

# WAITER

## CBT Curriculum

National Vocational  
Certificate Level 2

Version 1 - July 2013



EUROPEAN UNION



Kingdom of the Netherlands



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**Authors**

Dr. Jeremy Curtis (International Short Term Expert)  
Mr. Babar Sheikh (Director Operations College of Tourism and Hotel Management, Lahore)  
Ms. Humaira Mehdi (Manager Trainings and HR - Hashoo Foundation, Rawalpindi)

**Responsible**

Director General Skills Standard and Curricula, National Vocational and Technical Training Commission  
National Deputy Head, TVET Reform Support Programme, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

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## Contents

<b>Curriculum specification for Hospitality Waiter</b>	<b>1</b>
1. Introduction	1
2. Competency Standard – “WAITER” (NVQF – Level 2)	7
3. Overview of the curriculum for Waiter	10
4. Teaching and Learning Guide for Waiter	14
4.1. Module 1: Maintain professional food outlet standards and environment throughout shift	15
4.2. Module 2: Develop social skills for hospitality	30
4.3. Module 3: Prepare and clear, service and guest areas for food and beverages service	34
4.4. Module 4: Serve food and beverages	42
4.5. Module 5: Provide a carvery / buffet service	63
4.6. Module 6: Deliver effective guest service	69
4.7. Module 7: Complete food outlet shift effectively	80
5. General assessment guidance for the Hospitality Waiter Curriculum	85
6. Tools and sources for Waiter	98
7. List of consumable supplies	104

# Curriculum specification for Hospitality Waiter

## 1. Introduction

### The structure of this course

This curriculum comprises 7 modules. The recommended delivery time is 800 hours. Delivery of the course could therefore be full time, 5 days a week, for 6 months. Training providers are at liberty to develop other models of delivery, including part-time and evening delivery.

The full structure of the course is as follow:

Module	Theory <sup>1</sup> Days/hours	Workplace <sup>2</sup> Days/hours	Total hours
Module 1: Maintain professional food outlet standards throughout shift	12	48	60
Module 2: Develop communication and social skills for hospitality	10	90	100
Module 3: Prepare and clear service and guest areas for food and beverages service	20	100	120
Module 4: Serve food and beverages	33	167	200
Module 5: Provide a carvery / buffet service	20	80	100
Module 6: Deliver effective guest service	20	100	120
Module 7: Complete food outlet shift effectively	10	90	100

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<sup>1</sup> Learning Module hours in training provider premises

<sup>2</sup> Training workshop, laboratory and on-the-job workplace

The purpose of the Hospitality Waiter course is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The course has been developed to address specific issues, such as the national, regional and local cultures, the manpower availability within the country, and meeting and exceeding the needs and expectations of their guests.

### **Central aim of the training provider, trainer or teacher**

The aim for the team of staff responsible for delivery of the Hospitality Waiter curriculum is to develop work related skills through comprehensive action orientation. Action orientation can be understood as the willingness and ability of a trainee to act in professional, social and private situations appropriate, thoughtfully and in a socially responsible manner.

Teaching staff will support trainees in developing their willingness and ability, through their technical knowledge and abilities, to solve tasks and problems that are goal-oriented. They will need to use trainee-centred, practically oriented methods. They will also need to develop a programme of practical assessment that reflects the learning outcomes stated in the curriculum.

Trainees of the Hospitality Waiter curriculum will also develop their willingness and ability as an individual to clarify issues, think through and to assess development opportunities. They will learn to consider requirements and constraints in family, professional and private life and to develop their own talents and future life plans.

Teaching staff will also support trainees in developing characteristics such as self-reliance, reliability, responsibility, a sense of duty and the willingness and ability to criticize and to accept criticism well and to adapt their future behaviour accordingly.

Teaching also needs to use the Hospitality Waiter curriculum to address development of social competence. Trainees need to acquire a willingness and ability to live and shape their own social relationships, to capture and understand contributions and tensions in their lives, as well as finding ways to deal with others in a rational and responsible manner. This in particular includes especially the development of social responsibility and solidarity.

Method competency, communicative competence and learning competence are inherent part of developing expertise, self-competence and social competence in trainees through the Hospitality Waiter curriculum. Method competence develops in trainees a willingness and ability to use a targeted, tactical approach during the handling of tasks and problems. Communication competence develops a willingness and ability to understand and to shape communicative situations, including the ability for trainees to perceive, understand and to represent their own intentions and needs as well as those of their partners. Learning competence develops in trainees a willingness and ability to understand and evaluate – independently and together with others – information about facts and contexts through the Hospitality

Waiter curriculum and to classify these in mental structures. As part of learning competencies, trainees will demonstrate the ability and willingness to develop in his or her professional or private life learning techniques and learning strategies and to use them for lifelong learning.

### **Entry level for trainees**

Matriculation

### **ALL ENTRANTS SHOULD HOLD A CURRENT MEDICAL CERTIFICATE**

### **Minimum teaching qualification**

Training staff should have at least three years" experience in the role of F&B Captain or Restaurant Manager. 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.

### **Medium of instruction**

Instructions will be in Urdu and English languages. For employment in the Middle East, some Arabic expressions will be helpful. It will also be helpful to develop knowledge of French terminology for the hospitality industry.

### **Terminology**

This curriculum is for a Hospitality Waiter. Some organisations may use alternative terms to describe this job role, including Food and Beverage Server. Training providers should examine the Overview of the Curriculum to determine whether this curriculum meets the needs of potential trainees.

This curriculum also specification uses the term Captain to indicate the Waiter's line manager. Organisations are likely to use a range of different terms and this should be interpreted flexibly.

### **Laws and regulations**

- Training providers must ensure they keep up to date with laws, standards and regulations – at both national and regional levels – relating to health and safety, food safety, guest rights and other relevant issues. These currently include:
- The Pure Food Ordinance 1960
- Pakistan Hotels and Restaurant Act 1976
- Pakistan Standards and Quality Control Authority Act 1996
- Factories Act 1934
- Punjab Factories Rules 1978
- Sindh Factories Rules 1975
- North-West Frontier Province Factories Rules 1975
- West Pakistan Hazardous Occupations Rules 1963
- Provincial Employees Social Security (Occupational Diseases) Regulation 1967
- Workmen Compensation Act 1923 and Rules 1961
- Dock Labourers Act 1934

The team of staff responsible for delivery of the Hospitality Waiter curriculum must familiarise themselves with laws and regulations that relate to their area of teaching and ensure that learners know and understand how to comply with and meet their responsibilities. Learning units will refer to the above list where appropriate.

## **Suggested distribution of modules**

This qualification is made up of 8 modules. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

The central modules for waiters are Module 3: Prepare and clear service and guest areas for food and beverages service; Module 4: Serve food and beverages; and Module 5: Provide a carvery / buffet service. The first two should be taught at the same time. Module 5: Provide a carvery / buffet service can be taught later, when waiters have developed their basic skills. This is illustrated in the distribution table.

There are four modules relating to general skills that a waiter must have: Module 1: Maintain professional food outlet standards and environment throughout shift; Module 2: Develop communication and social skills for hospitality; Module 6: Deliver effective guest service; and Module 7: Complete food outlet shift effectively. These are interdependent with the main food service modules and need to be delivered in parallel. This is illustrated in the distribution table. One final module – Module 8: Developing a new business – can be delivered at any stage. The distribution table suggests that this should be delivered at the end of the course.

Each module covers a range of learning components. These are intended to provide detailed guidance to instructors (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 standardised 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:

<p>Module 3: Prepare and clear service and guest areas for food and beverages service 120 hours</p>	<p>Module 4: Serve food and beverages 200 hours</p>	<p>Module 2: Develop communication and social skills for hospitality 60 hours</p>	<p>Module 1: Maintain professional food outlet standards and environment throughout shift 60 hours</p>	<p>Module 7: Complete food outlet shift effectively 60 hours</p>
<p>Module 5: Provide a carvery / buffet service 100 hours</p>	<p>Module 6: Deliver effective guest service 120 hours</p>			

## **2. Competency Standard – “WAITER” (NVQF – Level 2)**

### **Definition**

Waiting staff serve guests by taking orders, serving food and preparing tables. Specific duties vary depending on the type of establishment, many of which also provide a carvery/buffet service. An important part of the work is to make guests feel welcome and comfortable during their meal.

### **Overall objectives of this course:**

- Greeting guests as they arrive and showing them to their table
- Presenting menus and taking orders for food and beverages
- Serving food and beverages
- Dealing with bill payments
- Making sure tables are clean and tidy
- Working hygienically and safely.

### **Competencies gained after completion of the course:**

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

- Expert in basic skills in preparing and providing food and beverage service
- Apply food safety and hygiene regulations
- Maintain professional food outlet standards throughout shift
- Develop communication and social skills for hospitality
- Prepare and clear service and guest areas for food and beverages service

- Serve food and beverages
- Provide a carvery / buffet service
- Deliver effective guest service
- Complete food outlet shift effectively

## **Personal requirements**

Waiters need the following characteristics:

- A genuine interest in people and the food service industry
- An out-going/ pleasant personality
- A desire to learn
- Good health
- Stamina – able to stand for long duty hours in a food outlet environment
- Able to work as a member of a team
- Dedicated to maintain the high standard of cleanliness necessary in any food establishment.

## **Opportunities for employment and advancement**

Waiters are employed in hotels, clubs, restaurants, catering firms, cafeterias, marriage halls, caterers, institutions, homes, specialty food outlets and isolated camps. Self-employment by founding an enterprise in this field of activity is possible as well. Some jobs for waiters are seasonal and/or part-time. Experienced waiters may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can become:

- Captains
- Restaurant Managers
- Executive Food and Beverage Managers

- Banquet Managers
- Event Managers
- Food service administrators and coordinators
- Hotel Managers
- General Managers.

Some experienced waiters achieve a respected level of salaries. There are good prospects for travel both within Pakistan and abroad. The employment outlook in this industry will be influenced by a wide variety of factors including:

- Trends and events affecting overall employment (especially in the Accommodation and Food Services industry)
- Location in Pakistan
- Employment turnover (work opportunities generated by people leaving existing positions)
- Occupational growth (work opportunities resulting from the creation of new positions that never existed before)
- Size of the industry
- Flexibility of the applicant (concerning location and schedule of work).

### 3. Overview of the curriculum for Waiter

Module Title and Aim	Learning Units	
<p><b>Module 1:</b> Maintain professional food outlet standards and environment throughout shift</p> <p><b>Aim:</b> The aim of this module is to develop the skills knowledge and understanding regarding the professional food outlet standards throughout the shift effectively</p>	<p>LU1: Ensure professional food outlet standards are maintained for waiter’s personal hygiene and grooming throughout the shift</p> <p>LU2: Maintain the health, safety and security of the food outlet working environment</p> <p>LU3: Communicate and work with food outlet associates and team efficiently and effectively throughout the shift</p> <p>LU4: Check that all food outlet products and equipment are in good order</p> <p>LU5: Ensure food outlet waste is minimized</p> <p>LU6: Attend food outlet briefing and be aware of daily requirements and other issues</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory<sup>3</sup> Days/hours</b>
		12 hours
		<b>Workplace<sup>4</sup> Days/hours</b>
48 hours		

<sup>3</sup> Learning Module hours in training provider premises

<sup>4</sup> Training workshop, laboratory and on-the-job workplace

Module Title and Aim	Learning Units	
<p><b>Module 2:</b> Develop communication and social skills for hospitality</p> <p><b>Aim:</b> The aim of this module is to develop the knowledge, skills and understanding to communicate with guests and associates in a hospitality setting</p>	<p>LU1 Develop and use communication skills in a hospitality setting</p> <p>LU2 Develop and use social skills in a hospitality setting</p>	<b>Timeframe of modules</b>
		100 hours
		<b>Theory Days/hours</b>
		10 hours
		<b>Workplace Days/hours</b>
90 hours		
<p><b>Module 3:</b> Prepare and clear service and guest areas for food and beverages service</p> <p><b>Aim:</b> The aim of this module is to develop the skills knowledge and understanding regarding the food, beverages and takeaway services</p>	<p>LU1: Prepare and clear equipment, materials and service area for food and beverages service</p> <p>LU2: Prepare and clear guest area for food, beverages and takeaway services</p>	<b>Timeframe of modules</b>
		120 hours
		<b>Theory Days/hours</b>
		20 hours
		<b>Workplace Days/hours</b>
100 hours		

Module Title and Aim	Learning Units	
<p><b>Module 4:</b> Serve food and beverages</p> <p><b>Aim:</b> The aim of this module is to develop the skills knowledge and understanding regarding serving food and beverages</p>	<p>LU1: Greet guests and take orders</p> <p>LU2: Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests</p> <p>LU3: Provide a food outlet counter and takeaway service</p> <p>LU4: Secure payment from guests for food and beverages using appropriate method</p> <p>LU5: Support Captain of food outlet where appropriate</p> <p>LU6: Maintain food safety for food outlet when storing, holding and serving food</p>	<b>Timeframe of modules</b>
		200 hours
		<b>Theory Days/hours</b>
		33 hours
		<b>Workplace Days/hours</b>
167 hours		
<p><b>Module 5:</b> Provide a carvery / buffet service</p> <p><b>Aim:</b> The aim of this module is to develop the knowledge, skills and understanding to provide food and beverage service through a carvery or buffet</p>	<p>LU1: Prepare and maintain a carvery/buffet display</p> <p>LU2: Serve and assist guests at the carvery/buffet</p>	<b>Timeframe of modules</b>
		100 hours
		<b>Theory Days/hours</b>
		20 hours
		<b>Workplace Days/hours</b>
80 hours		

Module Title and Aim	Learning Units	
<p><b>Module 6:</b> Deliver effective guest service</p> <p><b>Aim:</b> The aim of this module is to develop the skills, knowledge and understanding for delivering effective and efficient service for food outlet guests</p>	<p>LU1: Deliver effective and efficient service for food outlet guests</p> <p>LU2: Meet and exceed guest expectations</p> <p>LU3: Handle telephone calls</p> <p>LU4: Deal with guest complaints and complements</p>	<b>Timeframe of modules</b>
		120 hours
		<b>Theory Days/hours</b>
		20 hours
		<b>Workplace Days/hours</b>
100 hours		
<p><b>Module 7:</b> Complete food outlet shift effectively</p> <p><b>Aim:</b> The aim of this module is to develop the skills knowledge and understanding to complete food outlet shift effectively</p>	<p>LU1: Ensure all surplus food, equipment and materials are returned from the food outlet to the appropriate department</p> <p>LU2: Clean and sanitize food outlet work area, equipment and surfaces</p> <p>LU3: Hand over to next food outlet shift</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/hours</b>
		10 hours
		<b>Workplace Days/hours</b>
90 hours		

## 4. Teaching and Learning Guide for Waiter

The aim of the training is for trainees to be able to act independently and responsibly in their field of study, by following an educational programme where this is part of the overall methodological concept.

Different methodologies such as teaching theory and then hands on practical work can enhance the abilities of a trainee and contribute to achieve this objective. Theory methodologies should be supported by appropriate resources, as indicated in the „Materials Required“ column of the Learning Unit specifications. Instructors should also illustrate theory sessions with examples of how the learning could be applied in the workplace. Practical methodologies should be set in an appropriate environment and supported by appropriate resources, also indicated in the „Materials Required“ column of the Learning Unit specifications. Methods that directly promote capacity-building for the trainee are particularly suitable and therefore should be included appropriately in the teaching approach.

#### 4.1. Module 1: Maintain professional food outlet standards and environment throughout shift

**Objective of the module: The aim of this module is to develop the skills knowledge and understanding regarding the professional food outlet standards throughout the shift effectively**

**Duration** 60 hours      **Theory:** 12 hours      **Practical:** 48 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Ensure professional food outlet standards are maintained for waiter's uniform and hygiene throughout the shift</p>	<p><b>The trainee will be able to:</b></p> <p>Keep own self clean and adapt hygienic practice</p> <p>Follow the recommended procedures for washing hands at all appropriate times</p> <p>Avoid unsafe behaviour that could contaminate the food being served</p> <p>Report any cuts, boils, grazes, injuries, illness and infections promptly to the appropriate person</p> <p>Wear waiter's uniform</p>	<p>Know the importance of keeping own self clean and hygienic, including having clean hair, skin and nails, minimal jewellery, for hygiene purposes, including preventing contamination of food being served</p> <p>Ability to recommend 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, kitchen hazards</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,</p>	<p><b>Total:</b> 10 hours</p> <p><b>Theory:</b> 2 hours</p> <p><b>Practical:</b> 8 Hours</p>	<p>Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, hand towels, hand dryers</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>Hazard analysis</p>	<p><b>For theoretic learning:</b> Class room with multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital establishments</p> <p>Role plays to develop skills</p> <p><b>For practice learning:</b> <b>EITHER</b> Training restaurant <b>OR</b> Access to commercial food outlet for training purposes</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>that is clean, fit for use and worn correctly</p>	<p>equipment or work surfaces; organisational standards for safe behaviour in the food outlet</p> <p>The importance of reporting cuts, grazes and skin conditions, illnesses (particularly stomach illnesses), and infections to the appropriate person (including Captain or other supervisor/manager), in order to avoid any risk of spreading infection</p> <p>Types of waiter's uniform which are appropriate to the task being carried out, including black trousers, white shirt, black socks, black shoes, tie and jacket (appropriate to the organisation), aprons and overalls (for cleaning) in order to prevent accidents, protect the waiter from spillages and to show any guests the hygiene values of the food outlet</p> <p>The importance of why a professional image is important by ensuring that the waiter's uniform being used is clean and fit for use and changed when necessary in line with organisational 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</p>		<p>and critical control points (HACCP) standards</p> <p>Organisational guidelines for personal hygiene</p> <p>Food outlet log to record injuries and illnesses</p>	<p>(for example hotels, restaurants, clubs, canteens, commercial organisations, establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		standards (see Introduction)			
<b>LU2:</b> Maintain the health, safety and security of the food outlet working environment	<b>The trainee will be able to:</b> Maintain a safe, hygienic and secure food outlet working environment Keep a look out for hazards in the food outlet Identify any hazards or potential hazards in the food outlet and deal with these correctly Report any accidents or near accidents quickly and accurately to the proper person Deal with problems and unexpected situations in an appropriate manner Practise emergency procedures correctly	Know the importance of working in a healthy, safe and hygienic way, including working tidily, following proper procedures and instructions, in order to avoid accidents, ensure food is served safely and that there is no risk to the guest Take 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 lifting and carrying, seeking help when required), informing Captain of anything that might be unsafe or cause an accident Know sources of information about health, hygiene and safety in the food outlet, including Standard Operating Procedures for food outlet, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials Features of a healthy workplace, including	<b>Total:</b> 10 hours <b>Theory:</b> 2 hours <b>Practical:</b> 8 Hours	Different types of emergency notices Standard operating procedures for occupational health and safety Fire equipment properly maintained and in good working order (See Section 5 for details) First aid equipment properly stocked (see Section 5 for details) Equipment for contacting security, including telephones and other electronic	<b>For theoretical learning:</b> Class room with multimedia aid, audio visual facilities and flip charts Visit to hospital establishments Role plays to develop skills <b>For practical learning: EITHER</b> Training restaurant <b>OR</b> Access to commercial food outlets for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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 food outlet, 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 (including hotplates, drinks machines, water boilers), 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>Methods to deal with hazards correctly, including removing or correcting the cause of risk, providing and using waiter's uniform;</p>		<p>devices</p> <p>Food outlet logs for recording accidents and incidents</p> <p>Organisational procedures for dealing with emergencies and problems, including accidents, fire, evacuations</p> <p>Organisational guidelines for responding to and reporting accidents</p> <p>Contact details for colleagues, supervisors</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black</p>	<p>establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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 Captain of other 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</p>		<p>socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation))</p> <p>Case studies and other examples of health, safety and security incidents</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>the food outlet, including fire, flood, accidents, gas leaks</p> <p>Dealing with emergencies, including taking action within own responsibility, notifying 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 food outlet</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 organisation'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</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		standards (see Introduction)			
<p><b>LU3:</b></p> <p>Communicate and coordinate with food &amp; Beverage outlets colleagues efficiently and effectively throughout the shift</p>	<p><b>The trainee 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 food service outlets, including written, verbal, by telephone (or similar), guest’s order check, internal memo, e-mail, food outlet log; body language, visual signs</p> <p>Appropriate styles of communication for different food outlet and other associates, including speaking, appropriate language use, tone, pitch, pace; listening skills, including asking associate appropriate questions, repeating back</p> <p>Structuring food outlet 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,</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>8 Hours</p>	<p>Pen</p> <p>Note pads</p> <p>Restaurant order pads</p> <p>Standard Operating Procedures for communication</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> <p>Telephones / computers for phone messages and e-mails</p>	<p><b>For theoretic learning:</b></p> <p>Class room with multimedia aid, audio visual facilities and flip charts</p> <p>Visit to hospital 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 commercial food outlets for training purposes (for example hotels, restaurants, café clubs, industrial canteens, non-commercial organisations, similar)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>facial expression, hand gestures, eye contact</p> <p>Knowledge of Interpreting and responding positively to non-verbal communication, including showing understanding, providing positive body language in return</p> <p>Able to know and practice the purpose and benefits of giving food outlet and other colleagues 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>Able to practice and know the need for organisations to have a friendly and purposeful way of communicating with associates, including purpose (to support good open communications between associates and other departments) and benefits (to improve working relationships and create a better working environment)</p> <p>Able to Know the 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 the Captain as</p>		<p>Memo forms</p> <p>Food outlet log for recording information</p>	<p>establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>a <b>broker</b>, further training as required</p> <p>Knowledge of Characteristics of a good team, including commitment to the work in hand, working together, good management skills good communications</p> <p>Knowledge of benefits to self and own team for planning and organising work, including smooth and effective service, developing good relations, improving guest service as a result</p> <p>Ability of making the most efficient use of own time, including good planning and preparation, avoiding things that may unnecessarily disrupt own time</p> <p>Ability to ask 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>Able to know and practice the benefits of effective teamwork, including efficient and effective work, correct timing of service, smooth service, high standards of service, food served at the correct temperature, good team spirit, shared responsibility for work effort of the food outlet</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Able to identify 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>Ability of maintaining good working relationships with team members, including being reliable and organised, working methodically, helping others, sharing information, communicating clearly using technical language where appropriate</p> <p>Knowledge of the scope and limits of job role, including duties and responsibilities, what can or cannot be done when helping team members</p> <p>Knowledge of essential information that needs to be passed on to a team member, including information about guests' bookings or food orders, 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>Knowledge of the types of behaviour that help the team to work well (including being</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		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><b>LU4:</b> Check that all food outlet products and equipment are in good order</p>	<p><b>The trainee 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 organisational SOP's 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</p>	<p>Knowledge of 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>Ability to store equipment safely according to organisational requirements, including checking equipment is clean before storage, fitting protective covers where appropriate, storing in store cupboards, on shelving near food outlet work area, in waiter's pantry</p> <p>Able to Record and report any problems, including with the condition or function of any products or equipment, breakages, electrical faults, maintenance issues, by advising Captain, checking that the problem is entered in food outlet log, ensuring that other departments (eg housekeeping, engineering) are advised through the food outlet log</p>	<p><b>Total:</b> 10 hours</p> <p><b>Theory:</b> 2 hours</p> <p><b>Practical:</b> 8 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,</p>	<p><b>For theoretic learning:</b> Class room with multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b> <b>EITHER</b> Training restaurant <b>OR</b> Access to commercial food outlet for training purposes (for example hotels, restaurants, cafes)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	department and to the next shift for appropriate follow up	<p>Able to Check that any problems reported previously have been dealt with, by checking in the log and confirming that appropriate action has been taken</p> <p>Able to compliance with relevant regulations and standards (see Introduction)</p>		<p>detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Food outlet log for recording problems and maintenance issues</p> <p>Pen</p> <p>Payment folders</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>	clubs, industr canteens, no commercial organisations, simi establishments)
<b>LU5:</b> Ensure food	Identify opportunities for reducing waste	Ability to identify the impact of food outlet waste, cost of waste removal to the organisation, impact on the environment,	<b>Total:</b> 10 hours	Organisational policy and procedures for	<b>For theoretic learning:</b> Class room w

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
outlet waste is minimized	<p>Follow organisational policies and procedures for managing and reducing waste</p> <p>Dispose of waste in line with organisational procedures</p>	<p>potential to attract pests</p> <p>Able to dispose of food outlet waste promptly, hygienically and appropriately, including disposal or recycling as appropriate</p> <p>Knowledge of waste reduction in the food outlet, 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, taking care of equipment</p> <p>Able to identify the opportunities for avoiding and reducing food outlet waste through reuse and recycling, including using unwanted dishes for staff while they are fresh, packaging food for storage carefully, storing equipment properly</p> <p>Able to know the potential barriers that may limit waste avoidance and reduction in the food outlet, including poor training, failure to follow proper procedure, broken or missing waste disposal equipment, poor portion control</p> <p>Able to ensure the roles and responsibilities for food outlet associates to support waste minimisation, including taking own responsibility for managing waste in own</p>	<p><b>Theory:</b> 2 hours</p> <p><b>Practical:</b> 8 Hours</p>	<p>disposing of waste</p> <p>Tools and equipment for disposing of waste, including waste disposal units, recycling bins</p> <p>Standard Operating Procedures for food outlet and for waste handling</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>	<p>multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital 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 commercial food outlets for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, no commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>food outlet work area</p> <p>Able to identify the training needs and provide training for those food outlet associates responsible for reducing waste</p> <p>Able to know the benefits that can be achieved through food outlet waste reduction measures, including cost reductions for the organisation, improved profitability, tidy work areas, benefits for the environment</p>			
<p><b>LU6:</b></p> <p>Attend food outlet briefing and be aware of daily requirements and other issues</p>	<p>Attend team briefing at appropriate time</p> <p>Make notes as required on requirements for food and beverage services</p> <p>Inform team leader if any products or equipment are in need of maintenance or attention</p> <p>Ensure a clear understanding of the briefing and what own role and responsibilities</p>	<p>Able to follow the roles and responsibilities for the day, including preparation, service, clear-down, number of covers expected, team work responsibilities</p> <p>Able to make the notes for the business of the day, including number of bookings, any special bookings, special requirements or special offers available</p> <p>Able to know the need for maintenance or attention for any products or equipment, including checking equipment operation, advising the Captain of any faults or other attention needed, ensuring food outlet log is completed appropriately</p> <p>Able to know how to Deal with problems of</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>8 Hours</p>	<p>Pen</p> <p>Note pad</p> <p>Menu information/ recipes</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Bookings diary</p> <p>Details of special bookings, special requirements or special offers available</p> <p>Standard</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio visual facilities and flip charts</p> <p>Visit to hospital establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning: EITHER</b></p> <p>Training restaurant</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	are	<p>quality or quantity of food or drink available, including acting within limits of own role and responsibility, checking with kitchen team, reporting to Captain</p> <p>Able to know the full understanding of the briefing and what duties for the day are, by paying careful attention during briefing, asking questions where necessary</p> <p>Able to Check that there are no problems or difficulties, including ensuring own area of food outlet is prepared, consulting with other associates and offering support, seeking support if needed</p>		<p>operating procedures for the food outlet</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> <p>Food outlet log to record maintenance requirements</p>	<p><b>OR</b></p> <p>Access to commercial food outlets for training purposes (for example hotels, restaurants, caf� clubs, industrial canteens, no commercial organisations, similar establishments)</p>

**4.2. Module 2:** Develop social skills for hospitality

**Objective of the module:** The aim of this module is to develop the knowledge, skills and understanding to communicate with guests and associates in a hospitality setting

**Duration** 100 hours      **Theory:** 10 hours      **Practical:** 90 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Develop and use communication skills in hospitality industry</p>	<p><b>The trainee will be able to:</b></p> <p>Understand the expectations of guests and associates in hospitality industry</p> <p>Develop technical and social skills</p> <p>Apply communication skills in a hospitality industry</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 menu and dishes, 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“</p>	<p><b>Total:</b> 70 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 65 hours</p>	<p>Copies of menu, drinks list, function planner, 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>Waiter's uniform 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 hospital establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b> <b>EITHER</b> Training restaurant <b>OR</b> Access to commercial food outlets for training purposes</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>or „No“)</p> <p>The need to seek information, including obtaining new information, checking or 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</p>		<p>(black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation))</p>	<p>(for example hotels, restaurants, cafés, clubs, industrial canteens, no commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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 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> Develop and use social skills in a hospitality industry</p>	<p><b>The trainee 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 industry</p>	<p>Principles of developing and maintaining good relationships with guest and associates, including maintaining and enhancing self-esteem, listening and responding with empathy</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>Able to Ask for feedback from Captain, from</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 25 hours</p>	<p>Copies of menu, drinks list, function planner, other promotional materials</p> <p>Organisation"s guest service policy</p> <p>Organisation"s aims and objectives</p>	<p><b>For theoretic learning:</b> Class room with multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital establishments</p> <p>Role plays to develop skills</p> <p><b>For practice</b></p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>other associates, recognising strengths and weaknesses of own social skills</p> <p>Know the Barriers to develop social skills, including lack of confidence, limited product or service knowledge, aggressive guests or associates/colleagues, lack of support from Captain or supervisor</p> <p>Opportunities to apply social skills in a hospitality industry, including with new or regular guests, with new or regular associates, with Captain or supervisor</p>		<p>statement</p> <p>Guest services resources, handouts, articles, journals</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>	<p><b>learning:</b> <b>EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to commercial food outlets for training purposes (for example hotels, restaurants, café clubs, industrial canteens, no commercial organisations, similar establishments)</p>

**4.3. Module 3:** Prepare and clear, service and guest areas for food and beverages service

**Objective of the module:** The aim of this module is to develop the skills knowledge and understanding regarding the food, beverages and takeaway services

**Duration** 120 hours      **Theory:** 20 hours      **Practical:** 100 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 trainee 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</p>	<p>Able to know Food and beverage settings, including breakfast, lunch, high tea, dinner, coffee shop/café, banqueting; room layouts for different settings (formal, informal, buffet)</p> <p>Able to Cover layups for different settings and styles, including table d'hôte, à la carte, functions, counter and take-away service</p> <p>Able to handle 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</p>	<p><b>Total:</b> 40 hours</p> <p><b>Theory:</b> 8 hours</p> <p><b>Practical:</b> 32 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,</p>	<p><b>For theoretic learning:</b></p> <p>Class room with multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital 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 commercial food outlets for training purposes</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>dining and service areas and equipment for food and beverage service</p>	<p>tea, coffee and other drinks, milk/cream, sugar)</p> <p>Able to Prepare 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, minimising the risk of contaminating foods</p> <p>Able to keep Safe and hygienic working practices when 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>Able to identify 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>Able to know when the service equipments (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</p>		<p>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>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</p>	<p>(for example hotels, restaurants, clubs, canteens, commercial organisations, establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>and operating at the correct temperature for use during service, saving power after service</p> <p>Knowledge of sources of information on health and safety and food information, including Standard Operating Procedures, Captain or supervisor, HR department</p> <p>Able to know and practice 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>Able to Identify 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 welcoming atmosphere, to ensure a comfortable food outlet environment for guests, to enable any faults to be reported in good time</p> <p>Able to keep the cleanliness of the service area after service, to maintain professional standards and to support the next shift</p> <p>Able to Ensure that food items and equipment are returned and/or stored</p>		<p>coverings, cruet sets, table decorations, menu holders, ashtrays)</p> <p>Food outlet log for recording complaints, compliments and other issues</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/bow (appropriate to the organisation), jacket (appropriate to the organisation))</p> <p>Cleaning equipment,</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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>Able to Dispose of broken glass and crockery safely, by wrapping in old newspaper and securing with tape or string</p> <p>Able to Check the table and other linen for cleanliness following service period, returning used linen to housekeeping in line with organisational requirements</p> <p>Knowledge of different 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, and coordinate with F&amp;B Captain, seeking help from other associates, ensuring details are recorded in food outlet log</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><b>LU2:</b> Prepare and</p>	<p><b>The trainee will be able to:</b></p>	<p>Guest service areas, including dining area, reception area, cash counter</p>	<p><b>Total:</b> 80 hours</p>	<p>Menus and beverages lists</p>	<p><b>For theoretical learning:</b> Class room w</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
clear guest area for food and beverages services	<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</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</p>	<p><b>Theory:</b> 12 hours</p> <p><b>Practical:</b> 68 hours</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,</p>	<p>multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital 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 commercial food outlets for training purposes (for example hotels, restaurants, café clubs, industrial canteens, no commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>operational procedures</p> <p>Assemble for cleaning or store any reusable service items and 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>appealing to guests and to promote sales</p> <p>The importance of displaying hot and cold 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>Able to know 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>Know 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>Able to identify and practice 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>Able to practice Clearing techniques for equipment, including trolleys, trays, clearing glassware, linen, soiled linen (including returning to housekeeping for laundry)</p> <p>Able to turn certain electrical and gas</p>		<p>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>Support material as required, including recipes, promotional materials (including posters,</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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 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>Able to Clean 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</p>		<p>blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</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,</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>other associates (including from other departments, - housekeeping, engineering)</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		<p>degreaser</p> <p>Food outlet 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 organisation))</p>	

#### 4.4. Module 4: Serve food and beverages

**Objective of the module:** The aim of this module is to develop the skills knowledge and understanding regarding serving food and beverages

**Duration** 200 hours      **Theory:** 33 hours      **Practical:** 167 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Greet guests and take orders	<p><b>The trainee 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 maximise the order</p>	<p>Know the types of guest, including individuals, business people, families, the elderly, disabled people (including wheelchair 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 organisation's accepted greeting, identifying the host, giving full attention, being welcoming, offering assistance, escort them to their table; helping to seat the guests</p> <p>Types of assistance that guests may need on arrival, including making or confirming</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 25 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</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital 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 commercial food outlets for training purposes (for example hotels)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>using appropriate sales techniques</p> <p>Identify, record and deal with their order promptly</p>	<p>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 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),</p>		<p>promotional information)</p> <p>Food outlet 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>	<p>restaurants, café clubs, industr canteens, no commercial organisations, simi establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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 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</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>reservation information, informing the guest about options (waiting for a table, choosing another food outlet), informing Captain about staffing issues</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU2:</b></p> <p>Use appropriate methods and equipment to serve food, accompaniments, and beverages to guests</p>	<p><b>The trainee 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 food, accompaniments,</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 beverages, in order to meet guests" needs</p>	<p><b>Total:</b> 60 hours</p> <p><b>Theory:</b> 12 hours</p> <p><b>Practical:</b> 48 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</p>	<p><b>For theoretic learning:</b></p> <p>Class room with multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital 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 commercial food outlet for training purposes (for example hotels)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>and beverages to guests</p> <p>Store food and equipment safely in line with organisational requirements</p> <p>Dispose of waste in line with organisational requirements</p> <p>Deal with unexpected situations in line with organisational guidelines</p>	<p>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 organisational 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 organisational guidelines</p> <p>The correct condiments and accompaniments for each menu item, including dry seasonings/ flavourings; mustards, sauces and salad dressings; prepared bread items, butter</p> <p>The importance of taking care to serve food</p>		<p>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</p>	<p>restaurants, cafés, clubs, industrial canteens, no commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>and beverages hygienically, in order to ensure high standards of food safety are maintained, to minimise 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 condition)</p> <p>Sequence of service in line with organisational 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, prioritising, communicating with guests or associates, teamwork, remaining polite and courteous</p> <p>Maintaining the service throughout the shift, clearing tables in line with organisational requirements, including waiting till all guests have finished, using appropriate clearing techniques, clearing to sideboard or waiter's</p>		<p>station</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>Food outlet 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,</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>pantry, tidying the table, adjusting covers</p> <p>Holding hot and cold food for service, including using hot-cases 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>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</p>		<p>white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation))</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>order to meet guests" needs promptly</p> <p>Preparing and serving drinks to guests, including following safe and hygienic practice, following organisational 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 organisational requirements and to present a good image of the organisation to the guest</p> <p>Handling and disposing of waste correctly, following organisational requirements and 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</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		pulling the chair out, helping with coats, opening the door, thanking them for their custom, using the organisation's accepted farewell  Compliance with relevant regulations and standards (see Introduction)			
<b>LU3:</b> Provide a food outlet counter and takeaway service	<b>The trainee will be able to:</b>  Give guests information that meets their needs, and promotes the organisation's products and services  Find out what guests require, and if necessary tell them about any waiting time  Process the order promptly  Serve food and beverages at the recommended temperature, using clean, hygienic and	Knowledge of menu items, hot and cold beverages, food ingredients and approximate quantities of the food stuff available on the menu, in order to provide information to guests about products and their availability  Able to keep the safe and hygienic working practices when serving guests at the counter and clearing the counter and area, including waiter's uniform, using correct equipment, following correct procedures, to ensure food safety and quality standards and to present a good image of the organisation to the guest  Able to Minimise hazards and risks in a counter or take-away food service situation, including wet floors and slippages (providing notices to warn others), hot crockery and equipment, chipped and cracked crockery, broken glassware and bottles, walkways, poorly maintained furniture, risk from equipment and display items, knives or other	<b>Total:</b> 40 hours <b>Theory:</b> 6 hours <b>Practical:</b> 34 hours	Menus and beverages lists  Service equipment and utensils for serving food at the counter  Details of ingredients of each food and beverages available on the menu  Disposable serviettes and take-away for counter service  Supplies for drinks service, including	<b>For theoretical learning:</b> Class room with multimedia aid, audio visual facilities and charts  Visit to hospital establishments  Role plays to develop skills  <b>For practical learning:</b> <b>EITHER</b> Training restaurant  <b>OR</b> Access to commercial food outlet for training purposes (for example hotels)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>appropriate service equipment for the appropriate type</p> <p>Make sure there are appropriate condiments and accompaniments available for guests</p> <p>Keep work area tidy, hygienic and free from rubbish and food debris during service</p> <p>Maintain enough stocks of clean service items and restock with food and beverages items when necessary</p> <p>Display and store food and beverage items in line as required</p> <p>Clear the work area of used and un-required service items at the appropriate times</p> <p>Dispose of rubbish, used disposable items and food waste as</p>	<p>cutting equipment, risks from cross-contamination</p> <p>Able to organising the counter, including displaying food items in an attractive manner, checking temperatures of refrigerators, freezers and display equipment, maintaining sufficient equipment (crookery, cutlery, trays, service equipment) in good order</p> <p>Able to Maintain a constant stock of service items, in order to replenish the counter and ensure it is always ready for service during the service period</p> <p>Ensuring that foods prepared first are used first, including positioning new food items correctly so that older stock is selected first for service</p> <p>Able to Maintain display information in good order and up to date, including display board, menus, price lists</p> <p>Able to identify the importance of using separate serving equipment for each food item, in order to serve food efficiently and in an appealing way for the guest, to avoid mixing foods and flavours, to meet guests" needs (particularly in relation to religious requirements)</p>		<p>tea, coffee, milk/cream, sugar, bottled drinks, ice, drinks</p> <p>accompaniments</p> <p>Trays/trolleys</p> <p>Sideboards/side tables/service station</p> <p>Straws and coasters for drinks service</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>restaurants, café, clubs, industr, canteens, no, commercial organisations, simi establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	required	<p>Knowledge of the need to control portions when serving guests, in order to manage costs effectively and to avoid favouring some guests</p> <p>The importance of serving food in the correct order, in order to ensure guests' needs are met</p> <p>Able to identify the importance of serving food and drink items at the correct temperature, in order to ensure that it is safe to eat and drink and that it meets guest requirements</p> <p>Able to know the importance of maintaining food at the correct temperature, in order to ensure food safety, including switching equipment on in good time before service, checking the temperature of food and counter equipment, advising the Captain of any problems</p> <p>Packaging take-away items correctly following organisational guidelines, including following hygienic work practices (using tongs and other service equipment, disposable gloves), using appropriate packaging materials, maintaining food at the optimum temperature, packing hot and cold food and drinks separately, avoiding spillage</p>		<p>Food outlet 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>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>of food or drinks</p> <p>Clearing and cleaning tables in a quiet and hygienic manner, using clean trolleys or trays and minimising disturbance to guests</p> <p>Able to know the need to keep counter service, preparation areas and dining areas tidy and free from rubbish and food debris throughout service, to maintain food safety standards and to present a good image of the organisation to the guest</p> <p>Able to Handle and disposing of waste correctly, following organisational requirements and taking appropriate steps to reduce waste</p> <p>Able to know the types of unexpected situations that may occur when serving guests and clearing away, including long queues at the counter, failure of counter equipment, lack of space in the guest area, risks from unattended items, and dealing with these, including delivery prompt and efficient counter service, checking equipment is in good order before and during service, informing Captain of any problems, clearing tables promptly in readiness for next guest, seeking assistance from other food outlet</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>associates</p> <p>Knowledge of Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU4:</b></p> <p>Secure payment from guests for food and beverages using appropriate method</p>	<p><b>The trainee 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 to run the entire shift</p> <p>Prepare all the necessary items for making checks before the shifts starts and restock materials if required</p> <p>Keep guest check ready at all times by posting food items as soon as possible</p> <p>Re-check postings</p>	<p>The organisation"s security procedures for cash and other types of payments</p> <p>Setting up the point of sale(POS), including collecting the float, preparing the cash till.</p> <p>Able to document the stocks and materials needed to set up and maintain the payment point, including print 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 card machine roll, following manufacturer"s recommended practice, in order to minimise disruption to the payment point and avoid delays for guests</p> <p>Know the 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/cash, including preparing guest"s bill, counting the money received from guest,</p>	<p><b>Total:</b></p> <p>30 hours</p> <p><b>Theory:</b></p> <p>4 hours</p> <p><b>Practical:</b></p> <p>26 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 secure9 (POS)</p> <p>Guest comment cards</p> <p>Cash summary sheets</p> <p>Error slips</p> <p>Computer, accessories, software</p> <p>Food outlet log for</p>	<p><b>For theoretic learning:</b></p> <p>Class room with multimedia aid, audio visual facilities and flip charts</p> <p>Visit to hospital 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 commercial food outlets for training purposes (for example hotels, restaurants, cafe clubs, industrial canteens, no</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>before handing over the check to the guest</p> <p>Present the check to the guest according to the organisation's procedures</p> <p>Receive payment by appropriate method and validate if it is 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 authorised collection when asked to</p> <p>Look out for and report suspicious items or lost property</p>	<p>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 unauthorised 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 beverage service, including payment on receipt of food, payment at point of exit</p> <p>Able to identify the Procedures for dealing with hand held(POS) payment devices, including taking them to the guest to ensure that debit or credit card remains in their sight</p> <p>Able to practice 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>Able to Handle errors in payments, including over-rings, incorrect change given to guest, handling and gaining approval for refunds, guests who leave without paying, the consequences of not reporting errors</p>		<p>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 organisation), jacket (appropriate to the organisation))</p>	<p>commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Able to identify 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>Know the types of problems that might happen with the payment point(POS) (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>Able to know 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>Able to practice the procedures for closing the payment point, including completing payment point documentation, collecting the contents of the payment point (POS) and who to hand payments over to</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Able to Report suspicious items and lost property, including bags or packages left by guests, to Captain or supervisor</p> <p>Knowledge of Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU5:</b> Support Captain of food outlet</p>	<p>Attend the briefing and support Captain and associates in understanding the requirements, roles and responsibilities of the shift</p> <p>Maintain good rapport with the Captain to make the food outlet a positive experience for guests and associates</p> <p>Support the Captain in greeting and seating the guests and enhancing the guest experience</p> <p>Coordinate with Captain during operations to ensure smooth operation of the</p>	<p>Roles and responsibilities of Captain and associates and the importance of the restaurant hierarchy, in order to ensure that all associates understand their roles and lines of reporting and responsibility</p> <p>Knowledge of the importance of attending promptly for duty, in order to ensure that preparation for service of food is efficient and effective</p> <p>Purpose of the briefing (to inform associates of the level of business for the shift and any special requirements or issues) and how to support the Captain, food outlet and other associates to implement the requirements of the day, including good team working, anticipating where other associates may need help, directing support as required</p> <p>Maintaining good rapport with the Captain and enhancing the guest experience, including communicating promptly any compliments, complaints or problems,</p>	<p><b>Total:</b> 20 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 17 hours</p>	<p>Personal waiter"s uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> <p>Menus and beverages lists</p> <p>Food and drink service equipment</p> <p>Schedule of food outlet equipment in use</p> <p>Daily event sheets</p> <p>Record of</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio visual facilities and flip charts</p> <p>Visit to hospital establishments</p> <p>Role plays to develop skills</p> <p><b>For practical learning:</b> <b>EITHER</b> Training restaurant</p> <p><b>OR</b> Access to commercial food outlet for training purposes (for example hotels, restaurants, cafes)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>food and beverages outlet</p>	<p>offering support to food outlet and other associates during busy times</p> <p>Able to Coordinate with Captain during operations to ensure smooth operation of the food and beverages outlet, including offering support when own work area is quiet, reporting issues and problems as they occur to ensure prompt action</p>		<p>expected bookings</p> <p>Reservations book or system</p> <p>Regular and à-la-carte menu, beverages list</p> <p>Fire equipment properly maintained and in good working order (See Section 5 for details)</p> <p>First aid equipment properly stocked (see Section 5 for details)</p> <p>Support material as required, including recipes, promotional materials (including posters, blackboard /</p>	<p>clubs, industrial canteens, commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information) Food outlet log for recording relevant issues Order pads and notepads Pen	
<b>LU6</b> Maintain food safety for food outlet when receiving, storing, holding and serving food	Keep own self clean and hygienic Keep the food outlet working area clean and hygienic Store food safely Hold and serve food safely	Able to Ensure that personal presentation and hygiene meet organisational 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 Able to Make sure food outlet surfaces and equipment are clean and in good condition, including carrying out additional cleaning if required	<b>Total:</b> 20 hours <b>Theory:</b> 3 hours <b>Practical:</b> 17 hours	Waiter's uniform according to job requirements, including black trousers, white shirt, black socks, black shoes, tie and jacket (appropriate to the organisation) Small cleaning equipment to use for different tools	<b>For theoretical learning:</b> Class room with multimedia aid, audio visual facilities and flip charts Visit to hospital establishments Role plays to develop skills <b>For practical learning:</b>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<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>Able to Remove any used food outlet equipment that is damaged or has loose parts, reporting it to the Captain</p> <p>Able to Identify, take appropriate action and report to the Captain any damage to food outlet surfaces, walls, floors, ceilings, furniture and fixtures, or signs of pests</p> <p>Disposing of food outlet waste material, including types of waste material generated in the food outlet 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>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 food outlet storage area</p>		<p>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 equipment, including refrigerator, freezer</p> <p>Recording documentation, including for equipment issues, food delivery and</p>	<p><b>EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to commercial food outlets for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>(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>Able to Store food so that cross contamination (including direct, indirect or by drip) is prevented</p> <p>Able to clean food outlet storage areas and the need to maintain them at the correct temperature for different types of food</p> <p>Able to stock rotation procedures for food outlet storage areas, including ensuring that foods prepared or delivered first are used first(FIFO), including positioning new food items correctly so that older stock is selected first for service</p> <p>Able to Safely dispose 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>Know to Keep necessary records up-to-date, including storage records, delivery records and open and closing inventories</p> <p>Know Organisation's procedures for items that may cause allergic reactions</p>		<p>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 organisation), jacket (appropriate to the organisation))</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		Know Compliance with relevant regulations and standards (see Introduction)			

**4.5. Module 5:** Provide a carvery / buffet service

**Objective of the module:** The aim of this module is to develop the skills, knowledge and understanding needed to provide a carvery / buffetservice

**Duration** 100 hours      **Theory:** 15 hours      **Practical:** 85 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Prepare and maintain a carvery/buffet display</p>	<p><b>The trainee will be able to:</b> Make sure the carvery/buffet table is clean, undamaged and positioned according to the service style Make sure table items are clean, undamaged and arrange them correctly for food service Make sure service equipment is clean, undamaged and positioned ready for use Display food items ready for service</p>	<p>Able to purpose of carver or buffet, including extended service periods, breakfasts, large numbers of guests, special occasions (birthdays, weddings, parties) Able to practice different types of buffet, including finger buffet, fork buffet, plated buffet, maintained by staff, self-service Planning a buffet or carvery service, including, starting time, how many dishes, style of dishes, methods of service, vegetarian options, special equipment Layout of carvery or buffet, including liaising with engineering and housekeeping for setting up and placing cloths and other linen on tables (including traditional straight layout, u-shaped, angled, tiered) Sequence of dishes for carveries and buffets, including hot dishes at start of layout, cold dishes and salads to follow, sauces,</p>	<p><b>Total:</b> 40 hours <b>Theory:</b> 5 hours <b>Practical:</b> 35 hours</p>	<p>Food and beverages 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,</p>	<p><b>For theoretic learning:</b> Class room with multimedia aid, audio visual facilities and flip charts Visit to hospital establishments Role plays to develop skills <b>For practical learning:</b> <b>EITHER</b> Training restaurant <b>OR</b> Access to commercial food outlets for training purposes (for example hotels)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Display and store food items according to food safety requirements</p> <p>Replenish food items as necessary and keep the carvery or buffet free from food debris during food service</p>	<p>condiments and accompaniments at the end</p> <p>Safe and hygienic working practices when preparing and maintaining a carvery or buffet display, including personal presentation, visual impact of carvery or buffet style, maintaining service, keeping dining and service areas tidy and free from rubbish and food debris (including disposing of debris with appropriate equipment – tongs or cutlery)</p> <p>Able to Ensure that food items are replenished and displayed correctly throughout service, including informing kitchen of usage, meeting guest needs</p> <p>Able to Turn on service equipment before service, to ensure service temperatures are properly maintained, turning off after service to preserve energy</p> <p>Able to Prepare table items, service equipment and food items, in order to meet guest needs efficiently and effectively</p> <p>Able to Check heating/air conditioning/ventilation and lighting before use when preparing areas for service, in order to create a welcoming atmosphere, to ensure a comfortable food outlet environment for guests, to enable any faults to be reported</p>		<p>trays/trolleys</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>Food outlet log for recording unexpected situations</p> <p>Order pads and notepads</p> <p>Pen</p> <p>Waiter's uniform</p>	<p>restaurants, clubs, canteens, commercial organisations, establishments)</p> <p>café, industr no, simi</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>in good time</p> <p>Able to Check table items for damage and cleanliness before service, in order to present a good image of the organisation, to clean or replace damaged items if required prior to service</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>	
<p><b>LU2:</b></p> <p>Serve and assist guests at the carvery/buffet</p>	<p><b>The trainee will be able to:</b></p> <p>Give information that meets the guests' needs and promotes the products and services of the organisation</p> <p>Serve food with service equipment of the appropriate type that is clean and undamaged using the correct service style</p> <p>Serve only food items</p>	<p>Knowledge of Giving guests information, including welcoming them, explaining the procedure for the carvery or buffet, explaining dishes to them, guiding them on where to find plates, cutlery, serviettes, condiments, sauces and accompaniments</p> <p>Knowledge of the importance of giving guests accurate, including meeting their needs, enhancing the reputation of the organisation, ensuring there is no risk to guests" health (including allergies, anaphylactic shock)</p> <p>Able to keep safe and hygienic working practices when serving guests at a buffet or carvery, including not eating, chewing or drinking whilst serving, not coughing, sneezing or touching hair, face or other body</p>	<p><b>Total:</b></p> <p>60 hours</p> <p><b>Theory:</b></p> <p>10 hours</p> <p><b>Practical:</b></p> <p>50 hours</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 theoretic learning:</b></p> <p>Class room w multimedia aid, aud visual facilities and charts</p> <p>Visit to hospital establishments</p> <p>Role plays to develop skills</p> <p><b>For practic learning:</b></p> <p><b>EITHER</b></p> <p>Training restaurant</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>that are of the required type and quality</p> <p>Portion and arrange food in line with the organisation's style and guest requirements</p> <p>Keep guest dining areas tidy and free from rubbish and food debris</p> <p>Clear any used table items and left over food items when necessary</p> <p>Carry out work with the minimum of disturbance to guests</p>	<p>parts</p> <p>Able to Maintain the carver or buffet, including tidying and replenishing dishes as required in line with organisational requirements</p> <p>Knowledge of the importance of maintaining food at the correct temperature (below 5 degrees for cold food and above 63 degrees for hot food, maximum display time of 2 hours); ensuring that display equipment is operating properly to maintain correct temperatures, in order that food is safe for guests and there is no risk to their health</p> <p>Knowledge of the importance of cultural awareness, including religious beliefs, using only the designated service cutlery for each dish, not using the same equipment for serving different meats</p> <p>Able to Present food neatly, to ensure it looks attractive and appealing, meets guests' needs and enhances the organisation's reputation</p> <p>Understanding portion control and controlling portions when serving food to guests, to ensure guest satisfaction, to maintain availability of dishes and to maintain cost-</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>Sideboards/side tables/service station</p> <p>Condiments and accompaniments:</p>	<p><b>OR</b></p> <p>Access to commercial food outlets for training purposes (for example hotels, restaurants, café clubs, industrial canteens, no commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>effective service</p> <p>Able to the need to report all guest incidents to Captain or supervisor, to ensure that appropriate action is taken and guest needs are fully met</p> <p>Able to Safe and hygienic working practices when maintaining a guest dining area, including waiter"s uniform, hygienic tools and equipment, hygienic practices</p> <p>Able to The importance of handling and disposing of waste correctly, including maintaining a tidy working environment, ensuring correct disposal of waste items in bins or recycling</p> <p>Able to The need to handle breakages properly, including reporting breakages to the Captain or supervisor, including maintaining a safe working environment, disposing of breakage properly</p> <p>Able to Clear down after carvery or buffet service, including removing food and equipment to the kitchen, working quietly and hygienically when guests are still present, assisting in dismantling the buffet or carvery tables, cleaning the area, attending debrief if appropriate</p>		<p>Dry seasonings/ flavourings; mustards, sauces and salad dressings; prepared bread items, butter</p> <p>Food outlet 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>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Able to practice and know different types of unexpected situations that may occur when serving guests from the carvery or buffet, including slow delivery from kitchen, managing spillages or breakages, managing angry or upset guests, and dealing with these, including working within limits of own authority, reporting situations to Captain or other supervisor</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>	

**4.6. Module 6:** Deliver effective guest service

**Objective of the module:** The aim of this module is to develop the skills knowledge and understanding for delivering effective and efficient service for food outlet guests

**Duration** 120 hours      **Theory:** 20 hours      **Practical:** 100 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Deliver effective and efficient service for food outlet guests</p>	<p><b>The trainee will be able to:</b> Develop and maintain positive working relationships with guests Deliver effective guest service at all times Give guests a positive impression of self and the organisation</p>	<p>Knowledge of different types of guest, including individuals, business people, families, the elderly, disabled people, young people, foreigners Knowledge of creating a good first impression, including smiling, a neat uniform, a clear speaking voice, positive body language Able to practice different methods of communication available for food outlets, including written, verbal, by telephone (or similar electronic system), guest's order check, internal memo, food outlet log; body language, visual signs; using appropriate social communication skills with guests, using technical communication skills with associates and supervisors Able to Promote a positive image of own self and the organisation, including personal</p>	<p><b>Total:</b> 30 hours <b>Theory:</b> 5 hours <b>Practical:</b> 25 hours</p>	<p>Record of guest reservations Record of guest needs, likes and dislikes Copies of menu, drinks list, function planner, other promotional materials Organisation's guest service policy Organisation's aims and objectives statement Guest services</p>	<p><b>For theoretic learning:</b> Class room with multimedia aid, audio visual facilities and charts Visit to hospital establishments Role plays to develop skills <b>For practical learning:</b> <b>EITHER</b> Training restaurant <b>OR</b> Access to commercial food outlet for training purposes</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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>Able to Develop and promoting trust and respect with guests, including providing prompt and courteous attention, accurate information, maintaining good communications, informing the guest promptly of any problems</p> <p>Able to know 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>Able to The importance of having reliable and fast information for guests and the organisation, in order to ensure that food and beverage service is effective and efficient for both the organisation and the guest</p> <p>Able to Respond appropriately to guests when they make comments about the products or services being offered, including thanking them for their feedback, advising Captain, recording the information</p> <p>Communicating positive and negative</p>		<p>resources, handouts, articles, journals</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>	<p>(for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>feedback from guest to associates, including in writing, verbally, by ensuring the feedback is recorded in the food outlet log; providing accurate guest service information to others</p> <p>Able to know The importance of sharing information with colleagues when appropriate and useful to the organisation, including verbally, in writing, through the food outlet log, in order to deliver and improve excellent guest service</p> <p>Able to Reorganise own work to respond to unexpected additional workloads, including planning ahead, prioritising work, asking for assistance at busy periods</p> <p>Able to know The organisation's guidelines for recognising what the guest wants and responding appropriately, in order to meet guest needs and present a good image of the organisation</p> <p>Able to Adapt behaviour to respond effectively to different guest behaviour, including angry, upset, rude or confused guests, guests in a hurry</p> <p>Able to Explain carefully information that the guest might find complicated, in order to ensure understanding and support good</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>guest service, and checking that they fully understand, including asking questions, watching body language</p> <p>Know how to Adapt 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>Able to Innovate methods of improving relationships with guests, including providing extra service, identifying suitable dishes or other services, to enhance the guest experience and exceed guest expectations</p> <p>Knowledge the Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU2:</b> Meet and exceed guest expectations</p>	<p><b>The trainee will be able to:</b></p> <p>Promote additional services or products to guests</p> <p>Deal with guests across a language divide</p> <p>Support the improvement of service reliability for guests</p>	<p>Knowledge of the organisation's services or products and identifying ones that may interest the guest, including special dishes, special events, promotional offers; showing the guest a dish, drawing a picture</p> <p>Abe to Introduce additional services or products to guests, including verbal suggestions or with support from menus, beverage lists and other promotional materials, outlining their benefits, overcoming resistance, agreeing to provide the additional</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 25 hours</p>	<p>Record of guest needs, likes and dislikes</p> <p>Organisation's guest service policy</p> <p>Organisation's aims and objectives statement</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio visual facilities and flip charts</p> <p>Visit to hospital establishments</p> <p>Role plays to develop skills</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>services or products</p> <p>Able to Give the guest time to ask questions about the additional services or products, in order to provide full information</p> <p>Able to Give information to move the situation forward when the guest shows interest, including additional information, asking questions to identify guests" needs and interests</p> <p>Able to Take action to ensure prompt delivery of the additional services or products to the guest, including prompt service from kitchen, recording guest wishes or new reservations in log or reservations system</p> <p>Able to Refer the guest to others (including Captain 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>Able to Greet guests (including individuals, groups), thanking and saying farewell to</p>		<p>Menus, drinks lists, other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Food outlet log for recording details of unusual guest situations</p> <p>Guest services resources, handouts, articles, journals</p> <p>Waiter"s uniform according to job requirements (black trousers, white shirt, black socks, black</p>	<p><b>For practical learning: EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to commercial food outlets for training purposes (for example hotels, restaurants, café clubs, industrial canteens, no commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>guests in their first languages, by learning and practicing common phrases in other major languages</p> <p>Able to know 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>Able to identify the benefits of dealing with guests in their first language if possible, including obtaining and giving accurate information</p> <p>Able to know 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>Able to know the 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>shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation))</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Able to know the 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>Able to know 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 and follow the conversation</p> <p>Able to Explain to a guest the inability to hold an extended conversation in their first language, including written notices, agreed visual signals</p> <p>Able to 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>Able to Re-wording 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>Able to know the Organisational guest</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>service policy, including direction on meeting and exceeding guest needs, training for associates, responses to complements and complaints</p> <p>Able to identify Situations where guest service can be improved, including slow food service, poor quality, lack of courtesy, incorrect information provided or recorded</p> <p>Able to Improve 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> <p>Able to Work with others to plan improvements to the delivery of reliable guest service, including Captains and other senior staff for feedback, HR department for training</p>			
<p><b>LU3:</b> Handling telephone calls</p>	<p><b>The trainee will be able to:</b> Answer telephone calls following organisational procedures Use appropriate communication skills</p>	<p>Able to know the 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</p> <p>Able to know Organisational procedures for</p>	<p><b>Total:</b> 30 hours <b>Theory:</b> 5 hours <b>Practical:</b> 25 hours</p>	<p>Telephone equipment Notepads for recording messages Reservations book</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>when answering telephone calls</p> <p>Record appropriate details of telephone calls</p> <p>Transfer telephone calls to others where appropriate</p>	<p>receiving telephone calls, including standard greeting, finding information, recording information, seeking help from others where necessary, confirming details with guest and other associates</p> <p>Able to know telephone handling 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 organisational procedures, repeating information back to guest to confirm accuracy</p> <p>Able to Record appropriate details in writing, including important information (name, booking details, contact details including return telephone number, time of the call)</p>		<p>Food outlet log for recording relevant information</p> <p>Pens</p>	
<p><b>LU4:</b></p> <p>Deal with guest complaints and compliments</p>	<p><b>The trainee will be able to:</b></p> <p>Solve problems for guests</p> <p>Handle complaints and compliments within own role</p> <p>Record information according to</p>	<p>Able to Improve guest loyalty working relationships with service partners or associates by solving problems, including availability of tables, of dishes, timing of service</p> <p>Able to negotiate and reassure the 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</p>	<p><b>Total:</b></p> <p>30 hours</p> <p><b>Theory:</b></p> <p>5 hours</p> <p><b>Practical:</b></p> <p>25 hours</p>	<p>Food outlet log for recording guest complaints and complements</p> <p>Organisation"s guest service policy</p> <p>Organisation"s aims and objectives</p>	<p><b>For theoretic learning:</b></p> <p>Class room w multimedia aid, aud visual facilities and f charts</p> <p>Visit to hospital establishments</p> <p>Role plays to devel</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	organisational procedures	<p>any service problems, prompt and polite advice to guest, ensuring the Captain 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>Able to know the options for dealing with and avoiding repetition of a repeated guest service problem, including better briefing, more staffing, changes to the menu, changes to workflow patterns and procedures, better working practice, additional training</p> <p>Able to Identify best options for solving a repeated guest service problem, including balancing guest expectations with the needs of the organisation</p> <p>Able to Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated, including providing appropriate details of problems, suggesting solutions</p> <p>Able to Monitor the changes made to guidelines and adjusting them if appropriate</p> <p>Able to Handle complaints, including the importance of listening carefully to the</p>		<p>statement</p> <p>Organisational procedures for dealing with problems</p> <p>Menus, drinks lists, other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Guest services resources, handouts, articles, journals</p> <p>Waiter"s uniform according to job requirements (black trousers, white shirt, black</p>	<p>skills</p> <p><b>For learning: EITHER</b></p> <p>Training restaurant</p> <p><b>OR</b></p> <p>Access to commercial food outlets for training purposes (for example hotels, restaurants, café clubs, industrial canteens, no commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>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>Able to Record details of the complaint or complement according to organisational procedures, including making appropriate entries in the log</p> <p>Able to take 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>Able to know the importance of advising own supervisor in cases where resolving or progressing the 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>Able to ensure guest is informed of action taken as a consequence of making the complaint, including communicating verbally or in writing as required</p> <p>Knowledge of Compliance with relevant regulations and standards (see Introduction)</p>		<p>socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation))</p>	

**4.7. Module 7:** Complete food outlet shift effectively

**Objective of the module:** The aim of this module is to develop the skills knowledge and understanding to complete food outlet shift effectively

**Duration** 100 hours      **Theory:** 10 hours      **Practical:** 90 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Ensure all surplus food, equipment and materials are returned from the food outlet to the appropriate department</p>	<p><b>The trainee will be able to:</b></p> <p>Identify and return unused food items to the kitchen or to the concerned department</p> <p>Identify and return equipment and materials to the appropriate store</p> <p>Maintain proper logs or records of returned items</p> <p>Advise supervisor of any problems with returning surplus food, equipment and material to the appropriate department</p>	<p>Able to know the methods and procedures for safe storage of tools and equipment, including making sure that any tools and equipment needed for the next shift are set up ready for use, storing all food, tools and equipment safely in line with organisational requirements, returning food and equipment to stores, storing in cupboards or other storage areas</p> <p>Able to know the organisational procedures for returning surplus food, equipment and material to the appropriate department</p> <p>Able to identify problems with returning surplus food, equipment and material to the appropriate department, including not accepted by department, materials should have been disposed of, not returned, equipment is out of order when checked</p> <p>Able to know the process for recording returns of surplus food, equipment and</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 27 hours</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,</p>	<p><b>For theoretic learning:</b></p> <p>Class room with multimedia aid, audio visual facilities and flip charts</p> <p>Visit to hospital 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 commercial food outlet for training purposes (for example hotels)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>material to the appropriate department, including items, date of returns, person responsible, quantities, condition</p> <p>Able to know the Disciplinary actions that can be taken against any violation of the process for returning surplus food, equipment and materials, including verbal reprimand, formal warning, record entered in HR file</p> <p>Able to maintain proper logs or records of returned items, including auditable control of returns, security of returned items, prevention of theft or damage</p>		<p>trays/trolleys</p> <p>Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)</p> <p>Food outlet log for recording returns, problems and other issues</p> <p>Pen</p> <p>Payment folders</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> <p>Food outlet log and records for</p>	<p>restaurants, cafés, clubs, industrial canteens, no commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				returned items	
<b>LU2:</b> Clean and sanitize food outlet work area, equipment and surfaces	<b>The trainee will be able to:</b> Select and use appropriate equipment and products for cleaning and sanitizing equipment and surfaces Ensure that equipment and products used for cleaning are in good condition and changed when required Store equipment and products for cleaning and sanitizing equipment and surfaces after use according to organisational requirements Report to supervisor any problems with cleaning, equipment or	Able to know the standards of cleanliness and tidiness expected when clearing the food outlet work area Able to know Principles of sanitisation, including disinfection, action of chemicals on surfaces, implications for working practice Able to know The purpose of cleaning food outlet equipment and surfaces, including reducing the danger of contamination of food, creating a good impression for guests, staff and inspectors, and reducing the risk of accidents and equipment breakdown Able to Clean equipment to use for different tools and equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners) Able to Clean materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser Able to Correct storage of equipment and products for cleaning and sanitizing equipment and surfaces after use, including	<b>Total:</b> 30 hours <b>Theory:</b> 3 hours <b>Practical:</b> 27 hours	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners); large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner Cleaning materials, including sanitizer, detergents, disinfectants,	<b>For theoretic learning:</b> Class room with multimedia aid, audio visual facilities and charts Visit to hospital establishments Role plays to develop skills <b>For practical learning: EITHER</b> Training restaurant <b>OR</b> Access to commercial food outlets for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, no commercial organisations, simi

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	products	<p>store cupboards or other storage areas, secure cupboards or areas for chemicals and other sensitive products</p> <p>Able to know the importance of storing chemicals and other sensitive products securely, including preventing theft or misuse</p> <p>Able to identify Able to identify problems with cleaning equipment or products, eg incorrect equipment, equipment not working properly, cleaning product not appropriate to the task, cleaning product out of date (eg congealed, split)</p> <p>Able to know the organisation's procedures for dealing with and disposing of food outlet waste material, including types of waste material generated in the food outlet work area, disposable or recyclable waste</p> <p>Knowledge of compliance with relevant regulations and standards (see Introduction)</p>		<p>degreaser</p> <p>HACCP standards and procedures</p> <p>Organisation's waste disposal guidelines</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> <p>Food outlet log for recording problems maintenance requirements</p>	establishments)
<b>LU3:</b> Hand over to	<b>The trainee will be able to:</b>	Able to know the importance of completing all procedures for handing over to next food outlet shift, including cleaning and sanitising	<b>Total:</b> 40 hours	Food outlet log Pen	<b>For theoretical learning:</b> Class room w

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
next food outlet shift	<p>Ensure that work area is fully maintained ready for next shift</p> <p>Ensure that next shift is prepared and ready for handover</p> <p>Notify next shift of any special requirements, events, requests or comments relating to guests in order to maintain guest service</p> <p>Notify next shift of any problems with the service, equipment or products</p> <p>Complete any food outlet log entries as required by organisation</p> <p>Leave work area promptly and courteously</p>	<p>the food outlet work area and equipment, ensuring any relevant information is recorded in the log, in order to recognise actions by team and ensure there are no complaints or problems</p> <p>Able to Use food outlet log to notify next food outlet shift any special requirements, events, requests or comments relating to guests, verbally or in writing (including kitchen log and written notes), in order to maintain guest service and ensure all guest needs are properly met</p> <p>Able to Notify next food outlet shift of any problems with the service, equipment or products, including written record, personal briefing to other associates</p> <p>Able to Secure the food outlet area, including closing doors and windows, checking that equipment is switched off as appropriate, checking that all storage areas are secure</p> <p>Able to Make appropriate entries in food outlet logs, including appropriate detail, people involved, time, actions taken, to ensure efficient operation</p> <p>Able to know organisation's policies and procedures for handing over a shift</p>	<p><b>Theory:</b> 4 hours</p> <p><b>Practical:</b> 36 hours</p>	<p>Folders</p> <p>Standard Operating Procedures for completing shift</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> <p>Food outlet log to provide information for handover and for recording relevant details of handover</p>	<p>multimedia aid, audio visual facilities and charts</p> <p>Visit to hospital 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 commercial food outlets for training purposes (for example hotels, restaurants, café clubs, industrial canteens, no commercial organisations, similar establishments)</p>

## 5. General assessment guidance for the Hospitality Waiter Curriculum

Good practice in Pakistan makes use of sessional and final assessments, the basis of which is described below. Good practice by vocational training providers in Pakistan is to use a combination of these sessional and final assessments, combined to produce the final qualification result.

**Sessional assessment** is going on all the time. Its purpose is to provide feedback on what trainees are learning:

- to the trainee: to identify achievement and areas for further work
- to the teacher: to evaluate the effectiveness of teaching to date, and to focus future plans.

Assessors need to devise sessional assessments for both theoretical and practical work. Guidance is provided in the assessment strategy

**Final assessment** is the assessment, usually on completion of a course or module, which says whether or not the trainee has "passed". It is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. Considerations of security – ensuring that the trainee who gets the credit is the person who did the work – assume considerable importance in final assessment.

### Methods of assessment

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the trainee's performance.

Examples for direct assessment of a waiter include:

- Work performances, for example preparing and clearing equipment and materials for food and beverages service, or greeting guests and taking orders
- Demonstrations, for example demonstrating the operation of a mechanical or electronic cash machine
- Direct questioning, where the assessor would ask the trainee how he might exceed guest expectations, or what equipment should be used for cleaning and sanitizing the work area
- Paper-based tests, such as multiple choice or short answer questions on health and safety issues, or working with others.

Indirect assessment is the method used where the performance could not be watched and evidence is gained indirectly.

Examples for indirect assessment of a waiter include:

- Work products, such as a bill that has been prepared for presentation to the guest
- Workplace documents, such as a checklist to show that all cleaning routines have been completed.

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

### **Principles of assessment**

All assessments should be valid, reliable, fair and flexible:

**Fairness** means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one trainee gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

**Validity** means that a valid assessment assesses what it claims to assess. For example, if the ability to serve food or beverages at table is to be assessed and certificated, the assessment should involve performance criteria that are directly related to that food or beverage service activity. An interview about different methods of food or beverage service would not meet the performance criteria.

**Reliability** means that the assessment is consistent and reproducible. For example, if the work performance of preparing a bill for a guest has been assessed, another assessor (eg the future employer) should be able to see the same work performance and witness the same level of achievement.

**Flexibility** means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the trainees' needs.

## Assessment strategy for the Hospitality Waiter Curriculum

This curriculum consists of 7 modules:

- Module 1: Maintain professional food outlet standards throughout shift
- Module 2: Develop communication and social skills for hospitality
- Module 3: Prepare and clear service and guest areas for food and beverages service
- Module 4: Serve food and beverages
- Module 5: Provide a carvery / buffet service
- Module 6: Deliver effective guest service
- Module 7: Complete food outlet shift effectively

### Sessional assessment

The sessional assessment for all modules shall be in two parts: **theoretical assessment and practical assessment**. The sessional marks shall contribute to the final qualification.

**Theoretical** assessment for all learning modules must consist of a written paper lasting **at least one hour** per module. This can be a combination of multiple choice and short answer questions.

For **practical** assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under **Planning for assessment**.

## Final assessment

Final assessment shall be in two parts: **theoretical assessment** and **practical assessment**. The final assessment marks shall contribute to the final qualification.

The final **theoretical** assessment shall consist of one 3-hour paper, consisting of multiple choice and short answer questions, covering all modules.

For the final **practical** assessment, each trainee shall be assessed over a period of two days, with two 3-hour sessions on each day. This represents a total of four sessions totalling 12 hours of practical assessment for each trainee. During this period, each trainee must be assessed on his/her ability to prepare for and provide food and beverages service in **at least two** different settings, including breakfast, lunch, high tea, dinner, coffee shop/café, banqueting. The modules covered by these assessments are:

- Module 3: Prepare and clear service and guest areas for food and beverages service
- Module 4: Serve food and beverages
- Module 6: Deliver effective guest service

During each session, each trainee must prepare for and provide food service to **at least two** groups of guests. **At least** one of these groups must include **four or more** guests. Trainees must provide beverage services during **at least one** session.

Module : Maintaining professional food outlet standards throughout the shift and Module : Completing shift effectively shall not be assessed separately, but must be assessed during each of the four practical sessions.

## The assessment team

The number of assessors must meet the needs of the trainees and the training provider. For example, where **two assessors** are conducting the assessment, there must be a maximum of **five trainees per assessor**. In this example, a group of 20 trainees shall therefore require assessments to be carried out over a four-day period.

## Planning for assessment

**Sessional assessment:** assessors need to plan in advance how they will conduct sessional assessments for each module. The tables on the following pages are for assessors to use to insert how many hours of theoretical and practical assessment will be conducted and what the scheduled dates are.

**Final assessment:** Training providers need to decide ways to combine modules into a cohesive two-day final assessment programme for each group of five trainees. Training providers must agree the settings for practical assessments in advance.

## Planning aid for sessional assessments

<b>Module 1: Maintain professional food outlet standards throughout shift</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended Methodology</b>	<b>Scheduled Dates</b>
LU1: Ensure professional food outlet standards are maintained for waiter's uniform and hygiene throughout the shift	Minimum two	<b>For Theory:</b> Written paper on hygiene and grooming standards of hospitality industry <b>For Practical:</b> Asses the trainees for preparing themselves for following the standards of hospitality	
LU2: Maintain the health, safety and security of the food outlet working environment	Minimum two	<b>For Theory:</b> Written paper for safety, security and unexpected situations of the hospitality industry <b>For Practical:</b> Develop real life examples of safety, security and unexpected situations of the hospitality to respond accordingly	
LU3: Communicate and work with food outlet associates and team efficiently and effectively throughout the shift	Minimum Two	<b>For Theory:</b> Written paper for communication and team work in the hospitality industry <b>For Practical :</b> Create a simulated situation to run a shift in a restaurant	
LU4: Check that all food outlet products and equipment are in good order	Minimum Two	<b>For Theory:</b> Written test <b>For Practical :</b> On the job/ work and / or Place performance	
LU5: Ensure food outlet waste is minimized	Minimum Two	<b>For Theory:</b> Written test <b>For Practical :</b> On the job/ work and / or Place performance	
LU6: Attend briefing and be aware of daily requirements and other requirement	Minimum Two	<b>For Theory:</b> Written test <b>For Practical :</b> On the job/ work and / or Place performance	

<b>Module 2: Develop communication and social skills for hospitality</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended Methodology</b>	<b>Scheduled Dates</b>
LU1: Develop and use communication skills in a hospitality setting	Minimum three	For Theory Written test for each learning outcome separately  For Practical On the job/ work Place performance	
LU2: Develop and use social skills in a hospitality setting	Minimum one	For Theory Written test For Practical On the job/ work Place performance	

<b>Module 3: Prepare and clear service and guest areas for food and beverages service</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended Methodology</b>	<b>Scheduled Dates</b>
LU1: Prepare and clear equipment, materials and service area for food and beverages service	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU2: Prepare and clear guest area for food, beverages and takeaway services	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	

<b>Module 4: Serve food and beverages</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended Methodology</b>	<b>Scheduled Dates</b>
LU1: Greet guests and take orders	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU2: Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU3: Provide a food outlet counter and takeaway service	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU4: Secure payment from guests for food and beverages using appropriate method	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU5: Support Captain of food outlet where appropriate	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	

LU6: Maintain food safety for food outlet when storing, holding and serving food	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
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<b>Module 5: Provide a carvery / buffet service</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended Methodology</b>	<b>Scheduled Dates</b>
LU1: Prepare and maintain a carvery/buffet display	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU2: Serve and assist guests at the carvery/buffet	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	

<b>Module 6: Deliver effective guest service</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended Methodology</b>	<b>Scheduled Dates</b>
LU1: Deliver effective and efficient service for food outlet guests	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU2: Meet and exceed guest expectations	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU3: Handle telephone calls	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU4: Deal with guest complaints and complements	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	

<b>Module 7: Complete food outlet shift effectively</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended Methodology</b>	<b>Scheduled Dates</b>
LU1: Ensure all surplus food, equipment and materials are returned from the food outlet to the appropriate department	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU2: Clean and sanitize food outlet work area, equipment and surfaces	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	
LU3: Hand over to next food outlet shift	Minimum Two	For Theory Written test For Practical On the job/ work Place performance	

## 6. Tools and sources for Waiter

1 class set	Standard operating procedures for food outlet
1 book	Organisation"s aims and objectives statement
20	Organisation"s guest service policy
1 class set	Examples of menus, recipes, drinks lists, function planner, other promotional materials from different organisations (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)
1 completed class copy as example 20 blank copies	Food outlet log books
1 completed class copy as example 20 blank copies	Food outlet logs for recording accidents and incidents
20 copies	Organisational procedures for dealing with problems
20 copies	Organisational procedures for dealing with emergencies
20 copies	Organisational guidelines for responding to and reporting accidents
1 class set	Organisational policy and procedures for disposing of waste
1 class set	Examples of support materials as required, including recipes, promotional materials, from different organisations
20 copies	Guest services resources, handouts, articles, journals

1 completed class copy as example 20 blank copies	Record of guest reservations
1 completed class copy as example 20 blank copies	Record of guest needs, likes and dislikes
2	Computers, accessories, software
Contact details for colleagues, supervisor	

### Food and drink service equipment and utensils

40 sets	Crockery, cutlery, glassware and napkins, service cutlery for food and beverage service practical classes
20 sets	Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)
20 sets (minimum)	Service dishes/flats, plate rings, sauce boats, soup tureens, service cloths
20 sets	Service equipment and utensils for serving food at the counter
20 sets	Holders for order pads
5 sets	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	Hot plates/plate warmers (stocked as required for service)
1	Refrigerated unit

2	Hot/cold beverage service containers
10	Trays/trolleys
5	Sideboards/side tables/service station
1 set	Counter service materials, including posters, black/white board, menus board, promotional materials showing special offers

### Equipment for cash and payment handling

20 sets	Bill/Check folders
1	Cash till (mechanical/electronic)
5 sets	Cash float and mechanism for keeping cash secure
20	Calculators

### Fire, first aid and safety equipment

1 example copy	Food safety guidelines
5 sets	Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, hand towels, hand dryers
1 example copy	HACCP standards
1 set	Illustrative range of emergency notices

1 set	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	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 example copy	Food outlet logs for recording accidents and incidents
2 sets	Tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on wheels (foot operated) with garbage bags included

### **Cleaning equipment**

5 sets	Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets, hand-held cleaning spray
1 set	Large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner

### **Fixtures and fittings**

2 installations	Waiters' pantry
1 installation	Counter service, including display unit, heated unit, refrigerated unit, beverage equipment

### Specific materials for Module 10

5 copies	Directories of existing businesses
1 completed class copy as example 20 blank copies	Examples of business plans
1 completed class copy as example 20 blank copies	Examples of financial plans
1 class set	Advertising materials for potential business premises
1 class set	Copies of job advertisements for hospitality jobs
1 class set	Information on sources of finance
1 completed class copy as example 20 blank copies	Business planner templates
1 completed class copy as example 20 blank copies	Start-up-costs estimator
1 class set	Details of potential competitors, including brochures, websites and promotional materials
1 class set	Case studies of examples of communication methods and how they are used to promote a business
1 completed class copy as example 20 blank copies	Guest research tools, including questionnaires and surveys
1 class set	Case studies of arrangements agreed between business owners and other people or organisations

### **Uniform (may be purchased by trainees)**

- Black trousers
- White shirt
- Black socks
- Black shoes
- Tie (appropriate to the organisation)
- Jacket (appropriate to the organisation)

## **7. List of consumable supplies**

- Restaurant order pads holders
- Order pads and notepads
- Condiments and accompaniments: Dry seasonings/flavourings; mustards, sauces and salad dressings; prepared bread items, butter
- Disposable serviettes and take-away for counter service
- Supplies for drinks service, including tea, coffee, milk/cream, sugar, bottled drinks, ice, drinks accompaniments
- Straws and coasters for drinks service
- Materials for cleaning and sanitizing equipment and work surfaces, including sanitizer, vinegar, lemon, degreaser

## National Vocational and Technical Training Commission (NAVTTTC)

 5th Floor Evacuee Trust Complex Sector F-5/1, Islamabad.

 +92 51 9044 04

 +92 51 9044 04

 [info@navttc.org](mailto:info@navttc.org)

 [www.navttc.org](http://www.navttc.org)