uniform (appropriate to the organisation)</p>	<p>Front office training facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p><b>LU6:</b></p> <p>Deal with the departure of</p>	<p><b>The learner will be able to:</b></p> <p>Prepare documents and</p>	<p>Organization's standards for guest care, and why it is important to follow these</p> <p>Organization's procedures for guest</p>	<p><b>Total</b></p> <p>15 hours</p>	<p>Office supplies, including desk, chairs, pens, IT equipment and</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-</p>

<p>guests</p>	<p>other necessary items before the guest departs</p> <p>Present the account to the guest for confirmation</p> <p>Check guest account details and request payment as required</p> <p>Complete documentation and deal with it using the correct account or booking system</p> <p>Complete all other procedures for guest departures</p> <p>Record guest comments, complaints and suggestions and feed them back to the appropriate person or department</p> <p>Promote establishment services and facilities as appropriate</p>	<p>departures</p> <p>Organisation's procedures for guest accounts, and why it is important to follow these, explaining details of any extra charges to the guest</p> <p>Basic legal requirements relating to preparing and maintaining guest accounts and relating to accommodation, goods and services for sale</p> <p>Safe and hygienic working practices when dealing with the departure of guests</p> <p>Why complaints, comments and suggestions should be recorded and fed back to the appropriate person/department</p> <p>Types of unexpected situations and problems that may occur with guest departures and how to deal with these correctly</p> <p>Opportunities to promote the organisation when the guest is leaving</p>	<p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>software</p> <p>Brochures and price lists</p> <p>Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices</p> <p>Telephone system</p> <p>Room keys or cards</p> <p>Standard operating procedures for front office, including handling problems and managing payments</p> <p>Work area logs</p> <p>Complaints Log</p> <p>Uniforms (appropriate to the organization)</p>	<p>visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Front office training facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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## Complete list of tools and equipment

Sr#	Description	Quantity
	<b>General Hospitality Expert</b>	
1.	Case studies and other examples of health, safety and security incidents	Class set
2.	Cleaning and storage equipment and facilities	Class set
3.	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners)	3 x class sets
4.	Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser	3 x class sets
5.	Contact details for colleagues, supervisors	20
6.	Copies of hotel brochures, menu, drinks list, function planner, room service menus, other promotional materials	3 x class sets
7.	Copies of menu, drinks list, function planner, brochures and price lists, other promotional materials	3 x class sets
8.	Different types of emergency notices	Class set
9.	Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, hand towels, hand dryers	3 x class sets
10.	Equipment checklists	20
11.	Equipment for contacting security, including telephones and other electronic devices	Class set
12.	Guest services resources, handouts, articles, journals	3 x class sets
13.	Hazard analysis and critical control points (HACCP) standards	3 x class sets
14.	Manufacturers' guidelines for using equipment	3 x class sets
15.	Memo forms	20
16.	Menus, drinks lists, brochures, prices (including room rates), other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)	3 x class sets
17.	Notepads for recording messages	20
18.	Operating manuals and specifications for tools and equipment	Class set
19.	Organisation's aims and objectives statement	3 x class sets
20.	Organisation's guest service policy	3 x class sets
21.	Organisational guidelines for personal hygiene	3 x class sets

22.	Organisational guidelines for responding to and reporting accidents	3 x class sets
23.	Organisational policy and procedures for disposing of waste	3 x class sets
24.	Organisational procedures for dealing with emergencies and problems, including accidents, fire, evacuations	3 x class sets
25.	Organisational procedures for dealing with problems	3 x class sets
26.	Pens	20
27.	Record of guest needs, likes and dislikes	3 x class sets
28.	Record of guest reservations	3 x class sets
29.	Reservations book	3 x class sets
30.	Standard Operating Procedures for different work area and operations	3 x class sets
31.	Telephone equipment	Class set
32.	Computers and IT equipment	20
33.	Tools and equipment for disposing of waste, including waste disposal units, recycling bins	3 x class sets
34.	Uniform according to job requirements, (appropriate to the organisation)	20
35.	Work area log	3 x class sets
	<b>Hospitality Expert – Housekeeping</b>	
	<b>Standard operating procedures for food outlet</b>	
36.	Organisation's aims and objectives statement	1 class set
37.	Organisation's guest service policy	1 book
	<b>Housekeeping materials and equipment</b>	
38.	Supplies, including bedsheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels	Class set
39.	Work procedures, checklists, work schedules, duty rota, maintenance schedules; records	20
40.	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray),	3 x class sets
41.	Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser	3 x class sets
42.	Uniforms, (appropriate to the organisation), for example aprons, housecoats, tabards, stout footwear	20
43.	Organizational guidelines to provide basic laundry service (irons, washer, sorting baskets and shelves, heat sealing equipment and roll plastic, hangers and labeling)	3 x class sets
	<b>Hospitality Expert – Food service</b>	
	<b>Standard operating procedures for food outlet</b>	

44.	Organisation's aims and objectives statement	1 class set
45.	Organisation's guest service policy	1 book
46.	Examples of menus, recipes, drinks lists, function planner, other promotional materials from different organizations (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)	20
47.	Food outlet log books	1 class set
48.	Food outlet logs for recording accidents and incidents	1 completed class copy as example 20 blank copies
49.	Organisational procedures for dealing with problems	1 completed class copy as example 20 blank copies
50.	Organisational procedures for dealing with emergencies	20 copies
51.	Organisational guidelines for responding to and reporting accidents	20 copies
52.	Organisational policy and procedures for disposing of waste	20 copies
53.	Examples of support materials as required, including recipes, promotional materials, from different organizations	1 class set
54.	Guest services resources, handouts, articles, journals	1 class set
55.	Record of guest reservations	20 copies
56.	Record of guest needs, likes and dislikes	1 completed class copy as example 20 blank copies
57.	Computers, accessories, software	1 completed class copy as example 20 blank copies
58.	Contact details for colleagues, supervisor	2
	<b>Food and drink service equipment and utensils</b>	
59.	Crockery, cutlery, glassware and napkins, service cutlery for food and beverage service practical	40 sets

	classes	
60.	Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)	20 sets
61.	Service dishes/flats, plate rings, sauce boats, soup tureens, service cloths	20 sets (minimum)
62.	Service equipment and utensils for serving food at the counter	20 sets
63.	Holders for order pads	20 sets
64.	Equipment for drinks, including hot drinks machines, coffee and espresso machines, still sets, filter machines, urns, blenders, steamers, cream whippers, kettles and boilers, cafetières, vacuum flasks	5 sets
65.	Hot plates/plate warmers (stocked as required for service)	5
66.	Refrigerated unit	1
67.	Hot/cold beverage service containers	2
68.	Trays/trolleys	10
69.	Sideboards/side tables/service station	5
70.	Counter service materials, including posters, black/white board, menus board, promotional materials showing special offers	1 set
71.	Waiters' pantry	2 installations
72.	Counter service, including display unit, heated unit, refrigerated unit, beverage equipment	1 installation
	<b>Hospitality Expert – Front Office</b>	
73.	Office supplies, including desk, chairs, pens, IT equipment and software	1 installation
74.	Brochures and price lists	20 sets
75.	Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices	Class set
76.	Telephone system	1 installation
77.	Room keys or cards	Class set
78.	Standard operating procedures for front office, including handling problems and managing payments	20 sets
79.	Work area logs	20 sets
80.	Complaints Log	3 sets
81.	Uniforms (appropriate to the organisation)	20 sets
	<b>Equipment for cash and payment handling</b>	
82.	Bill/Check folders	20 sets
83.	Cash till (mechanical/electronic)	1

84.	Cash float and mechanism for keeping cash secure	5 sets
85.	Calculators	20
	<b>Fire, first aid and safety equipment</b>	
86.	Food safety guidelines	1 example copy
87.	Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, hand towels, hand dryers	5 sets
88.	HACCP standards	1 example copy
89.	Illustrative range of emergency notices	1 set
90.	Fire equipment properly maintained and in good working order, including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs	1 set
91.	First aid equipment properly stocked: Food safety plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-free cleansing wipes; tape; distilled water, for cleaning wounds and as an eye bath	1 set
92.	Food outlet logs for recording accidents and incidents	1 example copy
93.	Tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on wheels (foot operated) with garbage bags included	2 sets

